

Conservation Labour Market Intelligence 2012–13

Kenneth Aitchison

Icon: the Institute of Conservation



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Summary and Recommendations

1.1 Aim and Objectives

The aim of this project has been to gather, analyse and interpret labour market intelligence for the conservation sector in the financial year 2012–13. The reasoning behind this was that there was a recognised need for solid data that could help to improve understanding of the needs and current state of employment for the conservation/restoration profession (National Conservation Education and Skills Strategy, Aim Two – Objective One [Icon 2012, 7]).

The objectives of the project were:

- to set out, for the first time in over 10 years, a profile of the workforce;
- to gather and interpret information on training needs, skills shortages and skills gaps;
- to gather and interpret details of the nature and extent of the conservation sector, including accurate employment figures in different specialisms (defined sectorally and by post title);
- to gather and interpret information on professional roles including potential recruitment and career progression difficulties;
- to identify potential barriers to employment;
- to disseminate the results of this work; and
- to inform the cultural heritage sector and the conservation profession of the outcomes of this research.

1.2 Summary of Results

Key findings are presented in terms of the size of the sector in 2012–13, the diversity of the workforce, salaries earned, qualifications held and potential skills gaps or shortages.

- It is estimated that 3,175 people worked as professional conservators in 2012–13, supported by 1,125 support staff, 700 volunteer conservators and 175 voluntary support staff, meaning that the total conservation workforce in 2012–13 was 5,125 people.
- The workforce was not diverse; it was drawn from a relatively narrow segment of society.
- The median salary for a professional conservator was £26,000 (50% earned more than this, 50% less). The national median for all occupations was £26,500, but the median for professional occupations was £36,359.
- Conservators were very highly qualified, with 78% being graduates.
- Conservation workplaces were typically very small; 84% of all conservation workplaces have five or fewer conservators working in them.
- Conservation employment was relatively evenly distributed between the public, private and civil society (charity / NGO) sectors.
- Skills gaps and shortages were identified in many areas of specialist conservation skills, and also identified widely in areas of transferable professional skills.

Recommendations are also made.

1.2.1 Estimated Numbers of Conservators

The total number of conservators estimated to have been working in the UK at the time of the survey (in 2012–13) was 3,175. They worked alongside 1,125 support staff, giving a total employed working population of 4,250.

In addition to the paid conservators, there were also 700 volunteer conservators in the workplaces and 175 voluntary support staff, a total volunteer population 875 and therefore a total of 5,125 people actively involved in professional conservation.

In comparison, the membership of Icon: the institute of conservation (the professional association for conservators) was 2,357 in March 2013, of whom 2,051 were full members and 306 were student or trainee members (Wiebke Morgan, pers. comm. 25th March 2013).

The estimated numbers of paid conservators can be broken down by organisational sector, and were distributed relatively evenly, with an estimated 995 conservators working in the public sector, 1,220 working in the private sector and 960 working for civil society (charity / NGO) organisations.

1.2.2 Diversity

People employed in conservation in 2012–13 were typically white, female and middle-aged. 65% of professional conservators were women, 35% were men.

80% of professional conservators were aged between 30 and 59. On average, professional conservators were 42.9 years old; female professional conservators were aged 40.3 on average, while the average age of male conservators was 47.8.

Black and minority ethnicities were significantly under-represented in conservation as 97% of professional conservators were white.

2% of professional conservators were disabled; disabled people were under-represented in conservation.

1.2.3 Salaries

The average (mean) salary earned by a full-time professional conservator in 2012–13 was £28,102.

The more statistically useful median full-time professional conservator salary in 2012–13 was £26,000 (50% of conservators earned more than this, 50% earned less).

Conservators typically earn slightly less than most recently reported national median for all occupations (£26,500), and significantly less than the national median for professional occupations (£36,369) (ONS 2012a).

In 2012, the salaries of most conservators either fell (in absolute terms) or were static (and thus fell in real terms).

1.2.4 Staff Qualifications

Conservators were highly academically qualified. 78% of professional conservators held at least one degree, with 46% of professional conservators holding post-graduate academic qualifications.

The levels of highest qualifications held peaked with conservators aged in their 30s, of whom 98% held at least one degree, with slightly lower proportions for younger and older conservators.

Employers showed strong levels of support for the sectoral professional qualifications PACR (Professional Accreditation of Conservator-Restorers) and CTQ (Conservation Technician Qualification).

1.2.5 Skills Gaps and Skills Shortages

“skills gaps are skills that existing staff need but lack, as opposed to skills shortages, which mean that employers cannot find job applicants with the right skills” (CCSkills 2010).

A skills ‘gap’ occurs in an area where existing workforce members have lower skill levels than are necessary to meet the business’ or the industry’s objectives, or where new entrants lack some of the skills they need; skills gaps mean that the sector is underskilled, so these identify training priorities. A skills ‘shortage’ is where there aren’t enough suitably skilled individuals in the workplace; rather than an under-provision of skills, this is where there is an absence of skills, and this can often only be addressed by bringing in external specialists (after Skillset 2001).

The survey reviewed skills issues and identified areas of current skills shortages - where skills had been bought in from external providers in the previous year, and skills gaps - where organisations were investing in training their staff, or where organisations recognised that either current staff or new entrants were particularly lacking in skills.

Serious skills gaps were identified in several areas of transferable professional skills for both existing staff and new entrants in the areas of business skills; leadership; and project management.

For existing staff, serious skills gaps were recognised in information technology; for new entrants they were recognised in people management.

Gaps and shortages were recognised widely across the range of technical conservation skills; details are provided in 8.2.3 Skills Bought In and 8.2.4 Invested in Training. Generally, across professional conservation, there were more skills gaps than skills shortages, and so skills issues have tended to have been addressed through investment in staff training rather than through buying in expertise.

1.3 Recommendations

A series of recommendations are presented for individual conservators, the employers of conservators, organisations training conservators and for Icon as the professional association for conservators. These are presented under the headings of training planning, training delivery, business development, professional conservation and strategic delivery.

1 Training Planning

- 1.1 That organisations employing conservators consider the development and implementation of focussed, achievable and budgeted training plans that meet organisational requirements.
- 1.2 That all individual conservators discuss their CPD (Continuing Professional Development) requirements with their employer and seek to agree mechanisms for their own development in tandem with the organisation's skills development requirements.
- 1.3 That Icon considers requiring all members of the professional association to commit to a process of monitored CPD, extending from the current requirements which are limited to Accredited Conservator-Restorers, in order for all members to be able to demonstrate that their membership shows that they are keeping their skills up to date.

2 Training Delivery

- 2.1 That training providers review where employers have reported that they encounter skills gaps, and to use this as a point of reference in the development of new training materials.
- 2.2 That training providers seek to develop and deliver bespoke business skills courses for conservators.
- 2.3 That training providers seek to provide support for individual conservators wishing to pass on their professional skills by developing mechanisms to train them to be effective trainers and mentors.
- 2.4 That Icon should review the content of its online Training Directory and develop that service as an active marketplace for the delivery of conservation training.

3 Business Development

- 3.1 That organisations employing conservators, and individual conservators, review where employers have identified that they encounter skills shortages, and (if appropriate) consider offering subcontracted services in these areas.
- 3.2 That Icon should actively promote the professional status of its members to the commissioners of conservation work, justifying this on the basis of the members' commitment to ethical and technical standards.

4 Professional Conservation

- 4.1 Organisations employing and organisations training conservators should positively seek to diversify the workforce (and the future workforce) in order to extend conservation's appeal beyond the narrow social stratum of the current workforce and so to avoid limiting the potential range of new entrants.
- 4.2 That Icon should actively support the employers of conservators in promoting the professional quality of work undertaken by conservators in order to move the salaries earned by conservators upwards towards the average for all professional associations.

5 Strategic Delivery

- 5.1 That organisations employing conservators, organisations training conservators, Icon and individual conservators should use the report as an evidence base to support initiatives based upon activities proposed in the *National Conservation Education and Skills Strategy*.
- 5.2 That Icon should commission a repetition of the survey to coincide with the end of the five-year lifespan of the *National Conservation Education and Skills Strategy* (in 2016) to measure what progress has been made and to start to build time-series datasets that illustrate trends.

Introduction and Background

This report is a review of employment and skills in professional conservation in the United Kingdom in 2012–13. It has been produced by Icon, the Institute of Conservation with the support of Arts Council England, English Heritage and the Heritage Lottery Fund.

2.1 Context and Background

Professional conservation has been anecdotally considered to be a sector that is distributed between the private and public sectors, with a highly qualified workforce that works in micro-business units (often solo specialists). However, this perception has not previously been supported by solid econometric data.

Within professional conservation, there was a recognised need for research to gather baseline information about the profession upon which to base workforce planning and measurements of success. This need was elaborated through the *National Conservation Education and Skills Strategy* (Icon 2012), a sectoral document which presents priorities, aims and objectives which intend to support conservation as a sustainable profession. Previously, the *Cultural Heritage Blueprint* document (CCSkills 2008) presented some labour market intelligence for the broader creative and cultural macrosector, but this was insufficiently finely grained to allow it to be used for sectoral planning in conservation.

The definition of conservation used in the *National Conservation Education and Skills Strategy* (NCESS) has been used in establishing the scope of this project.

“The term conservation is used here to refer to the full range of activities associated with the restoration and preservation of our material heritage: analysis, assessment, treatment, documentation, protection, etc. The term cultural heritage is used here to refer to movable material heritage – including elements of buildings, such as wall paintings and stained glass windows but not the buildings themselves – as well as the intangible values associated with the material heritage”.

Aim Two of NCESS is to **“Map a framework of sustainable career paths that is accessible, coherent, responsive, resilient and quality assured”**.

The Strategy proposes that the means by which this objective will be met are:

- 1.1 With partners, set up a research project to collate and analyse information that has already been gathered.
- 1.2 Ensure the research and assessments data are disseminated to stakeholders, government, funders, educators and trainers.
- 1.3 With partners, set up research project that surveys employers’ needs for next five years.

This project has addressed all three of these actions.

2.2 Previous Work

The *National Conservation Education and Skills Strategy* (Icon 2012) sets out the need for comprehensive information on conservation and employment and skills issues in order to fully inform sectoral activity and to set a benchmark against which progress can be measured in the future.

Historically, several studies have been undertaken looking at conservation education, skills and employment. A very early report from the Calouste Gulbenkian Foundation (CGF 1972) presents the earliest estimate for the total number of conservators working in the UK as 115 in 1971.

Conservation in *Museums and Galleries* (Armitage et al 1974) was a substantial report on a questionnaire survey of museum or gallery directors and of conservators employed by such institutions, undertaken in 1973, in order to investigate “the state of conservation in the United Kingdom” (*ibid.*, 9) on behalf of the International Institute for Conservation of Historic and Artistic Works (IIC).

The report presented a brief history of conservation in the UK, found that the mean salary earned by conservators in 1973 was £2,079 (*ibid.*, 70), that 24% of conservation staff at that time held a degree and 27% had entered conservation through an apprenticeship (*ibid.*, 36). Conservators considered that there was a shortage of full-time courses, it was difficult to get in-service training and it was difficult to get release from work to undertake training (*ibid.*, 79). That report estimated there were 252 professional conservators in 1973.

In line with the social norms of the day’s belief in ‘big government’, the report proposed the establishment of a state-funded national conservation centre and regional conservation services, the

staff of which would deliver the majority of conservation training, which would in some cases lead to a new national qualification in conservation (*ibid.*, 80–85).

The Survey: conservation facilities in museums and galleries (Corfield *et al.*, 1989), published by UKIC, was the report on a replication of the 1973 survey which collected data in 1986–87.

At that time, the authors estimated that the total number of conservators working in the UK was 629; as well as the public sector employees, the survey also obtained responses from 204 private conservators. Noticeably, the report commented that “conservation careers are markedly stagnant; most people get a job and stay put” (*ibid.*, 10).

The gender balance in professional conservation was changing; in 1973, 62% of conservators had been men; in 1987, only 40% were (*ibid.*). Conservation was relatively poorly paid – “31% of conservators earned £7000–£9000 (average pay for manual workers was about £9000)” (*ibid.*) – but more highly educated, as 82% of conservators held a degree or diploma. 32% of conservators worked in Greater London (*ibid.*, 83).

The next substantial review of employment in conservation was *Conservation and Collection Care Provision in the UK*, written by Peter Winsor for the Museums & Galleries Commission in 1998.

That report presented an estimate of 1,272 conservation staff working in the public sector in 1993 (Winsor 1998, 5), although some of these people would now be considered to be working for civil society organisations rather than for local or national government. 61% of them worked in south-east England (including London) (*ibid.*, 11)

Winsor then expanded on the 1998 report and provided an extended review of past work in an article published in *Cultural Trends* in 1999. This is the most valuable published account of the development of conservation as a profession, charting a history of surveys and reviews, going back before 1945 and noting the particular increase in range of materials being collected and conserved between 1961 and 1980 (Winsor 1999, 7).

Winsor used MGC conservation register data to suggest that there were 204 private sector conservators in 1986, 2,081 in 1996, and 1,992 in 1998 plus 1,659 public sector conservators for a total of 3,653 professional conservators at that time (*ibid.*, 16–7). These figures may include people working in areas beyond the definition of conservation used in the present report, specifically craft heritage workers, but the data presented can be valuably used to chart the development of the size of conservation as a profession over time.

	1971	1973	1986	1993	1998	2013
Private	0	0	204	1456	1992	1220
Public	115	235	361	1071	1473	995
Civil	0	17	64	247	186	960
	115	252	629	2774	3651	3175

Source	CGF 1972	Armitage 1974	Corfield 1989	MGC 1993	Winsor 1998
				with private extrapolated after Winsor 1999	

Table 1: employment in conservation 1971-2013

Table 1 uses figures presented in Winsor 1999, reviewing the detail of earlier sources to reallocate some conservators who had been considered to work for the public sector – such as those working for the National Trust – to the category of civil society (NGO / charitable) organisations

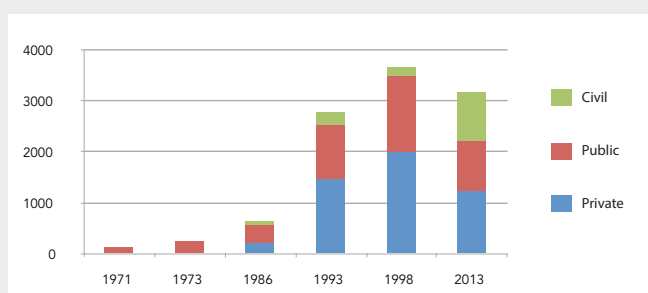


Figure 1: employment in conservation 1971–2013

Table 1 and Figure 1 suggest that the profession of conservation has shrunk considerably over the fifteen years from 1998 to 2013. This change may not be as dramatic as the graph suggests; the estimates for the size of the private sector in 1998, 1993 and 1986 were based on MGC conservation register entries, which included many individuals working in heritage crafts who would not be universally considered to be conservators today and who have not been head-counted in the present report. However, *Mapping Heritage Craft: the economic contribution of the Heritage Craft Sector in England* (TBR 2012) considered that the heritage craft sector employed 169,550 people using “heritage craft skills” (*ibid.*, 7). The definition used was that individuals must “create items that are functional, traditional in design and / or decorative” (*ibid.*, 117), but the research was framed by SIC codes (*ibid.*, 134–138) which combine making and restoring, so this covered individuals undertaking work to conserve or restore items, but could not separate them out, demonstrating how methodological framing can influence the results of survey analysis considerably.

Methodology

This project gathered and analysed data from the employers of conservators, rather than from individual conservators. Therefore this is a demand-side labour market intelligence project, generating a quantitatively-focussed perspective on employment, skills and training in conservation, rather than seeking the opinions of individual workers in conservation, which would have produced results that focussed on qualitative records of their experiences.

3.1 Introduction

The intended sample frame - the target population for the survey – was all organisations employing conservators and all self-employed conservators in the UK.

Data were gathered through an online questionnaire, circulated to organisations employing conservators and to self-employed individual conservators. Respondents were asked about the services they provided, the nature of and any changes to their business that had recently taken place, together with a series of questions about their staff. They were specifically asked to also include information about temporary staff, support staff and any unpaid volunteers in their responses together with the key information about professional conservators.

3.2 Survey methodology

Data were collected via a secure online questionnaire using a commercial service - NoviSurvey's online Advanced Hosting System. This allowed the responses to be "born digital", hence removing the need for a separate and labour-intensive data entry phase

The questionnaire was opened to invited respondents on 26th December 2012; the census date was 1st January 2013 (respondents were asked to provide data as applied to their organisation on that date) and the questionnaire closed to responses on 27th January 2013.

3.3 Mailing List

The survey sample frame was compiled through assembling a mailing list, using various sources available to Icon, including internal lists and publicly available sources. The intention was to create as complete a frame as possible, with the intention of getting near full-coverage of all employers of conservators in the UK.

The sources used included:

- British Horological Institute Registered Repairers [<http://www.bhi.co.uk/repairers-register>], search for: "conserv*"; or "restor*".
- Conservation Register [<http://www.conservationregister.com/>]
- Icon database of Organisational Members
- Icon database of members who have provided work addresses for correspondence
- Icon Training Directory [http://www.icon.org.uk/index.php?option=com_content&id=265&Itemid=48]
- Institute for Archaeologists Registered Organisations [<http://www.archaeologists.net/ro>] search by "service: object conservation"
- Museums Association list of suppliers [<http://www.museumsassociation.org/suppliers/find-a-supplier>] filter suppliers by "conservators:"
- *ad hoc* web searches
- *ad hoc* email contacts

A list of 827 contacts was subsequently enhanced by six further contacts identified once the survey had been opened to create a full list of 833 individual potential respondents.

3.4 Data Collection

Data were gathered through Novisurvey OnDemand, a commercial hosted web survey application, which automatically sent invitations to contribute to all of the email addresses on the mailing list.

The questionnaire was designed in two parts. The first asked questions about the organisation (asked solo operators to consider themselves to be an 'organisation'), and the second part asked about workers within the organisation in the format of 'post profiles', gathering together information about all individuals working at the organisation in jobs with the same title. Each respondent could complete as many post profiles as necessary.

The questionnaire was thus designed to operate on a top-down basis, getting information from employers of conservators rather than directly from all individual conservators in order to maximise

the quantitative value of data received rather than the qualitative aspect.

The questionnaire was set up as a series of question pages, with several questions on each page. Respondents worked through these pages sequentially; at some points answers that the respondent had provided formed conditions on whether particular pages were shown or not. This conditional formatting ensured that respondents were not asked irrelevant questions.

The survey opened for responses on 24th December 2012, and closed on 27th January 2013. Invitees who had not responded were sent automatic reminder emails after 12 and then 24 days.

228 respondents answered the organisational questionnaire; 209 of these responses were usable (others neglected to provide sufficient information to add value to the analysis), together with 190 post profile responses.

3.5 Data Analysis

The data received were analysed statistically to produce synthetic tables of results, accompanied by commentary. The commentary draws out conclusions from the received data on current workforce provision and future staffing and skills needs.

It is recognised that the survey data are imperfect – they always are in any survey project. “Survey data can be imperfect in various ways. Sampling, noncoverage, interview error, and features in the survey design and administration can affect data quality. In particular, surveys typically have missing-data problems due to nonresponse” (Rässler, Rubin & Schenker 2008, 370).

Nonresponse can be either unit nonresponse – where an organisation has not answered the survey, or item nonresponse – where a respondent has not answered a question.

The level of unit nonresponse in this project (228 responses were received from 833 invitations to contribute) did not lead to the quality of the data being seriously affected. Throughout the survey, there were questions that respondents chose not to answer, leading to a level of item nonresponse throughout. The levels of response were satisfactory to allow analysis to be undertaken, and this is noted by the presentation of sample numbers accompanying the data tables in this report.

As the survey has been answered by many but not all of the employers of conservators in the UK, the one area where unit nonresponse has had to be addressed through an extrapolation from the data has been made is in the calculation of estimated figures for the total number of conservators working in the UK.

The total figure was extrapolated by using a regressive imputation procedure, whereby estimated figures for the numbers of conservators working for each non-respondent was calculated on the basis of conditional means. These figures were generated from the average of the figures provided by respondents that were considered to be ‘similar’ to the nonrespondent – eg the imputed number of conservators working for a university museum was generated from the average numbers of conservators working for university museums that had answered the survey, etc. This is described by Rässler, Rubin & Schenker as “a regression of the variable with missing values on other observed variables is estimated from the complete cases, and then the resulting prediction equation is used to impute the estimated conditional mean for each missing value” (*ibid.*, 376).

Organisations

4.1 Introduction

The core of the survey asked about the organisations that provided conservation services, with individual (self-employed) conservators asked to treat themselves as though they were an organisation for the purposes of the questionnaire.

The organisations were asked about what kinds of conservation services they provided, where they were located, how they were constituted and how long they had been operating in conservation. They were also asked about how large they were (in terms of staff numbers), whether they had changed size in recent years (and whether they anticipated changes to their sizes in the future). Some questions about organisational finances were also asked.

4.2 Numbers of Organisations

Usable questionnaire responses were provided by 209 respondents, and each of these responses was treated as though it came from a separate 'organisation' although many came from individual specialist conservators working alone.

4.3 Services Provided

209 organisations provided information on the services they provided; many organisations provided services in more than one area, and then within each broader area (eg specialist preventive conservation), they provided several specialist services (eg specialist preventive conservation of archaeological materials).

areas of provision	services provided	of all organisations	of total services
Specialist Preventive Conservation	131	62.7%	29.1%
Interventive Conservation	174	83.3%	38.7%
Conservation Training / Education	78	37.3%	17.3%
Scientific / Analytical Services	35	16.7%	7.8%
Other (any other conservation service)	32	15.3%	7.1%
n=209	450		

Table 2: conservation services provided

The overwhelming majority of organisations provided interventive conservation services (more than four-fifths of all organisations), and a majority of providers are also delivered specialist preventive conservation services (nearly two-thirds).

4.3.1 Specialist Preventive Conservation

111 organisations reported that they provided specialist preventive conservation services, for a total of 572 areas of service provision.

area of specialist preventive conservation	providers	% of all providing specialist preventive conservation
archaeological materials	32	29%
archives	46	41%
books	43	39%
ceramics and glass	30	27%
clocks, watches and scientific instruments	15	14%
digital media	19	17%
ethnographic materials	21	19%
furniture and wood	37	33%
gilding and decorative surfaces	40	36%
metals	39	35%
modern materials	29	26%
natural history and biological specimens	19	17%
paintings	36	32%
paper	53	48%
photographic materials	40	36%
stained glass	13	12%
stone and wall paintings	18	16%

textiles	38	34%
time-based media	4	4%
	n= 572	

Table 3: specialist preventive conservation provision

Paper and *archives* are the areas with the most providers of specialist preventive conservation services, with *time-based media* having the fewest providers.

specialist preventive conservation providers by constitution	[could tick more than one box]	
accredited museum	17	11%
constituent part of a local authority	23	15%
constituent part of a university	12	8%
non-departmental public body	7	4%
other	7	4%
partnership	6	4%
private limited company (ltd) - limited by guarantee [cannot distribute profits]	7	4%
private limited company (ltd) - limited by shares	21	13%
public limited company (plc)	0	0%
registered charity	17	11%
sole trader	40	25%
	n=157	

Table 4: specialist preventive conservation provision by constitution

These services are being provided by organisations across the range of constitutional types, with sole traders being the most common form of provider. Further details are provided in 5.1 Specialist Preventive Conservation.

4.3.2 Interventive Conservation

144 organisations reported that they provided interventive conservation services.

area of interventive conservation	providers	% of all interventive conservation providers
archaeological materials	36	25%
archives	43	30%
books	34	24%
ceramics and glass	33	23%
clocks, watches and scientific instruments	15	10%
digital media	10	7%
ethnographic materials	22	15%
furniture and wood	39	27%
gilding and decorative surfaces	40	28%
metals	33	23%
modern materials	26	18%
natural history and biological specimens	12	8%
paintings	33	23%
paper	53	37%
photographic materials	28	19%
stained glass	11	8%
stone and wall paintings	19	13%
textiles	27	19%
time-based media	3	2%
	n= 517	

Table 5: interventive conservation provision

As was the case for Specialist Preventive Conservation, the two areas with the most providers of Interventive Conservation services were *paper* and *archives*, and, similarly, the area with the lowest number of providers was *time-based media*.

interventive conservation providers by constitution	[could tick more than one box]	
accredited museum	22	8%
constituent part of a local authority	20	8%
constituent part of a university	14	5%
non-departmental public body	6	2%
other	9	3%
partnership	5	2%
private limited company (ltd) - limited by guarantee [cannot distribute profits]	7	3%
private limited company (ltd) - limited by shares	32	12%
public limited company (plc)	1	0%
registered charity	10	4%
sole trader	138	52%
n=264		

Table 6: interventive conservation provision by constitution

Interventive conservation services are normally delivered by microbusinesses on a private basis (the majority of these providers were sole traders)

4.3.3 Conservation Training / Education

Data were obtained for training and education in specialist preventive conservation, in interventive conservation and in scientific / analytical conservation services.

A total of 78 different providers reported that they provided conservation education or training services, 62 provided specialist preventive conservation training, 48 provided training in interventive conservation and 14 provided training in scientific or analytical services for conservation (this macrocategory was not broken down by the nineteen areas of specialisation, which was done for both specialist preventive and interventive conservation.

	specialist preventive conservation	interventive conservation	scientific / analytical services
total of organisations	62	48	14
archaeological materials	13	11	
archives	26	15	
Books	23	12	
ceramics and glass	12	10	
clocks, watches and scientific instruments	6	7	
digital media	6	2	
ethnographic materials	12	9	
furniture and wood	8	12	
gilding and decorative surfaces	19	15	
metals	18	14	
modern materials	14	8	
natural history and biological specimens	8	5	
paintings	14	9	
paper	27	22	
photographic materials	18	13	
stained glass	4	5	
stone and wall paintings	5	5	
textiles	16	12	
time-based media	2	2	
251	188	14	

Table 7: conservation education / training provision

Paper and *archives* were the two areas with the most providers of specialist preventive conservation training, with training in interventive conservation being most frequently reported in those two specialist areas together with *gilding and decorative surfaces*.

The least frequently reported area of training for both specialist preventive and interventive conservation was *time-based media*, together with *digital media* for interventive conservation.

education / training providers by constitution	[could tick more than one box]	
accredited museum	12	15%
constituent part of a local authority	14	18%
constituent part of a university	11	14%
non-departmental public body	5	6%
other	3	4%
partnership	2	3%
private limited company (Ltd) - limited by guarantee [cannot distribute profits]	7	9%
private limited company (Ltd) - limited by shares	12	15%
public limited company (plc)	0	0%
registered charity	12	15%
sole trader	23	29%
101 constitutional bases ticked, 78 organisations		

Table 8: conservation education / training providers by constitution

A very wide range of organisations provided conservation education or training; sole traders were the type of organisation most commonly reporting that they provided education or training services, followed by organisations that were constituent parts of local authorities.

4.3.4 Scientific / Analytical Services

23 discrete providers of scientific / analytical services supplied information to the survey, covering 78 areas of specialist provision.

area of scientific / analytical services	providers	% of all providing scientific / analytical services
archaeological materials	8	10%
archives	3	4%
books	0	0%
ceramics and glass	6	9%
clocks, watches and scientific instruments	2	3%
digital media	2	3%
ethnographic materials	6	8%
furniture and wood	6	8%
gilding and decorative surfaces	8	10%
metals	8	10%
modern materials	4	5%
natural history and biological specimens	2	3%
paintings	4	5%
paper	3	4%
photographic materials	3	4%
stained glass	2	3%
stone and wall paintings	5	6%
textiles	6	8%
time-based media	0	0%
n = 78		

Table 9: scientific / analytical service provision

The numbers of providers of scientific/analytical services by specialist area were universally low, no more than eight organisations reported providing these services for any particular specialist area, and none reported that they did this for either *books* or *time-based media*.

scientific / analytical service providers by constitution	[could tick more than one box]	
accredited museum	6	13%
constituent part of a local authority	2	4%
constituent part of a university	6	13%
non-departmental public body	3	7%

other	2	4%
partnership	2	4%
private limited company (ltd) - limited by guarantee [cannot distribute profits]	4	9%
private limited company (ltd) - limited by shares	7	15%
public limited company (plc)	1	2%
registered charity	5	11%
sole trader	8	17%
n=46		

Table 10: scientific / analytical service providers by constitution

As in other areas of conservation, scientific or analytical services were provided by a wide range of types of organisations; as in other areas, the most frequently reported type of organisation doing this were sole traders, but – unlike in other areas - there were nearly as many private limited companies, accredited museums and parts of universities also doing this.

4.3.5 Other Services

Respondents were asked to identify any other services that their organisations provided (beyond specialist preventive conservation, interventive conservation, conservation training / education and scientific / analytical services.

34 organisations identified services they provided under this category; they are listed below alphabetically.

Some of these might reasonably have been covered under the main questionnaire headings, while others help to demonstrate the wider range or 'flavour' of professional conservators' working activities – in some cases extending into gallery or museum curation, advice provision and other technical areas relating to cultural heritage.

other services listed as being provided

advice to public and staff; help on exhibitions and documentation issues; organisation of stores; Health + Safety rep
all answers are specifically for Decorative Arts Dept Arms and Armour section

authentic redecoration and presentation

collection care

collection care advice, surveys, museum conservation services e.g. exhibition support, pre-acquisition advice, loan documentation.

commercial conservation work

conservation mounting and framing

conservation repair and maintenance of clocks

conservative restoration of clocks and watches

decorative stone and plaster conservator

digitisation

digitisation assessments

exhibition design, object mounting

exhibitions conservation and surveys

external advice

external Examiner, MA (currently) & PGDip Conservation, FdA Book Conservation (latter two ended)

framing, gilding and restoration

general preventive conservation and collection care

historical research, survey design, database development

mount making

project management and consultancy

recreation of historic interiors

research, replication for handling collections

restoration

specialist advice / consultancy on organic artefact conservation issues

surveys

surveys and developing conservation programmes

surveys of oil paintings collections

technical, logistical and preventive

training in various aspects of preventive conservation

volunteer and paid internship placements

x-radiography

Table 11: other services provided

4.4 Types of Organisation

Respondents were asked "how is your organisation legally constituted?"

207 respondents provided information on their organisation's constitutional bases; as they could check more than one category, a total of 244 responses were recorded.

constitution	[could tick more than one box]			
	organisations		total staff (conservators and managerial /support staff)	
accredited museum	25	10%	217	18%
constituent part of a local authority	25	10%	148	12%
constituent part of a university	18	7%	75	6%
non-departmental public body	7	3%	142	12%
other	11	5%	63	5%
partnership	9	4%	18	1%
private limited company (ltd) – limited by guarantee [cannot distribute profits]	10	4%	47	5%
private limited company (ltd) – limited by shares	32	13%	139	12%
public limited company (plc)	1	<1%	4	<1%
registered charity	19	8%	233	19%
sole trader	87	36%	120	10%
	244		1206	

Table 12: organisational constitutional bases

As respondents were able to check more than one category, there is a degree of overlap in the responses which makes it difficult to clearly categorise organisations at a high level (public, private or civil society organisations).

Treating constituent parts of universities, partnerships, private limited companies limited by shares, public companies and sole traders as representing the private sector – the survey was responded to by 147 private sector employers. Some of these will be constituted as not-for-profit organisations, but that does not mean that they are not in the private sector.

Considering those organisations that are part of local authorities and those that are non-departmental public bodies to represent the public sector, there were 32 public sector respondents.

Registered charities and private companies limited by guarantee, a total of 29 organisations, can be considered to represent civil society organisations within conservation.

The response lines of "accredited museum" or "other" are not included in these subtotals.

	organisations		total staff	
public sector	32	15%	290	31%
private sector	147	71%	356	38%
civil society	29	14%	280	30%
	208		926	

Table 13: sectoral bases of organisations and staff distribution

In terms of the total workforce, conservators (and the managerial or support staff working with them) were relatively evenly distributed between private, public and civil society employers, although there were many more individual private sector employers (with accordingly smaller workforces on average).

A small number of responses were received from organisations which checked 'other' for their organisational basis – the full set of responses is listed alphabetically below.

other responses

assembly-sponsored public body (NDPB's only apply in England)

church

company

co-operative studio formed by 14 registered charities

ecclesiastical corporation with charitable objects

government department and an executive agency of the Ministry of Justice

it's complex!

museum and Designated Place of Deposit Archive

parliament

part of the Royal Household

Table 14: other organisational bases of conservation organisations

4.5 Organisation Sizes

Organisations were asked how many staff they had, how many were conservators, how many were managers or support staff that worked directly with conservators, and how many were volunteers. Different respondents approached this in different ways, with some providing figures that would appear to relate to volunteer activities in all areas of the organisation's activities while others only provided data that related to conservation.

	paid staff			volunteers		
	total	n	average	total	n	average
all staff	30,387	n=150	203	5,785	n=46	126
conservators	653.45	n=158	4	119	n=27	4
managerial / support	303.1	n=81	4	53	n=6	9

Table 15: organisation staff sizes

Overall, it appears that conservators might have typically worked as very small components of much larger organisations, but the data received from a few such organisations has skewed these results. It is more interesting to note that there was approximately one non-conservator manager or support worker for every two conservators, and that there were slightly more than five times as many paid conservators as volunteers (thus volunteers make up one sixth of the conservation workforce).

size of conservation workforces				
number of staff			total number employed	
1	72	46%	72	11%
2-5	60	38%	183.45	28%
6-10	14	9%	97	15%
11-20	7	4%	108	16%
21-50	4	3%	142	22%
51-100	1	1%	51	8%
n=	158		653.45	

Table 16: conservation workforce sizes

Looking only at the numbers of conservators working for each organisation, it is clear that these were typically very small business units, with nearly half of conservation workforces having only one conservator working in them and over 80% of workplaces having between one and five conservators (although these represented only 11% and 39% of the whole conservation workforce respectively).

4.5.1 Change Over Time

Respondents were asked whether their organisations had changed staff numbers over the past five years, and what they anticipated looking up to three years into the future.

	more than now		the same as now		less than now		none		don't know		total
five years ago – 2007–08											
paid staff	46	26%	94	53%	23	13%	14	8%		0%	177
volunteers	16	14%	31	27%	10	9%	54	47%	3	3%	114
three years ago – 2009–10											
paid staff	34	19%	114	64%	20	11%	11	6%		0%	179
volunteers	16	14%	36	32%	11	10%	47	42%	2	2%	112
last year – 2011–12											
paid staff	17	9%	150	84%	3	2%	9	5%		0%	179
volunteers	10	9%	51	47%	6	6%	40	37%	2	2%	109
next year – 2013–14											
paid staff	17	10%	138	78%	8	4%	5	3%	10	6%	178
volunteers	16	14%	46	40%	5	4%	39	34%	8	7%	114

in three years' time – 2015–16											
	2012–13		2010–11		2009–10		2008–09		2007–08		
	count	%	count	%	count	%	count	%	count	%	total
paid staff	32	18%	80	45%	14	8%	5	3%	46	26%	177
volunteers	17	15%	27	24%	6	5%	31	28%	31	28%	112
	more than now		the same as now		less than now		none		don't know		

Table 17: organisation sizes change over time

Organisations that employed more paid staff (or had more volunteers) five, three or one year ago were larger than at the time of the survey, and this was more often the case than the reverse, where organisations previously had fewer staff, and thus had grown.

A factor that is missing from this assessment is that while newly created organisations are included in this table – they reported that they had no staff in the past – there will have been organisations that had lost so many staff that they had ceased to exist in the previous five years, and so they are missing from this table.

Respondents were typically more likely to anticipate growth in the future than further contraction – more respondents expected their organisation to grow than shrink, both one year and three years in the future.

In terms of the numbers of volunteers contributing to the work of organisations, these figures were slightly more volatile than those for paid staff – typically, there was a higher percentage of organisations reporting that they had more volunteers five, three or one year previously than the percentages reporting the same situation for paid staff, and also a higher percentage reporting that they had less volunteers. Organisations appear to have been more likely (or are more able) to take on or shed volunteers than paid staff.

	paid	volunteers
2007–08	–13%	–5%
2009–10	–8%	–4%
2011–12	–8%	–4%
2013–14	5%	10%
2015–16	10%	10%

Table 18: relative growth over time

This table presents the relative situation in comparison with the situation at the survey date; the figures presented are the numbers reporting a positive situation (the organisation had grown or expected to grow) minus the numbers reporting a negative situation (the organisation had shrunk or expected to shrink). A net –13% comparing 2012–13 with 2007–08 does not mean that the sector has shrunk by 13%, but that overall more employers reported that their organisation had shrunk than had grown. If an even number had reported each outcome, then then figure in the table would be 0. As can be seen, positive figures for future years represent an overall anticipation of growth in terms of both paid staff numbers and volunteers.

4.5.2 Staff Turnover

reported levels of staff turnover		
none (all of our current staff were working for us twelve months ago)	127	74%
some (up to 10% of our current staff were not working for us twelve months ago)	26	15%
moderate (up to 25% of our current staff were not working for us twelve months ago)	10	6%
considerable (over 25% of our current staff were not working for us twelve months ago)	8	5%
	n=171	

Table 19: staff turnover

The level of annual turnover within conservation was relatively low; at nearly three-quarters of respondents' organisations, all of their staff were working for them a year before the survey. This corresponds with the figures given for organisational size (4.5.1 Change Over Time) where 84% of organisations were the same size as they had been twelve months previously, and the finding that it is normal for professional conservators to stay in the same workplace for long periods (7.11 Length of Time Working for the Organisation).

4.5.3 Staff Destinations

Respondents were asked "If you have lost staff in the twelve months before 1st January 2013, do you believe that these people left professional conservation or did they stay within it with different employers?"

reported staff destinations

all found alternative employment within conservation	12	32%
most found alternative employment within conservation	10	26%
even split between leaving the profession and finding alternative employment within conservation	11	29%
most left the profession	3	8%
all left the profession	2	5%
	n=38	

Table 20: staff destinations

While more organisations had shrunk (in terms of staff numbers) in the previous year than had grown (4.5.1 Change Over Time), where employers had lost staff the majority of respondents believed that these people had remained in conservation and had not been lost to the sector.

4.6 Organisation Locations

Respondents were asked where their head (or only) offices and any subsidiary offices were located.

HQ location	head office	subsidiary office	total offices		paid conservators (reported)	% of UK conservation workforce	total UK workforce (ONS 2012b)
East Midlands	16	2	18	7%	33	5%	6.8%
East of England	16	3	19	8%	17	3%	9%
London	49	5	54	22%	297	46%	16%
North East England	8	2	10	4%	20	3%	4%
North West England	11	3	14	6%	23	4%	11%
South East England	28	3	31	13%	60	9%	14%
South West England	22	6	28	11%	90	14%	9%
West Midlands	12	1	13	5%	16	2%	8%
Yorkshire & The Humber	10	6	16	7%	20	3%	8%
Scotland	14	5	19	8%	40	6%	8%
Wales	13	2	15	6%	30	5%	4%
Northern Ireland	2		2	1%	1	<1%	3%
outside UK	5		5	2%	5	1%	n/a
	206	38	244		652		
none given	3				3		

Table 21: organisation and staff locations

Staff numbers given related to paid conservators only and to the head office's location only. More conservation organisations are located in London than in any other region of England or any other part of the United Kingdom, and a very high proportion of the conservation workforce is located there. More than three times as many conservators work in London than in any other geographical area; the second-highest figure, for South-West England, is inflated by the presence of the National Trust's head office within the region.

In comparison with the distribution of the total UK workforce (ONS 2012b), conservators are over-represented in London and South-West England, and under-represented everywhere else.

4.7 Length of Time Operating

date first started work in conservation

18th century	1	1%
19th century	1	1%
1900-09	0	0%
1910-19	1	1%
1920-29	1	1%
1930-39	5	3%
1940-49	0	0%
1950-59	10	5%
1960-69	8	4%
1970-79	29	15%
1980-89	50	26%

1990–99	47	24%
2000–09	38	19%
2010–13	5	3%
	n=196	

Table 22: length of time operating in conservation

Conservation is in general a relatively young profession; while two respondents indicated that their organisations had been providing conservation services since the 19th or 18th centuries, the overwhelming majority (71%) of conservation providers have started operation since the 1980s, with 46% operating since the 1990s. The high proportion of organisations responding that were sole traders (4.5 Organisation Sizes) will undoubtedly have contributed to this.

4.8 Finance

Respondents were asked about their organisation’s financial turnover (income) in the previous three financial years and about the level of profit or surplus that they had realised in the year of the survey.

4.8.1 Turnover

Respondents were asked about their organisations’ turnovers in the previous three financial years. The questionnaire did not make it clear whether this referred to all of the organisations’ activities, or just to their conservation business, and so the data received were inconsistent. This meant that they could not be used to present representative figures for the levels of turnover that conservation businesses generate.

Using the aggregate total received and dividing that by the number of respondents for each year gives a nominal average amount; comparing this year-on-year gives a trend, but not absolute figures. It can be seen that while the average reported turnover increased from 2009–10 to 2010–11, it fell slightly in 2011–12.

	2009–10	2010–11	2011–12
number of respondents	78	73	73
average turnover change on previous year		+5%	-1%

Table 23: turnover

4.8.2 Profit or Surplus

Respondents were asked “what level of profit or surplus do you expect your organisation to generate this financial year (2012–13)?”

level of profit or surplus		
<5%	25	31%
5–10%	28	35%
10–25%	13	16%
>25%	14	18%
	n=80	

Table 24: profit or surplus

Relatively few of the 209 organisational respondents that gave information on the services they provided chose to answer this question, although many may not have been able to answer this question for organisational reasons. As a snapshot, these data suggest that those organisations that responded typically anticipated relatively low levels of profit (or surplus, for not-for-profit organisation) in 2012–13.

Conservation Services

Treating the activities undertaken by professional conservators as a set of services that can be provided, the core of the questionnaire asked about what kinds of conservation services (in both preventive and interventive conservation, as well as in scientific or analytical services and education or training) the respondents' organisations provided.

5.1 Specialist Preventive Conservation

The questionnaire asked a series of questions about whether the respondents provided specialist (rather than generalist) preventive conservation across the set of nineteen defined specialist areas. The questionnaire asked about competition encountered in providing these services, and a series of questions relating to skills and training issues for each of these areas.

A considerable number of respondents considered that they provided specialist preventive conservation; it is possible that this response level has been inflated by respondents who provide general preventive conservation services checking all or many of the defined specialist areas.

5.1.1 Provision

111 organisations reported that they provided specialist preventive conservation services in a total of 572 areas of service provision.

area of specialist preventive conservation	providers	% of all providing specialist preventive conservation
archaeological materials	32	29%
archives	46	41%
books	43	39%
ceramics and glass	30	27%
clocks, watches and scientific instruments	15	14%
digital media	19	17%
ethnographic materials	21	19%
furniture and wood	37	33%
gilding and decorative surfaces	40	36%
metals	39	35%
modern materials	29	26%
natural history and biological specimens	19	17%
paintings	36	32%
paper	53	48%
photographic materials	40	36%
stained glass	13	12%
stone and wall paintings	18	16%
textiles	38	34%
time-based media	4	4%
	n= 572	

Table 25: specialist preventive conservation

The three areas where the highest numbers of respondents provided specialist preventive conservation services were for *paper*, *archives* and *books*, with significant numbers of providers (over 25% of specialist conservation providers) also delivering these services for *photographic materials*, *gilding and decorative surfaces*, *metals*, *textiles*, *furniture and wood*, *paintings*, *archaeological materials*, *ceramics and glass*, and *modern materials*. Very few providers (less than 4%) provided this service for *time-based media*, and relatively few did so for *stained glass*, *clocks, watches and scientific instruments*, *stone and wall paintings*, *digital media* or *natural history and biological specimens*.

5.1.2 Competition

area of specialist preventive conservation	providers	competition							
		n/a	very little	moderate	great deal				
archaeological materials	32	13	43%	3	10%	14	47%	0	0%
archives	46	24	59%	10	24%	7	17%	0	0%
books	43	22	71%	8	26%	1	3%	0	0%
ceramics and glass	30	13	48%	6	22%	8	30%	0	0%
clocks, watches and scientific instruments	15	10	53%	4	21%	5	26%	0	0%
digital media	19	11	73%	3	20%	1	7%	0	0%
ethnographic materials	21	11	52%	5	24%	5	24%	0	0%
furniture and wood	37	17	52%	3	9%	11	33%	2	6%
gilding and decorative surfaces	40	18	47%	5	13%	10	26%	5	13%
metals	39	18	50%	8	22%	8	22%	2	6%
modern materials	29	14	50%	7	25%	5	18%	2	7%
natural history and biological specimens	19	9	50%	4	22%	4	22%	1	6%
paintings	36	18	58%	5	16%	3	10%	5	16%
paper	53	26	57%	8	17%	9	20%	3	7%
photographic materials	40	21	58%	8	22%	7	19%	0	0%
stained glass	13	6	40%	2	13%	5	33%	2	13%
stone and wall paintings	18	8	42%	1	5%	6	32%	4	21%
textiles	38	18	56%	4	13%	9	28%	1	3%
time-based media	4	4	80%	1	20%	0	0%	0	0%
n=572									
totals		281	49%	95	17%	118	21%	27	5%

Table 26: competition to provide specialist preventive conservation

In general, providers of specialist preventive conservation encountered relatively little competition. Very nearly half (49%) of the services provided in this area were delivered in-house, and so the providers considered that they were not having to do so on a competitive basis.

Of those providers that did encounter competition, three times as many considered that there was "very little" competition to provide that particular service as considered that they encountered a "great deal" of competition.

The specialist preventive conservation of *stone and wall paintings* is the only area where more respondents considered that they encountered a great deal of competition than considered that they encountered very little.

5.1.3 Comments

[for all specialist areas]

general preventive advice provided internally, if required we would go externally for specific issues/requirements

[archaeological materials]

Arms and Armour related

Includes collection care of one of the largest archaeological archives in the World
part of my function as head of conservation at Amorium

[archives]

advice to local museums

competition from institutional conservators working privately, institutions providing informally priced services for the public and other private conservators and conservation practises.

I do refer prospective clients to the Conservation Register, too
including parchment and wax seals
Not many people in the UK seem to know about this.
only starting out

|books|

advice to local museums
competition from institutional conservators working privately, institutions providing informally priced services for the public and other private conservators and conservation practises.
I do refer prospective clients to the Conservation Register, too

|ceramics and glass|

AM SEEING A FALL IN THE ABILITY OF OTHER CONSERVATORS TO CARRY OUT "BENCH WORK"
TO A HIGH ENOUGH STANDARD
mirror glass only

|clocks, watches and scientific instruments|

cases only
We advise on restoration/conservation

|digital media|

|ethnographic materials|

Arms and Armour related
Occasional provision for other E. Anglian Museums
This is the specialism of all the conservators in the department

|furniture and wood|

makes up only a minor part of our collection

|gilding and decorative surfaces |

Arms and Armour related
Frames
Occasionally
solely in terms of housing, mounting for display, packing for transport
We may compete with sole traders or gilders and decorators, on the other hand we might get the work because the client wants a particular approach to the work that he feels will be given somebody with the conservation background we can offer

|metals|

advice to local museums
Arms and Armour related
Ditto
General advice
solely in terms of housing, mounting for display, packing for transport

|modern materials|

|natural history and biological specimens|

advice to local museums

Arms and Armour related

|paintings|

advice to local museums

makes up only a minor part of our collection

on paper

solely in terms of housing, mounting for display, packing for transport

There is a lot of 'trade' practice in this field – no formal qualifications and no understanding of modern conservation practice. Many practitioners use untrained, unexperienced people as cheap labour in a saturated market. I do not think ICON or other professional bodies address this issue – they are too concerned with chasing HLF which is readily available for interns and is actually a false economic leader. The reality is that many works of art are badly damaged by poor practice.

We often advise our existing clients to allow us to carry out preventive conservation on works we are already treating, with private collectors we are more successful than with trade.

|paper|

I do refer prospective clients to the Conservation Register, too

Will arrange packing, simple repairs, surface cleaning, not treatment

|photographic materials|

Competition comes from paper conservators with no specialist training in photographic conservation.

Demand from public bodies has greatly reduced in the recession

I do refer prospective clients to the Conservation Register, too

Tate has a growing collection of photographic artworks (plus over 100,000 in the archive) but no core funding to employ a photographic conservator. This is therefore a high priority for fundraising.

Will arrange packing and storage not treatment

|stained glass|

|stone and wall paintings|

We may compete against sole traders or individuals working in a less formal way or the craft trades, generally we get our work because of the service our clients know we give them.

|textiles|

advice to local museums

Arms and Armour related

Do some simple and basic textile work

on books

solely in terms of housing, preparing for display, packing for transport

upholstery related

We provide an advisory service.

|time-based media|

No Provision

5.1.4 Skills and Training

For each of the nineteen specific areas of specialist preventive conservation, respondents were asked – “Do you think this is an area where you find that new entrants lacking skills? Is it an area where people currently working in conservation have a significant skills need?” As these refer to skills deficits, they can be considered to be skills gaps.

area of specialist preventive conservation	providers	skills lacking			
		existing staff		new entrants	
archaeological materials	32	5	16%	9	28%
archives	46	8	17%	12	26%
books	43	7	16%	9	21%
ceramics and glass	30	1	3%	6	20%
clocks, watches and scientific instruments	15	4	27%	8	53%
digital media	19	10	53%	8	42%
ethnographic materials	21	1	5%	10	48%
furniture and wood	37	2	5%	10	27%
gilding and decorative surfaces	40	5	13%	11	28%
metals	39	0	0%	8	21%
modern materials	29	8	28%	10	34%
natural history and biological specimens	19	6	32%	4	21%
paintings	36	5	14%	5	14%
paper	53	5	9%	9	17%
photographic materials	40	14	35%	9	23%
stained glass	13	2	15%	5	38%
stone and wall paintings	18	3	17%	7	39%
textiles	38	4	11%	11	29%
time-based media	4	5	125%	4	100%
n= 572					

Table 27: skills gaps in specialist preventive conservation

Key: red shading – serious skills gap; orange shading – significant skills gap

The two areas where there were considered to be serious issues for existing staff (on the basis of comparing the number of respondents who thought there was an issue for current staff with the number of organisations providing that service) were in *digital media* and *time-based media* (an area where more respondents thought there was an issue than actually provided the service). These areas present particular technological issues.

Significant skills gaps for existing staff were also identified in the specialist preventive conservation of *photographic materials*; *natural history and biological specimens*; *modern materials*; and *clocks, watches and scientific instruments*.

The areas with the most serious issues for new staff working in specialist preventive conservation were in *time-based media* and *clocks, watches and scientific instruments*. Significant issues were also reported for new staff working on *ethnographic materials*; *digital media*; *stone and wall paintings*; *stained glass*; *modern materials*; *textiles*; *gilding and decorative surfaces*; *furniture and wood*; *archaeological materials*; and *archives*.

Serious or significant skills gaps were reported for new entrants in most areas of specialist preventive conservation.

Respondents were also asked about particular skills issues. In general, relatively few providers reported that they had lost skills in areas of specialist preventive conservation in the previous year and with significantly more having invested in skills training than had bought in external advice.

A considerable number of providers wanted to improve skills within their organisation in these areas in the future.

area of specialist preventive conservation	providers	skills issues							
		skills lost		bought		invested in training		want to improve	
archaeological materials	32	1	3%	1	3%	6	19%	11	34%
archives	46	0	0%	4	9%	9	20%	11	24%
books	43	1	2%	5	12%	8	19%	14	33%
ceramics and glass	30	0	0%	3	10%	4	13%	3	10%
clocks, watches and scientific instruments	15	1	7%	4	27%	2	13%	3	20%
digital media	19	0	0%	2	11%	6	32%	9	47%
ethnographic materials	21	0	0%	2	10%	1	5%	4	19%
furniture and wood	37	0	0%	9	24%	5	14%	9	24%
gilding and decorative surfaces	40	2	5%	4	10%	5	13%	9	23%
metals	39	0	0%	6	15%	3	8%	6	15%
modern materials	29	0	0%	1	3%	6	21%	9	31%
natural history and biological specimens	19	0	0%	0	0%	1	5%	3	16%
paintings	36	0	0%	10	28%	6	17%	9	25%
paper	53	0	0%	6	11%	9	17%	11	21%
photographic materials	40	0	0%	5	13%	6	15%	17	43%
stained glass	13	0	0%	4	31%	2	15%	3	23%
stone and wall paintings	18	0	0%	3	17%	2	11%	3	17%
textiles	38	1	3%	5	13%	2	5%	9	24%
time-based media	4	0	0%	0	0%	0	0%	5	125%
	n= 572	6		74		83		148	

Table 28: skills issues in specialist preventive conservation

Comments on skills and training

[archaeological materials]

Arms and Armour related

no funding

the [organisation] conservators have a general level of preventive skills, and within the team there is specialist knowledge, eg books/paper, paintings, ceramics. If we need specialist preventive knowledge over and above our own knowledge but the usual pattern is that we seek interventive skills externally and we can provide preventive from within our team. Any new member of the team is not therefore needing the depth of material-specific preventive knowledge but rather the breadth to provide advice to properties with collections in situ on open display.

training is an ongoing part of internal practice

Training in PAS198:2012 required

We have a preventive Conservation Officer

[archives]

did a leather conservation course

of course a new entrant would lack skills !

Skill levels acceptable – but there are always new areas to learn

The staff that I work with are archivists, librarians and museum staff. many are working in organisations with no conservation staff and I support their learning or advise on areas of weakness.

Training in PAS198:2012 required

We have a preventive Conservation Officer

Working in private practise it is not always easy to be full conversant with the skill levels of your competitors

[books]

temporary (partial) loss due to lack of maternity cover

Training in PAS198:2012 required

We have a preventive Conservation Officer

[ceramics and glass]

looking at hazardous materials within these collections

Training in PAS198:2012 required

We have a preventive Conservation Officer

[clocks, watches and scientific instruments]

looking at hazardous materials within these collections

no funding

Training in PAS198:2012 required

We have a preventive Conservation Officer

[digital media]

no funding

We have a preventive Conservation Officer

[ethnographic materials]

Arms and Armour related

Training in PAS198:2012 required

We have a preventive Conservation Officer

[furniture and wood]

to provide specialist pest control work

Training in PAS198:2012 required

We encounter poor restoration which has to be put right.

We have a preventive Conservation Officer

[gilding and decorative surfaces]

no funding

The courses are generally short, only up to three years and only college terms, A potentially good conservator comes out of college aware that they are continuing a learning process and open to learning

Training in PAS198:2012 required

We find this is an area where a much very poor work is done. We are not specialist gilders but our staff have had some training in this skill.

We have a preventive Conservation Officer

[metals]

looking at hazardous materials with social and working history metal collections

Training in PAS198:2012 required

We have a preventive Conservation Officer

[modern materials]

looking at hazardous materials within modern collections

no funding

Training in PAS198:2012 required

We have a preventive Conservation Officer

[natural history and biological specimens]

Arms and Armour related

No staff but interns usually have basic skills

Training in PAS198:2012 required

We have a preventive Conservation Officer

[paintings]

Experienced Conservators need to continually upgrade their skills and measure themselves against best practice monitoring - but this is not available and funding does not incline towards continuous improved practice.

In no position to judge.

Training in PAS198:2012 required

We have a preventive Conservation Officer

[paper]

Training in PAS198:2012 required

We have a preventive Conservation Officer

[photographic materials]

but unlikely

no funding

There is very little training at conservation colleges

Training in PAS198:2012 required

We have a preventive Conservation Officer

[stained glass]

Training in PAS198:2012 required

We have a preventive Conservation Officer

[stone and wall paintings]

NO

Those who are open to continue the learning process which we are more than willing to continue on site are the ones who will make it in conservation in the end

training generally too theoretical

Training in PAS198:2012 required

We have a preventive Conservation Officer

[textiles]

A difficult area. There are several very good restorers/conservators and many very poorly trained. We act as advisers.

Arms and Armour related

Training in PAS198:2012 required

We have a preventive Conservation Officer

[time-based media]

n/a

No Provision

Training in PAS198:2012 required

5.2 Interventive Conservation

Respondents were asked about their provision of interventive conservation services, what levels of competition they experienced under each of the nineteen specialist areas and what skills or training issues organisations had encountered in these areas.

5.2.1 Provision

144 organisations reported that they provided interventive conservation services, for a total of 517 areas of service provision.

area of interventive conservation	providers	% of all interventive conservation providers
archaeological materials	36	25%
archives	43	30%
books	34	24%
ceramics and glass	33	23%
clocks, watches and scientific instruments	15	10%
digital media	10	7%
ethnographic materials	22	15%
furniture and wood	39	27%
gilding and decorative surfaces	40	28%
metals	33	23%
modern materials	26	18%
natural history and biological specimens	12	8%
paintings	33	23%
paper	53	37%
photographic materials	28	19%
stained glass	11	8%
stone and wall paintings	19	13%
textiles	27	19%
time-based media	3	2%
n= 517		

Table 29: interventive conservation provision

The most commonly provided services were in the interventive conservation of *paper*, *archives* and *gilding and decorative surfaces*.

The least frequently provided were in the interventive conservation of *time-based media*, *digital media* and *stained glass*.

5.2.2 Competition

area of interventive conservation	providers			competition					
		n/a		very little		moderate		great deal	
archaeological materials	36	12	34%	5	14%	17	49%	1	3%
archives	43	17	40%	11	26%	12	29%	2	5%
books	34	17	52%	9	27%	5	15%	2	6%
ceramics and glass	33	10	29%	8	24%	12	35%	4	12%
clocks, watches and scientific instruments	15	4	31%	4	31%	4	31%	1	8%
digital media	10	7	78%	2	22%	0	0%	0	0%
ethnographic materials	22	8	38%	3	14%	9	43%	1	5%
furniture and wood	39	14	37%	2	5%	19	50%	3	8%
gilding and decorative surfaces	40	13	33%	4	10%	19	49%	3	8%
metals	33	13	38%	8	24%	9	26%	4	12%
modern materials	26	10	38%	5	19%	10	38%	1	4%
natural history and biological specimens	12	4	33%	4	33%	4	33%	0	0%
paintings	33	13	38%	3	9%	10	29%	8	24%
paper	53	21	41%	12	24%	13	25%	5	10%
photographic materials	28	12	44%	11	41%	4	15%	0	0%
stained glass	11	2	15%	3	23%	6	46%	2	15%
stone and wall paintings	19	4	20%	2	10%	7	35%	7	35%
textiles	27	11	42%	5	19%	8	31%	2	8%
time-based media	3	2	67%	1	33%	0	0%	0	0%
aggregate	n=517	194	38%	102	20%	168	32%	46	9%

Table 30: competition to provide interventive conservation

Overall, the level of competition experienced by providers of interventive conservation services was low; more than 1/3 of services provided were not in a competitive environment (they are purely internal services), and more than twice as many providers reported that they encountered very little competition for their services as reported that they encountered a great deal of competition.

Only in the interventive conservation of *paintings*, *furniture and wood* and *stone and wall paintings* were the levels of competition considered to be high (more respondents identifying that they encountered a great deal of competition than encountered very little).

Generally, the low levels of competition – combined with the low numbers of providers – suggests that this lack of competition actually reflected a lack of market, rather than an uncompetitive environment, and that the small number of providers indicated the limited amount of work available.

5.2.3 Comments

Respondents were asked if they had any comments on specific areas of interventive conservation.

[archaeological materials]

Arms and Armour related

Commission specialists for this

Local authority museum. we have an income target

Mainly provide an x-ray service

[archives]

Competition seems to have increased since major redundancies from large institutions

I do refer enquiries to the Conservation Register

only just starting out

I do refer enquiries to the Conservation Register

treatment work is contracted out

[ceramics and glass]

Local authority museum. we have an income target

[clocks, watches and scientific instruments]

organ related, eg clock organs

Some of my work is done on contract and so by definition all my work is against competition, reputation and personal contact reduces this to some degree

[digital media]

No Provision

[ethnographic materials]

Arms and Armour related

Leather based

Majority of my work has been for local / regional museums / private clients or specialist feather projects

Some of my work is done on contract and so by definition all my work is against competition, reputation and personal contact reduces this to some degree

[furniture and wood]

commission specialists for this

Leather based

pipe organs

Some of my work is done on contract and so by definition all my work is against competition, reputation and personal contact reduces this to some degree

[gilding and decorative surfaces]

Arms and Armour related

commission specialists for this

Leather based

Some of my work is done on contract and so by definition all my work is against competition, reputation and personal contact reduces this to some degree

[metals]

Arms and Armour related

Commission specialist contractors for some of this work

Local authority museum. we have an income target

Some of my work is done on contract and so by definition all my work is against competition, reputation and personal contact reduces this to some degree

[modern materials]

the UK lacks a centralised support group for modern materials. A gap that ICON should fill. Conservation issues are increasing as artists adopt a wider variety of new materials and concepts. Traditional training does not cover these. Museum conservators spend less time treating paintings so no longer form a source of expertise that external conservators can tap into. In addition, Public Collections are no longer being allowed to give advice for fear of litigation.

[natural history and biological specimens]

Arms and Armour related

Local authority museum. we have an income target

Most competition relates to taxidermy

[paintings]

Again we advise our existing clients to undertake works with more success than with trade clients.

also carry out work on portrait miniatures

Commission specialist contractors for this

little experience with competition yet, only set up 2012.

work is contracted out

[paper]

I do refer enquiries to the Conservation Register

[photographic materials]

I do refer enquiries to the Conservation Register

This is my specialism. There is very little training in colleges and for other conservators in this country

will commission specialist conservators for this

[stained glass]

We do face strong competition

[stone and wall paintings]

Competing with a varied group from individual to sole trader

We commission specialist conservators for this

[textiles]

Arms and Armour related

My studio facilities are limited so there are projects which I would not undertake

Some of my work is done on contract and so by definition all my work is against competition, reputation and personal contact reduces this to some degree

We do all this in-house

work limited by current National Trust policy

[time-based media]

No Provision

5.2.4 Skills and Training

For each of the nineteen specific areas of interventive conservation, respondents were asked whether the organisation had lost skills in the previous twelve months, whether the organisation had bought skills in, whether they had invested in training and whether this was a skills area that they wanted to improve.

area of interventive conservation	providers	skills issues							
		skills lost		skills bought		invested in training		want to improve	
archaeological materials	36	1	3%	5	14%	6	17%	12	33%
archives	43	1	2%	7	16%	17	40%	13	30%
books	34	3	9%	11	32%	12	35%	12	35%
ceramics and glass	33	1	3%	6	18%	5	15%	6	18%
clocks, watches and scientific instruments	15	1	7%	8	53%	2	13%	5	33%
digital media	10	1	10%	1	10%	2	20%	4	40%
ethnographic materials	22	1	4%	2	9%	2	9%	3	14%
furniture and wood	39	2	5%	13	33%	12	31%	12	31%
gilding and decorative surfaces	40	3	8%	10	25%	8	20%	14	35%
metals	33	2	6%	12	36%	5	15%	10	30%
modern materials	26	0	0%	1	4%	7	27%	11	42%
natural history and biological specimens	12	1	8%	0	0%	1	8%	5	42%
paintings	33	0	0%	14	42%	7	21%	10	30%
paper	53	2	4%	11	21%	16	30%	15	28%
photographic materials	28	1	4%	7	25%	12	42%	13	46%
stained glass	11	0	0%	3	27%	3	27%	7	64%
stone and wall paintings	19	1	5%	3	15%	6	31%	4	21%
textiles	27	3	11%	8	30%	8	29%	10	37%
time-based media	3	0	0%	1	33%	1	33%	1	33%
	<i>n</i> = 517	24		123		132		167	

Table 31: skills issues in interventive conservation

Key: red shading – serious skills issue; orange shading – significant skills issue

The 144 providers of interventive conservation services reported a total of 517 skills issues, an average of 3.6 per provider.

In the year prior to the survey (2012), at least one organisation reported that skills had been lost in nearly every particular area of interventive conservation – but in almost all areas, organisations had bought in expert advice and/or invested in training in that specialisation.

Skills gaps – the need for training staff – were reported slightly more frequently than skills shortages, which were addressed by buying in external expertise.

More than 50% of providers of interventive conservation of *clocks, watches and scientific instruments* had bought in external skills in the previous year (a serious skills shortage), and more than 25% of providers in nine other areas had done so (significant skills shortages).

In ten of nineteen specialist areas more than 25% of providers had invested in training in the previous year (significant skills gaps).

Future skills improvements were desired by at least 25% of respondent providers in most specialist areas, with more than 50% identifying particular priorities for training in *stained glass* conservation.

5.3 Conservation Training / Education

The questionnaire asked if respondents provided conservation education or training in specialist preventive conservation or interventive conservation under any of the nineteen specialist areas used in this report, and also asked if they provided education or training in scientific or analytical processes.

In addition to asking about provision of services, and the levels of competition encountered in providing those services, the questionnaire also asked about the skills and knowledge required to train others (in all of the specialist areas).

5.3.1 Provision

78 organisations reported that they provided conservation education or training services, with 62 of them providing these services in different areas of specialist preventive conservation, 48 providing training or education in interventive conservation, and fourteen providing training or education in scientific or analytical services.

conservation	specialist preventive conservation	interventive services	scientific / analytical
separate organisations	62	48	14
archaeological materials	13	11	
archives	26	15	
books	23	12	
ceramics and glass	12	10	
clocks, watches and scientific instruments	6	7	
digital media	6	2	
ethnographic materials	12	9	
furniture and wood and decorative surfaces	8	12	
metals	19	15	
modern materials	18	14	
natural history and biological specimens	14	8	
paintings	8	5	
paper	14	9	
photographic materials	27	22	
stained glass	18	13	
stone and wall paintings	4	5	
textiles	5	5	
time-based media	16	12	
	2	2	
	251	188	14

Table 32: conservation education / training provision

The areas where specialist preventive conservation training was most frequently available were in the conservation of *paper*, *archives* and *books*; by contrast, there were few providers of such training in *time-based media*, *stained glass* or *stone and wall paintings*.

Interventive conservation training was also most commonly available in the specialist area of *paper*, followed also by *archives* and in this case by *gilding and decorative surfaces*. The areas where there were fewest providers of training were in the interventive conservation of *digital media* and *time-based media*.

5.3.2 Competition

area of education or training in specialist preventive conservation	providers	n/a	competition							
			very little	moderate	great deal					
archaeological materials	13	6	46%	3	23%	4	31%	0	0%	
archives	26	9	35%	8	31%	8	31%	1	4%	
books	23	10	44%	6	26%	6	26%	1	4%	
ceramics and glass	12	4	33%	4	33%	4	33%	0	0%	
clocks, watches and scientific instruments	6	3	50%	1	17%	2	33%	0	0%	
digital media	6	4	67%	1	17%	1	17%	0	0%	
ethnographic materials	12	4	33%	5	42%	3	25%	0	0%	
furniture and wood	8	3	38%	2	25%	2	25%	0	0%	
gilding and decorative surfaces	19	8	42%	4	21%	5	26%	1	5%	
metals	18	8	44%	4	22%	4	22%	1	5%	
modern materials	14	7	50%	4	29%	3	21%	0	0%	
natural history and biological specimens	8	4	50%	2	25%	1	12%	1	12%	
paintings	14	8	57%	3	21%	2	14%	1	7%	

paper	27	12	44%	7	26%	7	26%	1	3%
photographic materials	18	8	44%	6	33%	4	22%	0	0%
stained glass	4	0	0%	2	50%	2	50%	0	0%
stone and wall paintings	5	3	60%	2	40%	0	0%	0	0%
textiles	16	9	56%	4	25%	2	12%	1	6%
time-based media	2	1	50%	1	50%	0	0%	0	0%
	251	111	44%	69	28%	60	24%	8	3%

Table 33: competition to provide education / training in specialist preventive conservation

There was very little competition to provide training or education in specialist preventive conservation. Of the 251 areas of specialist provision, nearly were provided in-house only, and so were not affected by competitive pressures, and more respondents reported that they encountered very little competition than encountered a moderate or a great deal combined. This suggests that there was a limited market for the provision of such services, rather than an underdeveloped environment for purchasers of training to exercise their choice in.

area of education or training in interventive conservation	providers	Competition							
		n/a	very little	moderate	great deal				
archaeological materials	8	5	63%	2	25%	1	13%	0	0%
archives	14	4	29%	7	50%	3	21%	0	0%
books	11	3	27%	6	55%	2	18%	0	0%
ceramics and glass	8	4	50%	1	13%	3	38%	0	0%
clocks, watches and scientific instruments	6	4	67%	0	0%	2	33%	0	0%
digital media	3	2	67%	1	33%	0	0%	0	0%
ethnographic materials	7	1	14%	4	57%	2	29%	0	0%
furniture and wood	10	6	60%	2	20%	1	10%	1	10%
gilding and decorative surfaces	13	8	62%	2	15%	2	15%	1	8%
metals	12	5	42%	4	33%	3	25%	0	0%
modern materials	10	3	30%	4	40%	2	20%	1	10%
natural history and biological specimens	6	4	67%	1	17%	1	17%	0	0%
paintings	9	5	56%	3	33%	1	11%	0	0%
paper	21	7	33%	10	48%	4	19%	0	0%
photographic materials	13	5	38%	7	54%	1	8%	0	0%
stained glass	5	2	40%	1	20%	2	40%	0	0%
stone and wall paintings	5	2	40%	1	20%	2	40%	0	0%
textiles	10	3	30%	3	30%	4	40%	0	0%
time-based media	3	1	33%	1	33%	0	0%	1	33%
	174	74	43%	60	34%	36	21%	4	2%

Table 34: competition to provide education / training in interventive conservation

The absence of competition was even more clearly marked in the area of education and training in interventive conservation, with 43% of training activities taking place in-house only, and considerably more providers who were encountering competition finding very little of this than encountered moderate or great deals of it. Again, this is likely to have represented a very limited market, with few consumers seeking out this training, rather than an actual absence of competitive forces.

5.3.3 Comments

[preventive conservation – archaeological materials]

As part of internships and staff training

For University Partnership Organisation

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

I provide a great deal of training in the history and theory of conservation – this is not listed here

I provide general preventive conservation services, not linked to one specific discipline. Therefore all or none of these categories apply.

T&E is provided by Icon's specialist groups, so I cannot comment.

The [organisation's] team of conservators provides internal training to approx 150 staff and volunteers on a range of preventive measures for the care of historic collections and interiors. The programme changes annually so learning and skills develop incrementally.

training staff and advice to local museums

[preventive conservation – archives]

For internal staff

T&E is provided by Icon's specialist groups, so I cannot comment.

[preventive conservation – books]

For internal staff

T&E is provided by Icon's specialist groups, so I cannot comment.

[preventive conservation – ceramics and glass]

For internal staff

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – clocks, watches and scientific instruments]

For internal staff

[preventive conservation – digital media]

n/a

[preventive conservation – ethnographic materials]

Applications for internships are oversubscribed and we are regularly asked to assist other museums

For internal staff

Leather based

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – furniture and wood]

For internal staff

Leather based

T&E is provided by Icon's specialist groups, so I cannot comment.

training staff and advice to local museums

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – gilding and decorative surfaces]

Framing

I get the general impression that students are not being given a realistic view to what they can expect once they come out of college I appreciate that colleges need to get the numbers on their courses to survive, unlike in the past where if they did not feel there were the numbers at the standard for the course they could reduce the numbers accepted on the course.

Leather based

Some back to basics training would be helpful.

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – metals]

Arms and Armour related internal staff and some students

As part of internships and staff training

As per comment on gilded surfaces.

For internal staff and University Partnership Organisation

minimal service provided

T&E is provided by Icon's specialist groups, so I cannot comment.

training staff and advice to local museums

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – modern materials]

As part of internships and staff training

[preventive conservation – natural history and biological specimens]

For internal staff

Many preventive conservators from other disciplines

training staff and advice to local museums

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – paintings]

For internal staff

Not enough attention is paid to this area by Professional Bodies, all the attention is currently with internships and student bodies as these are the areas identified and supported by such things as HLF. It is easy for Professional bodies to chase these highlighted areas of funding and to look as if they are being successful when all they are doing is chasing available funding rather than identifying the true needs of the profession.

T&E is provided by Icon's specialist groups, so I cannot comment.

training staff and advice to local museums

[preventive conservation – paper]

For internal staff

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – photographic materials]

I am probably the main accredited provider of training in this area. Due to cutbacks I am providing much less training. In recent years I have trained paper conservators in institutions which did employ photographic conservators and now no longer do. They are having to cover this area.

T&E is provided by Icon's specialist groups, so I cannot comment.

[preventive conservation – stained glass]

T&E is provided by Icon's specialist groups, so I cannot comment.

[preventive conservation – stone and wall paintings]

Back to basic training desirable.

T&E is provided by Icon's specialist groups, so I cannot comment.

[preventive conservation – textiles]

As part of internships and staff training

For internal staff

T&E is provided by Icon's specialist groups, so I cannot comment.

training staff and advice to local museums

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[preventive conservation – time-based media]

n/a

[interventive conservation - archaeological materials]

As part of internships

For University Partnership Organisation

T&E is provided by Icon's specialist groups, so I cannot comment.

The only interventive training the NTS Conservator team provides is with regard to conservation cleaning, whether dusting or wet cleaning - depending on the materials and object. Any other interventive treatments are commissioned externally.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – archives]

Instructor on ARA conservation course

T&E is provided by Icon's specialist groups, so I cannot comment.

this training is provided as internships/short contract projects, and there are frequent requests for us to provide internship places.

[interventive conservation – books]

T&E is provided by Icon's specialist groups, so I cannot comment.

[interventive conservation – ceramics and glass]

As part of internships

For internal staff

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – clocks, watches and scientific instruments]

[interventive conservation – digital media]

n/a

[interventive conservation – ethnographic materials]

As part of internships

Leather based

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – furniture and wood]

Back to basic training desirable, for preventive conservators to recognise deterioration characteristics, fabrication technique

Leather based

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – gilding and decorative surfaces]

Leather based

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – metals]

As part of internships

For internal staff

Mixed media as advice mainly on firearms

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – modern materials]

Mainly on firearms

[interventive conservation – natural history and biological specimens]

For internal staff

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – paintings]

T&E is provided by Icon's specialist groups, so I cannot comment.

[interventive conservation – paper]

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation – photographic materials]

T&E is provided by Icon's specialist groups, so I cannot comment.

[interventive conservation – stained glass]

T&E is provided by Icon's specialist groups, so I cannot comment.

[interventive conservation – stone and wall paintings]

T&E is provided by Icon's specialist groups, so I cannot comment.

[interventive conservation – textiles]

As part of internships

It is a pity that there are so few routes into textile conservation - it would be good to have a variety of routes to suit different individuals

T&E is provided by Icon's specialist groups, so I cannot comment.

We provide placements and internships for students undertaking degree and post-graduate level conservation training courses, eg at Durham, UCL, University of Northumbria etc.

[interventive conservation - time-based media]

n/a

[scientific or analytical processes]

For partner organisations

Important to understand how to use analytical equipment correctly and interpret data accurately, as just get intro info at Uni

n/a - commissioned externally

T&E is provided by Icon's specialist groups, so I cannot comment.

commissioned externally

In house provision

We have brought in external services for resin, plant and pesticide identification as part of a grant funded project

Would contract more in this area if skill were more available in the private sector

5.3.4 Skills and Training

Respondents were asked to Identified issues and priorities in the skills and knowledge required to train others.

	skills issues									
	providers	skills lost	skills bought	invested in training	want to improve					
training or education in specialist preventive conservation										
archaeological materials	13	0	0%	0	0%	2	15%	6	46%	
archives	26	1	4%	1	4%	8	30%	11	42%	
books	23	0	0%	3	13%	6	26%	9	39%	
ceramics and glass	12	0	0%	1	8%	3	25%	5	42%	
clocks, watches and scientific instruments	6	0	0%	0	0%	1	17%	0	0%	
digital media	6	0	0%	0	0%	2	33%	3	50%	
ethnographic materials	12	0	0%	0	0%	1	8%	4	33%	
furniture and wood	8	0	0%	1	13%	5	63%	5	63%	
gilding and decorative surfaces	19	0	0%	1	5%	6	32%	6	32%	

	providers	skills lost	skills bought	invested in training	want to improve
skills issues					
training or education in specialist preventive conservation					
metals	18	1 6%	1 6%	3 17%	5 28%
modern materials	14	0 0%	0 0%	4 29%	7 50%
natural history and biological specimens	8	0 0%	0 0%	1 13%	4 50%
paintings	14	1 7%	1 7%	5 36%	5 36%
paper	27	0 0%	1 4%	6 22%	9 33%
photographic materials	18	0 0%	2 11%	3 17%	5 28%
stained glass	4	0 0%	0 0%	1 25%	2 50%
stone and wall paintings	5	0 0%	1 20%	2 40%	2 40%
textiles	16	0 0%	0 0%	4 25%	3 19%
time-based media	2	0 0%	0 0%	1 50%	2 100%
archaeological materials	11	0 0%	2 18%	2 18%	3 27%
archives	15	0 0%	2 13%	5 33%	6 40%
books	12	0 0%	4 33%	4 33%	6 50%
ceramics and glass	10	0 0%	1 10%	3 30%	4 40%
clocks, watches and scientific instruments	7	0 0%	1 14%	2 29%	1 14%
digital media	2	0 0%	0 0%	1 50%	1 50%
ethnographic materials	9	0 0%	0 0%	1 11%	3 33%
furniture and wood	12	0 0%	3 25%	6 50%	5 42%
gilding and decorative surfaces	15	0 0%	1 7%	7 46%	6 40%
metals	14	0 0%	2 14%	2 14%	5 36%
modern materials	8	0 0%	0 0%	4 50%	6 75%
natural history and biological specimens	5	0 0%	0 0%	1 20%	4 80%
paintings	9	1 11%	3 33%	3 33%	3 33%
paper	22	0 0%	4 18%	5 23%	7 32%
photographic materials	13	0 0%	3 23%	2 15%	3 23%
stained glass	5	0 0%	0 0%	2 40%	3 60%
stone and wall paintings	5	0 0%	2 40%	1 20%	3 60%
textiles	12	2 17%	3 25%	5 42%	3 25%
time-based media	2	0 0%	0 0%	0 0%	1 50%
training or education in specialist preventive conservation					
scientific / analytical services	14	0 0%	4 29%	4 29%	7 50%

Table 35: skills and training issues in conservation education / training

Key: red shading – serious skills issue; orange shading – significant skills issue

Very few respondents reported that they had lost skills in delivering training in any area in the previous year.

No significant or serious skills shortages (where expertise had to be bought in) were identified in any of the areas of training for specialist preventive conservation, although there were significant skills shortages in interventive conservation training for the specialist areas of *books*, *furniture and wood*, *paintings*, *stone and wall paintings* and *textiles*. There was also a significant skills shortage in the provision of training in scientific or analytical services.

By contrast, skills gaps were the norm in specialist preventive conservation training, with serious gaps identified in the provision of training in this area in both *furniture and wood* and in *time-based media* (although the latter was identified from a very small sample), and significant gaps in *archives*, *books*, *ceramics and glass*, *digital media*, *gilding and decorative surfaces*, *modern materials*, *paintings*, *stained glass*, *stone and wall paintings* and *textiles*.

These needs were also very clear in the provision of interventive conservation training, where there were serious skills gaps in training for *digital media*, *furniture and wood* and *modern materials*. There

were also significant gaps in *archives, books, ceramics and glass, clocks, watches and scientific instruments, gilding and decorative surfaces, paintings, stained glass and textiles*.

There was also a significant skills gap in training for the provision of scientific / analytical services.

There is intense demand for future training in the skills and knowledge needed to deliver training - in nearly every specialist area, significant numbers of providers want to improve their skills in the future. In specialist preventive conservation, only in *clocks, watches and scientific instruments* and in *textiles* did less than 25% of providers want to improve in the future.

The situation was very similar in interventive conservation training, where in only *clocks, watches and scientific instruments* and in *photographic materials* did less than 25% of providers want to improve their skills in the future.

5.4 Scientific / Analytical Services

Respondents were asked if they provided scientific or analytical services in any of the defined nineteen specialisations used across this survey. They were asked about the levels of competition that they encountered, and whether they had recognised any skills or training issues in these areas.

5.4.1 Provision

23 organisations reported that they provided scientific / analytical services, in a total of 78 areas of service provision.

area of scientific / analytical service	providers	% of all scientific / analytical service providers
archaeological materials	8	35%
archives	3	13%
books	0	0%
ceramics and glass	6	26%
clocks, watches and scientific instruments	2	9%
digital media	2	9%
ethnographic materials	6	26%
furniture and wood	6	26%
gilding and decorative surfaces	8	35%
metals	8	35%
modern materials	4	17%
natural history and biological specimens	2	9%
paintings	4	17%
paper	3	13%
photographic materials	3	13%
stained glass	2	9%
stone and wall paintings	5	22%
textiles	6	26%
time-based media	0	0%
	n= 78	

Table 36: provision of scientific / analytical services

The most commonly reported services provided were scientific or analytical services for the conservation of *archaeological materials, gilding and decorative surfaces* and *metals*. It is notable that no respondent provided scientific or analytical services for the conservation of *books* or for *time-based media*.

5.4.2 Competition

area of scientific / analytical service	providers		competition			
	n/a		very little	moderate	great deal	
archaeological materials	8	1 12%	2 25%	3 38%	0%	
archives	3	2 67%	0%	0%	0%	
books	0	0%	0%	0%	0%	
ceramics and glass	6	1 17%	2 33%	2 33%	0%	

clocks, watches and scientific instruments	2		0%		0%	1	50%		0%
digital media	2		0%	1	50%		0%		0%
ethnographic materials	6		0%	2	33%	3	50%		0%
furniture and wood	6	1	17%	2	33%	1	17%	1	17%
gilding and decorative surfaces	8	2	25%	2	25%	3	38%		0%
metals	8		0%	2	25%	5	63%		0%
modern materials	4	2	50%		0%	2	50%		0%
natural history and biological specimens	2		0%		0%	1	50%		0%
paintings	4		0%		0%	1	25%		0%
paper	3	3	100%		0%		0%		0%
photographic materials	3	1	33%	1	33%		0%		0%
stained glass	2		0%	1	50%		0%		0%
stone and wall paintings	5	1	20%	2	40%		0%		0%
textiles	6	1	17%	4	67%		0%		0%
time-based media	0		0%		0%		0%		0%
	n= 78	15	25%	21	36%	22	37%	1	2%

Table 37: competition to provide scientific or analytical services

Overall, there were low levels of competition in the area of providing scientific or analytical services for conservation, with more providers reporting that there was very little competition for their services than reported that they encountered a great deal of competition. Just over a quarter of provision was in non-competitive situations (internal provision only).

No data for competition in scientific / analytical services were received for *time-based media*, *paper*, *archives* or *books*.

In no specialist areas could competition be considered to be high or very high. It could be considered to be moderate for *archaeological materials*, *clocks, watches and scientific instruments*, *ethnographic materials*, *gilding and decorative surfaces*, *metals*, *modern materials*, *natural history and biological specimens* and *paintings*.

Competition was low in providing these services for *ceramics and glass* and *furniture and wood*.

And competition was very low in *digital media*, *photographic materials*, *stained glass*, *stone and wall paintings* and *textiles*.

5.4.3 Comments

Very few comments were received on the provision of scientific or analytical services for conservation.

[gilding and decorative surfaces]

I specialise in architectural paint research

[paintings]

Constable Research Project

[stone and wall paintings]

We hire different science specialists to complement our in-house skill and create whole team for particular analysis

[textiles]

Lack of external funding for the services we provide

5.4.4 Skills and Training

Respondents were asked whether they perceived existing staff, or new entrants, to be lacking skills in particular areas of scientific or analytical services.

area of scientific / analytical service	providers	skills lacking			
		existing staff		new entrants	
archaeological materials	8	2	25%	3	38%
archives	3	0	0%	0	0%
books	0	0	0%	0	0%
ceramics and glass	6	2	33%	2	33%
clocks, watches and scientific instruments	2	0	0%	1	50%
digital media	2	1	50%	0	0%
ethnographic materials	6	2	33%	3	50%
furniture and wood	6	2	33%	1	16%
gilding and decorative surfaces	8	2	25%	3	37%
metals	8	2	25%	5	62%
modern materials	4	0	0%	2	50%
natural history and biological specimens	2	0	0%	1	50%
paintings	4	0	0%	1	25%
paper	3	0	0%	0	0%
photographic materials	3	1	33%	0	0%
stained glass	2	1	50%	0	0%
stone and wall paintings	5	2	40%	0	0%
textiles	6	4	67%	0	0%
time-based media	0	0	0%	0	0%
	n= 78				

Table 38: skills gaps in scientific / analytical services

colour code: red – serious skills gap; orange – significant skills gap

As relatively few organisations provided these services, the absolute numbers reporting that their existing staff or new entrants had particular skills needs were low. But as percentages of the total numbers, these were typically high proportions, meaning that serious skills needs (skills gaps) were identified for existing staff in the areas of *digital media*, *stained glass* and *textiles*, and that significant skills needs (skills gaps) were identified for existing staff in the areas of *archaeological materials*, *ceramics and glass*, *ethnographic materials*, *furniture and wood*, *gilding and decorative surfaces*, *metals*, *photographic materials* and *stone and wall paintings*.

Serious skills gaps were also recognised for new entrants in the areas of *clocks, watches and scientific instruments*, *ethnographic materials*, *metals*, *modern materials* and *natural history and biological specimens*, with significant skills gaps for new entrants in scientific / analytical services for *archaeological materials*, *ceramics and glass*, *gilding and decorative surfaces* and *paintings*.

Respondents were also asked about skills issues and training priorities in the provision of scientific or analytical services.

area of scientific / analytical service	providers		skills issues							
			skills lost		skills bought		invested in training		want to improve	
archaeological materials	8	1	12%	2	25%	2	25%	3	38%	
archives	3	0	0%	0	0%	2	67%	2	67%	
books	0	0	0%	1	0%	0	0%	0	0%	
ceramics and glass	6	0	0%	0	0%	2	33%	3	50%	
clocks, watches and scientific instruments	2	0	0%	0	0%	0	0%	0	0%	
digital media	2	0	0%	1	50%	1	50%	1	50%	
ethnographic materials	6	0	0%	0	0%	2	33%	3	50%	
furniture and wood	6	1	17%	3	50%	2	33%	2	33%	
gilding and decorative surfaces	8	0	0%	2	25%	4	50%	5	62%	
metals	8	0	0%	2	25%	1	12%	4	50%	
modern materials	4	0	0%	1	25%	2	50%	5	125%	
natural history and biological specimens	2	0	0%	0	0%	1	50%	1	50%	
paintings	4	0	0%	1	25%	2	50%	1	25%	
paper	3	0	0%	1	33%	1	33%	1	33%	
photographic materials	3	0	0%	1	33%	0	0%	1	33%	
stained glass	2	0	0%	0	0%	2	100%	2	100%	
stone and wall paintings	5	1	20%	2	40%	2	40%	2	40%	
textiles	6	0	0%	0	0%	0	0%	2	33%	
time-based media	0	0	0%	0	0%	0	0%	0	0%	
	n= 78	3		17		26		39		

Table 39: skills issues in scientific / analytical services
 colour code: red – serious skills issue; orange – significant skills issue

The 78 providers of scientific or analytical conservation services reported a total of 85 skills issues, an average of 1.09 per provider.

Very few organisations reported that they had lost skills in scientific or analytical services in the year prior to the survey (2012). In absolute terms, few respondents reported that they had needed to buy in skills (addressing skills shortages), but in relative terms these represented serious skills shortages in the areas of *digital media* and *furniture and wood*, and significant shortages in *gilding and decorative surfaces*, *metals*, *modern materials*, *paintings*, *paper*, *photographic materials* and *stone and wall paintings*.

Relatively high proportions of organisations providing these services reported that they had invested in training in the previous year, thereby identifying that there were skills gaps in these areas. Serious skills gaps were recognised in the provision of scientific or analytical services for *archives*, *digital media*, *gilding and decorative surfaces*, *modern materials*, *natural history and biological specimens*, *paintings* and *stained glass*; significant skills gaps were recognised for *archaeological materials*, *ceramics and glass*, *ethnographic materials*, *furniture and wood*, *paper* and *stone and wall paintings*.

In very nearly every specialist area, at least one organisation wanted to improve their skills capacity in the future. Noticeably, more organisations want to improve their capacity in applying scientific / analytical services to *modern materials* than provided that service.

Conservators

Detailed data were gathered on the actual professional conservation workforce together with support or managerial staff working directly with conservators, giving gender and age profiles, data on their ethnicity and disability status as well as information on the highest qualifications held.

The total estimated number of professional conservators in the UK at the time of the survey was 3,175.

6.1 Gender

65% of professional conservators were women, 35% were men.

49% of the total UK workforce in all occupations was female (ONS 2012a), so women were significantly better represented in conservation than in all occupations.

6.2 Age

On average, professional conservators were aged 42.9.

The average age of a female professional conservator was 40.3; on average, male conservators were aged 47.8.

age	male		female		total	
16–19	2	1%	2	1%	4	1%
20–29	4	1%	35	10%	39	12%
30–39	20	6%	80	24%	100	30%
40–49	36	11%	54	16%	90	27%
50–59	43	13%	37	11%	80	24%
60+	14	4%	12	4%	26	8%
total	119	35%	220	66%	339	

Table 40: age and gender of professional conservators

There were relatively few professional conservators aged under 30 – only one eighth of the workforce (13%). There were extremely few aged under 20 (1% – one in 85), which was likely in part to reflect the levels of qualifications needed to work in the sector, as it was normal for professional conservators to hold a degree [6.5 Qualifications].

6.3 Ethnicity

People of black or minority ethnicities were under-represented in conservation.

97% of paid conservators are white.

98% of volunteers in the sector are white.

100% of managerial and support staff working directly with conservators were white.

In comparison, conservation was less ethnically diverse than the museums sector (7% BME in 2008 – Davies & Shaw 2010), the wider cultural heritage workforce (7% BME in 2008 – CCSkills 2009) and far less diverse than the UK workforce as a whole; 13% of people of working age were of black or minority ethnicities (ONS 2013a).

ethnicity	paid		volunteers	
White	360	97%	44	98%
Black or Black British	1	<1%	0	0%
Asian or Asian British	5	1%	0	0%
Chinese	0	0%	0	0%
Mixed	3	1%	1	2%
other ethnic group	2	1%	0	0%
	n=371		n=45	

Table 41: ethnicity of all workers in conservation (conservators and managerial / support staff)

ethnicity	paid		volunteers	
White	314	97%	44	98%
Black or Black British	1	<1%	0	0%
Asian or Asian British	4	1%	0	0%
Chinese	0	0%	0	0%
Mixed	3	1%	1	2%
other ethnic group	2	1%	0	0%
	n=324		n=45	

Table 42: ethnicity of conservators

ethnicity	paid		volunteers	
White	28	100%	0	0%
Black or Black British	0	0%	0	0%
Asian or Asian British	0	0%	0	0%
Chinese	0	0%	0	0%
Mixed	0	0%	0	0%
other ethnic group	0	0%	0	0%
	n=28		n=0	

Table 43: ethnicity of managerial and support workers.

6.4 Disability Status

There were very few disabled people working in conservation; in 2012–13, only 2% of the whole conservation workforce (conservators and support staff) were disabled, and only 2% of conservators were. By comparison, 15% of the UK working age population in 2010–11 were disabled (ODI 2013), 48% of whom were in work (Papworth Trust 2011, 2).

disability status	paid		volunteers		total	
disabled	8	2%	1	3%	9	2%
not disabled	340	98%	36	97%	376	98%
	n=348		n=37		n=385	

Table 44: disability status of conservators and managerial or support staff

disability status	paid		volunteers		total	
disabled	6	2%	1	3%	7	2%
not disabled	310	98%	36	97%	346	98%
	n=316		n=37		n=353	

Table 45: disability status of conservators

disability status	paid		volunteers		total;	
disabled	2	6%	0	0%	2	6%
not disabled	32	94%	0	0%	32	94%
	n=34		n=0		n=34	

Table 46: disability status of managerial or support staff

6.5 Qualifications

The majority of conservators were graduates, with a total of 78% of professional conservators having at least a first degree as their highest qualification obtained. Nearly half (47%) have a postgraduate Masters or higher.

highest qualification – conservators	
post-doctoral qualification	2 1%
doctorate (PhD or DPhil)	12 4%
Postgraduate	135 42%
first degree	101 32%
foundation degree or HND	15 5%
school qualifications	54 17%
	n=319

Table 47: qualifications - conservators

Managerial or support staff working with conservators were even more highly qualified, with 84% of those people holding at least one degree.

highest qualification – managerial or support

post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	1	2%
Postgraduate	14	33%
first degree	21	49%
foundation degree or HND	4	9%
school qualifications	3	7%
	n=43	

Table 48: qualifications - managerial or support staff

highest qualification – all working in conservation

post-doctoral qualification	2	1%
doctorate (PhD or DPhil)	13	4%
Postgraduate	151	41%
first degree	122	34%
foundation degree or HND	19	5%
school qualifications	57	16%
	n=364	

Table 49: qualifications - all working in conservation

	Post-doc		PhD		postgrad		degree		foundation		school		total
<20	0	0%	0	0%	0	0%	1	50%	0	0%	1	50%	2
20-29	0	0%	0	0%	5	50%	4	40%	0	0%	1	10%	10
30-39	0	0%	2	5%	21	49%	19	44%	1	2%	0	0%	43
40-49	0	0%	1	2%	27	55%	11	22%	3	6%	7	14%	49
50-59	0	0%	2	6%	17	50%	7	21%	3	9%	5	15%	34
>=60	0	0%	2	14%	3	21%	3	21%	1	7%	5	36%	14
	0	0%	7	5%	73	48%	45	30%	8	5%	19	13%	152

Table 50: conservator qualifications by age

The proportion of conservators holding at least one degree peaked with conservators aged in their 30s, of whom 98% hold at least one degree (90% of those aged 20–29 do, as do 50% of the very small sample of two individuals aged under 20). The proportion declined in the group aged 40–49 (80% graduate), 50–59 (76%) and aged 60 and over (57%).

Jobs in Conservation

Details were obtained on specific jobs in conservation through asking about particular posts – a post being defined as a title at an organisation, and there might be several people working for that organisation in jobs with the same title.

Information about jobs related to the numbers of people working in different specialist areas, what job titles were used, salaries, hours worked, contract lengths, how these posts were funded and whether there had been vacancies in that post that had been difficult to fill.

7.1 Number of Posts

The survey received detailed information on 194 posts for people working in conservation (both as conservators and in managerial or support positions), covering 378 paid appointments and 44 voluntary positions.

7.2 Managerial or Support

Of 194 posts detailed, 39 were managerial or support roles, with 45 individuals working in those roles. With 45 managerial or support staff supporting 378 paid conservators (422 including volunteers), this is a ratio of approximately one manager or support staff member for every 8.4 paid conservators.

7.3 Voluntary Positions

As discussed under 4.5 Organisation Sizes, organisations reported that they had 119 people volunteering for them as conservators, thus making up 15% of the conservator workforce.

Of the 194 posts for which detailed data were provided, volunteers were reported as working in 12 of them. All of these were conservator roles, not managerial or support roles. In total, data were obtained on 317 individuals who worked in these positions on a paid basis, and 44 who were volunteers (12% – one in eight – of the conservator workforce).

7.4 Post Titles

post title	number of paid individuals employed in this post	number of individuals volunteering in this post	number of organisations where this post title is used
Accredited Conservator / Restorer	2		1
Archive Conservator	2		1
Archives Conservation Officer	2		1
Area Conservator	1		1
Assistant Archives Conservator	1		1
Assistant conservator	4		4
Assistant conservator – projects	1		1
Assistant Paper Conservator	2		1
Book and Archive Conservator	1		1
Cabinet makers/Polishers/Conservators/Restorers.	2		1
Carving and Gilding Restorer	6		1
CEO	2		1
Ceramics conservator	3		1
Collection Care Manager	2		1
Collections Access Officer	1		1
Collections care consultant	1		1
Collections Care Manager, Curator's Office	1		1
Collections Officer	1		1
Conservation & Collections Care Manager	4		1
Conservation & Research of Historic Textiles	1		1
Conservation Assistant	1		1
Conservation Intern	1		1
Conservation Manager	1		1
Conservation moulder-framer	1		1
Conservation Officer	11		2
Conservation Scientist	2		1
Conservation Technician	2	5	2
Conservation Volunteer		2	1
Conservator	109	16	30
Conservator – restorer	2		2
Conservator - Sole Trader	1		1
Conservator & Preservation Manager	1		1
Conservator of Paintings	1		1

post title	number of paid individuals employed in this post	number of individuals volunteering in this post	number of organisations where this post title is used
Conservator Researchers	11	12	1
Consultant	1		1
Contract Conservator	1		1
Deputy Head of Conservation	1		1
Director	2		2
Director of stained glass conservation	1		1
Director / Conservator	1		1
Freelance Paintings conservator	5		1
Furniture Conservator	3		1
Gilding and Decorative Surfaces Conservator	2		1
Glass Painter	1		1
Head Book Conservator	1		1
Head of Collections Conservation	1		1
Head of Conservation	3		3
Head of Conservation & Collections Care	1		1
Head of Department	1		1
Head of Glass Conservation	1		1
Joinery & Woodwork Conservator	3		1
Lead Conservator / Owner	1		1
Lecturer	1		1
Lecturer / Senior Lecturer	4		1
LHSA Manager	1		1
Natural History Conservator	1		1
Object Conservation Officer	1		1
Objects Conservator / Domestic and Textile Collections Specialist.	1		1
Owner	2		2
Owner and Senior Conservator	1		1
Owner / Director	1		1
Painting Conservation Officer	1		1
Paper Conservator	1		1
Part time Conservation Assistant	1		1
Partner	2		1
Pipe Organ Restorer	6		1
Preservation and Conservation Manager	1		1
Preventive Conservation Manager	1		1
Preventive Conservation Officer	7	5	2
Preventive Conservation Supervisor	2		1
Preventive Conservation Technician	1		1
Preventive Conservator	11		1
Preventive Conservator (Technical)	1		1
Principal 1	1		1
Professor	1		1
Project Conservator	1		1
Proprietor	1		1
Self	1		1
Self Employed Conservator	1		1
Self-Employed Sole Trader	1		1
Senior Archive Conservator	4		3
Senior Conservator	12		10
Senior Lecturer	1		1
Senior Paintings Conservator	2		1
Sole Conservator & Owner	1		1
Sole Trader	1		1
Tapestry Conservator	1	2	1
Temporary Contract Conservator	1		1
Textile Conservator	4		4
Trainee	1		1
Trainee Conservator	1		1
Treatment Conservation Manager	1		1
Treatment Conservation Supervisor	4		1
Treatment Conservator	14		1
Work Experience Placement		2	1

Table 51: conservation post titles

95 different post titles for conservation staff were reported by 149 organisations, covering a total of 361 individuals (1 job title for every 3.8 conservators). 57 of these job titles had only one person at one organisation working in them.

Only two post titles were reported at more than four organisations; “Conservator” – 125 people at 30 organisations and “Senior Conservator” – where 12 individuals worked at 10 organisations.

While there were some degrees of close similarity between many of the other post-titles, this heterogeneity of names for jobs – that may actually be very similar – makes it difficult to be able to directly compare them at the level of data collection that this project has undertaken.

7.5 Post Seniority

The questionnaire asked how many of the individuals in each particular post were “senior staff”, “middle-ranking” or “junior staff”. All the tables below present numbers of individuals in posts, not numbers of posts.

all posts		
senior	132	36%
middle	160	44%
junior	73	20%
n=365		

Table 52: seniority of all posts working in conservation

conservator posts		
senior	113	35%
middle	145	45%
junior	63	20%
n=321		

Table 53: seniority of conservator posts

managerial / support		
senior	18	42%
middle	15	35%
junior	10	23%
n=43		

Table 54: seniority of managerial / support posts

Both conservators and the managerial or support staff working with them were more likely to be in senior positions than junior ones. This suggests both that the positions conservators worked in were organisationally valued, and that there were relatively few opportunities for entrance at junior levels.

Data were extracted for salaries by seniority (this related to conservator posts and for those in full-time employment only)

Salary data were provided for 57 full-time posts identified as being “senior” positions, in which 87 individuals worked. The mean (average) salary earned by a full-time conservator working in a “senior” position was £30,118.

lowest paid 10% earned less than	£20,000
lower paid 25% earned less than	£26,000
median (50% earned more, 50% earned less)	£30,000
higher paid 25% earned more than	£34,000
highest paid 10% earned more than	£41,000

Table 55: salary distribution for “senior” conservators

Salary data were provided for 50 full-time posts identified as being “middle ranking” positions, in which 122 individuals worked. The mean (average) salary earned by a full-time conservator working in a “middle ranking” position was £27,525.

lowest paid 10% earned less than	£20,000
lower paid 25% earned less than	£24,840
median (50% earned more, 50% earned less)	£26,000
higher paid 25% earned more than	£30,000
highest paid 10% earned more than	£34,000

Table 56: salary distribution for “middle-ranking” conservators

Salary data were provided for 10 full-time posts identified as being “junior” positions, in which 48 individuals worked. The mean (average) salary earned by a full-time conservator working in a “junior” position was £26,558.

lowest paid 10% earned less than	£20,000
lower paid 25% earned less than	£24,000
median (50% earned more, 50% earned less)	£25,000
higher paid 25% earned more than	£26,304
highest paid 10% earned more than	£31,402

Table 57: salary distribution for “junior” conservators

7.6 Services Provided

The questionnaire asked “which services do these individuals provide?”, and allowed respondents to check as many boxes as they wished under the nineteen subject areas and the four macro-categories.

	total numbers of individuals		specialist preventive conservation		interventive conservation		scientific / analytical		education / training	
archaeological materials	88	6%	73	6%	72	7%	35	16%	42	8%
archives	112	7%	96	8%	81	8%	2	1%	62	11%
books	104	7%	89	7%	77	8%	1	1%	31	6%
ceramics and glass	103	7%	83	7%	69	7%	16	7%	39	7%
clocks, watches and scientific instruments	37	2%	23	2%	28	3%	4	2%	7	1%
digital media	23	2%	22	2%	13	1%	0	0%	0	0%
ethnographic materials	55	4%	46	4%	49	5%	3	1%	35	6%
furniture and wood	115	8%	84	7%	85	8%	23	11%	41	7%
gilding and decorative surfaces	118	8%	93	7%	84	8%	29	13%	39	7%
Metals	96	6%	84	7%	59	6%	24	11%	28	5%
modern materials	73	5%	64	5%	50	5%	20	9%	31	6%
natural history and biological specimens	49	3%	41	3%	36	4%	13	6%	27	5%
paintings	83	5%	69	6%	35	3%	11	5%	21	4%
paper	136	9%	118	9%	88	9%	1	1%	65	12%
photographic materials	106	7%	89	7%	69	7%	1	1%	28	5%
stained glass	45	3%	37	3%	29	3%	14	6%	14	3%
stone and wall paintings	75	5%	64	5%	37	4%	14	6%	18	3%
textiles	91	6%	55	4%	49	5%	7	%	23	4%
time-based media	13	01%	13	1%	10	1%	0	0%	1	<1%
	1522		1243	82%	1020	67%	218	14%	552	36%

Table 58: numbers of individuals providing services by specialist area and category of service

The specialist areas where the highest numbers of conservators worked were in the conservation of *paper, gilding and decorative surfaces* and *furniture*. Overall, the areas where the least numbers of conservators were reported as working in were *time-based media, digital media* and *clocks, watches and scientific instruments*.

82% of conservators were reported as undertaking specialist preventive conservation, more than the 67% undertaking interventive conservation, *contra* the numbers of organisations providing these services (5.1.1 Provision and 5.2.1 Provision).

Some specialist areas within particular categories had either no professional conservators reported as working in them, or very few. No data were received on any conservators providing scientific /

analytical services for *digital media* or *time-based media*, nor were any data received for anyone providing education or training in the conservation of *digital media*.

7.7 Salaries

Salary data were provided for 87 full-time conservator posts, in which 170 individuals worked.

These salaries ranged from £5,000 to £75,000. The mean (average) salary earned by a full-time conservator was £28,102.

lowest paid 10% earned less than	£19,000
lower paid 25% earned less than	£24,646
median (50% earned more, 50% earned less)	£26,000
higher paid 25% earned more than	£30,000
highest paid 10% earned more than	£37,500

Table 59: full-time conservator salaries

Salary data were provided for 15 part-time conservator posts, in which 19 individuals worked.

These salaries ranged from £4,500 to £36,400. The mean (average) salary earned by a part-time conservator was £22,310.

lowest paid 10% earned less than	£8,000
lower paid 25% earned less than	£14,000
median (50% earned more, 50% earned less)	£23,750
higher paid 25% earned more than	£28,000
highest paid 10% earned more than	£30,555

Table 60: part-time conservator salaries

Salary data were provided for 18 full-time posts for managerial or support staff who work directly with conservators, in which 23 individuals worked.

These salaries ranged from £17,111 to £58,095. The mean (average) salary earned by a person working full-time in support or management of conservators was £28,962.

lowest paid 10% earned less than	£19,000
lower paid 25% earned less than	£24,000
median (50% earned more, 50% earned less)	£24,252
higher paid 25% earned more than	£30,000
highest paid 10% earned more than	£36,000

Table 61: full-time managerial or support staff salaries

Salary data were provided for 13 part-time managerial or support posts, in which 13 individuals worked. The salaries paid to people working in these roles ranged from £2,150 to £30,900. The mean (average) salary earned by a person working part-time in support or management of conservators was £18,962.

lowest paid 10% earned less than	£6,500
lower paid 25% earned less than	£14,400
median (50% earned more, 50% earned less)	£18,870
higher paid 25% earned more than	£21,000
highest paid 10% earned more than	£24,720

Table 62: part-time managerial or support staff salaries

By comparison, looking at statistics for earnings in other occupational groups (as defined by the Office for National Statistics [ONS 2012a]), the median salary for full-time conservators was slightly less than the national median for all occupations, and considerably less than the comparable figures for professional and associate professional occupations.

All	£26,500
Managers, directors and senior officials	£38,679
Professional occupations	£36,369
Associate professional and technical occupations	£30,120
All workers	£26,500

Conservators	£26,000
Administrative and secretarial occupations	£20,591
Skilled trades occupations	£24,394
Caring, leisure and other service occupations	£17,427
Sales and customer service occupations	£16,935
Process, plant and machine operatives	£22,336
Elementary occupations	£17,443

Table 63: median full-time gross earnings by major occupation group, UK: April 2012

Comparing average (mean) salaries earned by conservators working with each of the nineteen material classes used in this report (see Appendix I: Specialist Conservation Provision) shows that there is some variation in salaries by material – with conservators working on *stone and wall paintings* earning noticeably more than specialists in other materials – but there is no statistically significant link between the numbers of individuals reported as working with particular material and the salary they earned .

	individuals reported	mean salary
stone and wall paintings	22	£34,446
time-based media	3	£30,846
natural history and biological specimens	22	£30,577
digital media	12	£30,576
gilding and decorative surfaces	45	£30,271
archaeological materials	35	£30,159
ceramics and glass	39	£29,435
textiles	37	£29,362
paintings	31	£29,074
furniture and wood	50	£28,863
ethnographic materials	26	£28,822
metals	42	£28,749
modern materials	29	£28,722
paper	48	£28,025
stained glass	17	£27,779
archives	42	£27,646
clocks, watches and scientific instruments	15	£27,446
photographic materials	35	£27,585
books	37	£27,050

Table 64: salaries by material category

7.7.1 Pension Contributions

does the employer contribute to pension	yes	no	don't know
conservators	237 76%	72 23%	5 2%
managerial / support	30 68%	14 32%	0 0%
all positions	267 75%	86 24%	5 1%

Table 65: pension contributions

Three quarters of all professional conservators benefited from their employers' making contributions to their pension funds, as did two-thirds of managerial or support staff working with conservators.

From October 2012, employers began to be obliged to automatically enrol workers into pensions schemes and to make contributions (DWP 2012). At the survey date for this research (1st January 2013), only organisations with over 30,000 individuals on their payroll were obliged to do this. None of the respondents to this survey reported that their workforces were of such a size.

7.7.2 Salary Trends

Respondents were asked "Have salaries at your organisation typically risen or fallen since January 2012? (NB – this is thinking about individual salaries, not the total salary bill)".

salary changes in 2012	organisations		paid staff	
fallen by over 10%	16	9%	65	10%
fallen by up to 10%	11	6%	66	10%
unchanged	95	55%	286	44%
risen by inflation	32	18%	95	15%
risen by above inflation	20	11%	131	20%
	n=174		n=643	

Table 66: salary trends

At 70% of organisations, where 65% of conservators worked, salaries had either fallen in absolute terms in the previous year or had remained unchanged (and had thus fallen in real terms, as they had not kept pace with inflation).

7.8 Hours Worked

Respondents were asked how many individual post holders worked (or volunteered) full-time and how many part-time.

all posts	paid		volunteer	
full-time	298	79%	13	29%
part-time	78	21%	32	71%
	n=376		n=45	

Table 67: hours worked - all staff

conservators	paid		volunteer	
full-time	267	81%	13	29%
part-time	62	19%	32	71%
	n=329		n=45	

Table 68: hours worked – conservators

managerial / support	paid		volunteer	
full-time	29	64%	0	0%
part-time	16	35%	0	0%
	n=45		n=0	

Table 69: hours worked – managerial or support staff

Four-fifths of professional conservators worked full-time, as did two-thirds of managers and support staff who worked alongside them. The majority of voluntary conservators identified in this survey contributed part-time.

Conservators were slightly more likely to work full-time than the national average for all workers; in October-December 2012. 73% of the UK working population worked full-time (ONS 2013b).

7.9 Contract Lengths

The survey asked about the lengths of contracts on which people were employed.

	<3m		3–6m		6–12m		12–24m		>24m		permanent	
conservators	1	<1%	7	2%	16	5%	10	3%	5	2%	274	88%
managerial or support staff	0	0%	1	2%	0	0%	0	0.0%	4	9%	38	88%
all staff	1	<1%	8	2%	16	4%	10	3%	9	3%	312	88%

Table 70: contract lengths

	<3m		3–6m		6–12m		12–24m		>24m		permanent	
full-time	1	<1%	5	2%	10	4%	7	3%	7	3%	228	88%
part-time	0	0%	3	5%	2	3%	1	2%	1	2%	58	89%
all staff	1	<1%	8	2%	12	4%	8	2%	8	2%	286	88%

Table 71: contract lengths for full- and part-time staff

Employment in conservation is very secure; almost all conservators (88%) were employed on permanent or open-ended contracts. Managerial or support staff working with conservators were equally secure (88% on permanent or open-ended contracts), and part-time staff are slightly more likely than full-time staff to be on such contracts.

7.10 Post Funding

Details on how posts were funded were received for 187 posts, covering the employment of 313 individuals.

235 positions (75%) were funded by establishment income, 78 (25%) by project or contract income.

These data suggest that a high proportion of conservator (and managerial or support) posts were relatively secure, being financed by establishment income.

When cross-referenced against contract lengths, the data show that establishment-funded posts are extremely likely (96%) to be on permanent or open ended contracts. Confusingly, project-funded posts were also likely to be described as having permanent or open-ended contracts.

	<3m		3-6m		6-12m		12-24m		>24m		permanent	
project funding	0%	0	2%	1	4%	2	12%	6	4%	2	82%	42
establishment income	0%	0	0%	0	3%	5	1%	2	3%	5	96%	181

Table 72: post funding by contract lengths for all staff

7.11 Length of Time Working for the Organisation

paid conservator posts

up to 3 months	6	2%
3-6 months	5	2%
6-12 months	10	3%
12-24 months	24	8%
2-5 years	58	19%
5-10 years	65	21%
10-20 years	67	22%
more than 20 years	70	23%
	n=305	

Table 73: length of time working for organisation - conservators

Typically, conservators had been working for the same organisation for a relatively long time, with two-thirds of individuals having been at the same employer for over five years, and nearly one quarter having been there for over twenty years. This suggests that the level of 'churn' – of people moving between sectoral organisations – was very low.

paid managerial or support posts

up to 3 months	3	6%
3-6 months	0	0%
6-12 months	2	4%
12-24 months	3	6%
2-5 years	14	30%
5-10 years	9	19%
10-20 years	11	23%
more than 20 years	5	11%
	n=47	

Table 74: length of time working for organisation – managerial or support posts

Managerial or support workers who work with conservators were also likely to have been with the same employer for a relatively long time, although not to quite the same degree as professional conservators (just over half of those working in paid managerial or support posts had been with the same employer for over five years).

Data could not be discretely extracted for the length of time people had been volunteering in unpaid conservator posts, and no data were provided on voluntary managerial or support posts.

7.12 Vacancies

Information was provided on whether there had been vacancies for posts that had been difficult to fill in the previous year for 181 posts. For 172 there was no difficulty recruiting, six where difficulties were identified, and three where the respondent checked "don't know".

Details of the posts where there had been difficulty filling a vacancy are presented below.

Post title	Contract length	FT / PT	Salary	Seniority	Specialist areas
Conservator	12-24 months	full time	£20,000	not known	interventive conservation – archaeological materials; ceramics and glass; furniture and wood; gilding and decorative surfaces; stone and wall paintings specialist preventive conservation – stone and wall paintings
Conservator	not known	full time	£25,000	not known	interventive conservation – archives; books; gilding and decorative surfaces; metals; modern materials specialist preventive conservation – archives; books; gilding and decorative surfaces; metals; modern materials education / training services – archives scientific / analytical – gilding and decorative surfaces; metals; modern materials
conservator	permanent	not known	£32,000	not known	interventive conservation – archaeological materials; ceramics and glass; gilding and decorative surfaces; metals; modern materials specialist preventive conservation – archaeological materials; ceramics and glass; gilding and decorative surfaces; metals; modern materials scientific / analytical services - archaeological materials; gilding and decorative surfaces; metals; modern materials
Preventive Conservation Manager	permanent	full time	£42,657	senior	specialist preventive conservation – archaeological materials; archives; ceramics and glass; furniture and wood; gilding and decorative surfaces; metals; paintings; paper; stone and wall paintings; textiles scientific / analytical services - archaeological materials; archives; ceramics and glass; furniture and wood; gilding and decorative surfaces; metals; paintings; paper; stone and wall paintings; textiles
Treatment Conservation Manager	permanent	full time	£42,657	senior	interventive conservation – furniture and wood; gilding and decorative surfaces; metals; stone and wall paintings; textiles
Preventive Conservation Supervisor	permanent	full time	£34,948	middle-ranking	specialist Preventive conservation – archaeological materials; archives; ceramics and glass; furniture and wood; gilding and decorative surfaces; metals; paintings; paper; stone and wall paintings; textiles

Table 75: vacancies

Typically, each of the small number of difficult-to-fill posts was a relatively senior and relatively well-paid position. These normally required skills spanning different areas of activity (eg interventive conservation as well as specialist preventive conservation) across multiple different specialist material areas.

Training

Central to this project's objectives was the intention to obtain data on training needs, provision and priorities, providing information that could be used by employers, training providers and individual conservators to plan for their future corporate or professional development. Furthermore, these data can be used sectorally to guide and direct activities set out in the National Conservation Education and Skills Strategy (Icon 2012).

Information was gathered on organisational training needs and provision – thinking about how organisations identified their training needs and how they went about arranging for that training to be provided (including which methods of training they preferred). Respondents were also asked about their experiences of and attitudes to professional conservation qualifications delivered by Icon.

Detailed data were obtained about training in the different sectoral areas of conservation – identifying needs (both for existing staff and new entrants), identifying where skills had been lost in the previous year, where skills issues had been addressed through buying in external expertise or where organisations had invested in training, and which areas the organisations wanted to improve their skills-sets in the future.

8.1 Organisational Training Needs and Provision

The questionnaire asked about how organisations plan for and deliver staff training

8.1.1 Planning for Training

The overwhelming majority of organisations identify training needs for individual members of staff, with nearly as many identifying organisational needs. Slightly fewer organisations actually provide training for their paid staff than identify their needs. Only about half of organisations provide training for volunteers.

	yes		no		don't know		
does your organisation identify training needs for individuals?	146	84%	21	12%	6	4%	n=173
do you (as an organisation) identify training needs for the organisation as a whole?	132	77%	33	19%	6	4%	n=171
do you provide training or other development opportunities for paid staff?	135	81%	27	16%	4	2%	n=166
do you provide training or other development opportunities for volunteers?	75	51%	62	43%	9	6%	n=146

Table 76: identifying training needs

Most organisations in conservation did not have a training plan, or a training budget. Only a minority recorded how much time is spent in training or evaluated the impact of training on individuals, and even less evaluated the impact of training upon the organisation. The majority of organisations did not have performance appraisal schemes, although the overwhelming majority did encourage individuals to engage in their continuing professional development.

	yes		no		don't know		
does your organisation have a formal training plan?	49	28%	117	68%	6	4%	172
does your organisation have a training budget?	73	42%	94	54%	6	4%	173
is your training budget under your organisation's direct control? (it would not be if it was under the control of a larger, parent body)	93	54%	43	31%	5	4%	141
do you record how much time employees spend being trained?	72	42%	82	50%	10	6%	164
do you formally evaluate the impact of training on individuals?	63	37%	92	56%	8	5%	163
do you formally evaluate the impact of training on the organisation?	54	31%	99	61%	10	6%	163
does your organisation operate a performance appraisal scheme?	67	39%	94	57%	3	2%	164
does your organisation encourage individuals to engage in their continuing professional development (CPD)?	139	81%	23	14%	6	4%	168

Table 77: training planning, funding and evaluation

8.1.2 Training Methods

The questionnaire asked “if you provide training or other development opportunities, please indicate how you do this (check all that apply”).

	number of organisationsconservation staff at these organisations			
	paid staff		volunteers	
formal off-the-job training (eg external training courses)	115	9	308	0
formal in-job training (eg in-house training courses)	85	37	252	4
informal off-the-job training (eg supported individual research and learning)	88	16	255	5
informal in-job training (eg mentoring)	107	50	395	21

Table 78: training methods preferred

For paid staff, the most commonly used approach (by numbers of organisations) was formal off-the-job training, representing the value that is seen in external training provision. Possibly because of the direct costs involved, this was simultaneously the least popular approach for training volunteers.

The second most popular approach (by number of organisations, but most popular by numbers of paid conservator staff at the organisations that answered this question) for the training of paid staff is to use informal, in-job training, which may be seen as relatively inexpensive (as it is normally anticipated to only involve staff time, and this may be combined with other line-management responsibilities). This is likely to be the reason that it is also the most preferred approach for training volunteers.

Importantly, it should be noted that while many organisations identified preferred approaches to training volunteers, most of the respondents to this question did not actually report that there were any voluntary conservators working for them, and so these answers could be considered to be largely notional rather than applied.

8.1.3 Supporting Qualifications

Respondents were asked about their support for their staff seeking professional qualifications delivered by Icon.

8.1.3.1 Supporting CTQ

The questionnaire asked about respondents past and future support for individual members of staff seeking to obtain the Conservation Technician Qualification (CTQ). This qualification “was developed by Icon in 2007 in response to a request from a consortium of interested employers. The qualification recognises the high level of skills and knowledge of those who work in support of conservators” (Icon 2013).

CTQ	yes		no		don't know		
	have previously supported a member of staff	15	13%	98	82%	6	
would support a member of staff in the future	77	50%	40	26%	37	24%	n=154

Table 79: support for CTQ

While relatively few employers had supported candidates for this qualification in the past (13% – one in eight), this has to be considered alongside the fact that the CTQ had only been in existence for a relatively short time. Prior to its relaunch in 2012, the qualification had gone through two pilot phases with 34 candidates.

Very positively, 50% of respondents stated that they would consider supporting a member of staff seeking to gain this qualification in the future.

8.1.3.2 Supporting PACR

Respondents were asked “have you or would you consider supporting a member of staff to go through the Professional Accreditation of Conservation-Restorers process (to gain ACR status)?”

ACR	yes		no		don't know		
have previously supported a member of staff	68	53%	53	42%	6	5%	n=127
would support a member of staff in the future	109	71%	20	13%	24	16%	n=153

Table 80: support for PACR

Responses were very positive, showing that PACR (Professional Accreditation of Conservator-Restorers) accreditation was demonstrably highly valued by employers in conservation.

The majority of respondents reported that they had previously supported a member of staff who sought PACR accreditation, and an even higher proportion of respondents would support a member of staff to do this in the future.

The PACR system began in 2001 and a total of 912 conservators had been accredited over the first twelve of its operation. At the time of the survey there were 830 accredited conservators (Bradshaw 2013).

8.2 Training in Conservation Skills

Respondents were asked to identify skills issues and training priorities in technical and professional conservation.

8.2.1 Staff Needs

For each of the nineteen categories of specialisation, under the macroheadings of Specialist Preventive Conservation and Scientific / Analytical, respondents were asked "do you think this is an area where you find that new entrants lack skills?" and "is it an area where people currently working in conservation have a significant skills need?" Owing to survey error, these questions were not asked for Interventive Conservation or Conservation Education or Training.

8.2.1.1 Existing Staff Needs

For each of the nineteen categories of specialisation, under the macroheadings of Specialist Preventive Conservation and Scientific / Analytical, respondents were asked "is it an area where people currently working in conservation have a significant skills need?"

In table 81 the number of organisations reporting that existing staff had a significant skills need under each area (a skills gap) and in the two macro-categories examined are presented.

	skills need for existing staff			
	preventive conservation		scientific / analytical	
	number reporting	% of all providers	number reporting	% of all providers
archaeological materials	5	16%	2	25%
archives	8	17%	0	0%
books	7	16%	0	0%
ceramics and glass	1	3%	2	33%
clocks, watches and scientific instruments	4	27%	0	0%
digital media	10	53%	1	50%
ethnographic materials	1	5%	2	33%
furniture and wood	2	5%	2	33%
gilding and decorative surfaces	5	12%	2	25%
metals	0	0%	2	25%
modern materials	8	28%	0	0%
natural history and biological specimens	6	32%	0	0%
paintings	5	14%	0	0%
paper	5	9%	0	0%
photographic materials	14	35%	1	33%
stained glass	2	15%	1	50%
stone and wall paintings	3	17%	2	40%
textiles	4	10%	4	67%
time-based media	5	125%	0	0%

Table 81: conservation skills gaps for existing staff
colour code: red – serious skills gap; orange – significant skills gap

Owing to the relatively small number of responses for existing staff needs in the area of providing scientific / analytical services, relatively little further analysis could be undertaken. Notwithstanding the small sample size there were serious skills gaps reported in the areas of *textiles*, *stained glass* and *digital media*, where 50% or more providers reported that existing staff had a need for these skills. There can also be considered to be significant skills gap in *archaeological materials*, *ceramics and glass*, *ethnographic materials*, *gilding and decorative surfaces*, *metals*, *photographic materials* and *stone and wall paintings*.

By contrast, significant amounts of data were obtained on existing staff skills gaps in specialist preventive conservation. Severe issues were identified in the fields of *time-based media* (where more respondents identified an issue with current conservator skills than provided this service) and *digital media*. Serious issues were also identified in *clocks, watches and scientific instruments*, *modern materials*, *natural history and biological specimens* and *photographic materials*.

8.2.1.2 New Entrant Needs

Respondents were asked “do you think this is an area where you find that new entrants lack skills?” for each of the nineteen categories of specialisation, under the macroheadings of Specialist Preventive Conservation and Scientific / Analytical. These can be considered to be skills gaps. Owing to survey error, this question was not asked for Interventive Conservation or Conservation Education and Training.

	skills need for new entrants			
	preventive conservation		scientific / analytical	
	number reporting	% of all providers	number reporting	% of all providers
archaeological materials	9	28%	3	38%
archives	11	24%		0%
books	9	21%		0%
ceramics and glass	6	20%	1	17%
clocks, watches and scientific instruments	8	53%		0%
digital media	8	42%	1	50%
ethnographic materials	10	48%	1	17%
furniture and wood	10	27%	2	33%
gilding and decorative surfaces	11	28%	4	50%
metals	8	20%	2	25%
modern materials	10	34%	3	75%
natural history and biological specimens	4	21%	1	50%
paintings	5	14%	2	50%
paper	9	17%		0%
photographic materials	9	22%	1	33%
stained glass	5	38%	1	50%
stone and wall paintings	6	33%	2	40%
textiles	11	29%		0%
time-based media	4	100%		0%

Table 82: conservation skills gaps for new entrants
colour code: red – serious skills gap; orange – significant skills gap

A serious skills gap was recognised in the area of new entrants’ skills in the specialist preventive conservation of *time-based media* and *clocks, watches and scientific instruments*, with significant issues in nine other specialisms. In general, there was a high level of concern about new entrants’ skills across specialist preventive conservation, with numerous respondents recognising this as an issue in every single specialisation.

The number of respondents on skills gaps for new entrants in scientific / analytical services was very small, and so the results are less robust; serious gaps (recognised by at least 50% of providers) were recognised in six specialisms, although for many of these this represented one provider of two identifying the issue. The two exceptions to this were in *gilding and decorative surfaces* and *modern materials*. Significant gaps were also recognised in a further five specialisms.

8.2.2 Skills Lost

For all areas of specialist skills, respondents were asked if “in the last year, has your organisation lost skills in this area”. The phrase “lost skills” was left deliberately open for respondents to interpret as they wished; their responses were likely to relate to staff leaving or retiring, but they may also have recognised skills becoming out-of-date.

	skills lost									
	preventive conservation		Interventive conservation		scientific / analytical		education/ training – specialist preventive		education/ training – interventive	
	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers
archaeological materials	1	3%	1	3%	1	12%	0	0%	0	0%
archives	0	0%	1	2%	0	0%	1	4%	0	0%
books	1	2%	3	9%	0	0%	0	0%	0	0%
ceramics and glass	0	0%	1	3%	0	0%	0	0%	0	0%
clocks, watches and scientific instruments	1	7%	1	7%	0	0%	0	0%	0	0%
digital media	0	0%	1	10%	0	0%	0	0%	0	0%
ethnographic materials	0	0%	1	4%	0	0%	0	0%	0	0%
furniture and wood	0	0%	2	5%	1	17%	0	0%	0	0%
gilding and decorative surfaces	2	5%	3	8%	0	0%	0	0%	0	0%
metals	0	0%	2	6%	0	0%	1	6%	0	0%
modern materials	0	0%	0	0%	0	0%	0	0%	0	0%
natural history and biological specimens	0	0%	1	8%	0	0%	0	0%	0	0%
paintings	0	0%	0	0%	0	0%	1	7%	1	11%
paper	0	0%	2	4%	0	0%	0	0%	0	0%
photographic materials	0	0%	1	4%	0	0%	0	0%	0	0%
stained glass	0	0%	0	0%	0	0%	0	0%	0	0%
stone and wall paintings	0	0%	1	5%	1	20%	0	0%	0	0%
textiles	1	3%	3	11%	0	0%	0	0%	2	17%
time-based media	0	0%	0	0%	0	0%	0	0%	0	0%

Table 83: conservation skills lost

Generally, very few respondents reported skills actually being lost in the year before the survey; in most of the areas being asked about, no respondents identified that they had lost skills in that specialism / sectoral area, and in no cases did more than three respondents identify that this had happened. It may be that twelve months was too short a time-frame to usefully identify patterns of skills loss.

8.2.3 Skills Bought In

Respondents were asked, across the full range of specialist areas of conservation and the four macro-categories of specialist preventive conservation, interventive conservation, scientific or analytical services and education and training if “in the last year, has your organisation had to buy in services from an external provider of these skills?”

The areas where it was recognised that skills had to be bought in were areas that the organisation was providing a service, but that could not be fully delivered by their own staff – a skills shortage. These skills shortages are common in interventive conservation and scientific or analytical services (although note this is based on the assessment of very small datasets), but rare in preventive conservation or in education or training services.

	skills bought in									
	preventive conservation		interventive conservation		scientific / analytical		education/ training – specialist preventive		education/ training – interventive	
	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers
archaeological materials	1	3%	5	14%	2	25%	0	0%	0	0%
archives	4	9%	7	16%	0	0%	1	4%	0	0%
books	5	12%	11	32%	0	0%	3	13%	0	0%
ceramics and glass	3	10%	6	18%	0	0%	1	8%	0	0%
clocks, watches and scientific instruments	4	27%	8	53%	0	0%	0	0%	0	0%
digital media	2	11%	1	10%	1	50%	0	0%	0	0%
ethnographic materials	2	10%	2	9%	0	0%	0	0%	0	0%
furniture and wood	9	24%	13	33%	3	50%	1	12%	0	0%
gilding and decorative surfaces	4	10%	10	25%	2	25%	1	5%	0	0%
metals	6	15%	12	36%	2	25%	1	6%	0	0%
modern materials	1	3%	1	4%	1	25%	0	0%	0	0%
natural history and biological specimens	0	0%	0	0%	0	0%	0	0%	0	0%
paintings	0	0%	14	42%	1	25%	1	7%	1	11%
paper	0	0%	11	21%	1	33%	1	4%	0	0%
photographic materials	0	0%	7	25%	1	33%	2	11%	0	0%
stained glass	0	0%	3	27%	0	0%	0	0%	0	0%
stone and wall paintings	0	0%	3	16%	2	40%	1	20%	0	0%
textiles	1	3%	8	30%	0	0%	0	0%	2	17%
time-based media	0	0%	1	33%	0	0%	0	0%	0	0%

Table 84: conservation skills bought in
Colour code: red – serious skills shortage; orange – significant skills shortage

8.2.4 Invested in Training

Respondents were asked which areas they had invested in training in the previous twelve months. This investment reflected recognition that the organisation's skills needed to be improved in a particular area – and so these are skills gap areas.

	Invested in training									
	preventive conservation		interventive conservation		scientific / analytical		education/ training – specialist preventive		education/ training – interventive	
	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers	number reporting	% of all providers
archaeological materials	6	19%	6	17%	2	25%	2	15%	2	18%
archives	9	20%	17	40%	2	67%	8	31%	5	33%
books	8	19%	12	35%	0	0%	6	26%	4	33%
ceramics and glass	4	13%	5	15%	2	33%	3	25%	3	30%
clocks, watches and scientific instruments	2	13%	2	13%	0	0%	1	17%	2	29%
digital media	6	32%	2	20%	1	50%	2	33%	1	50%
ethnographic materials	1	5%	2	9%	2	33%	1	8%	1	11%
furniture and wood	5	14%	12	31%	2	33%	5	62%	6	50%

gilding and decorative surfaces	5	13%	8	20%	4	50%	6	32%	7	47%
metals	3	8%	5	15%	1	12%	3	17%	2	14%
modern materials	6	21%	7	27%	2	50%	4	29%	4	50%
natural history and biological specimens	1	5%	1	8%	1	50%	1	12%	1	20%
paintings	6	17%	7	21%	2	50%	5	36%	3	33%
paper	9	17%	16	30%	1	33%	6	22%	5	23%
photographic materials	6	15%	12	43%	0	0%	3	17%	2	15%
stained glass	2	15%	3	27%	2	100%	1	25%	2	40%
stone and wall paintings	2	11%	6	32%	2	40%	2	40%	1	20%
textiles	2	5%	8	30%	0	0%	4	25%	5	42%
time-based media	0	0%	6	17%	0	0%	1	50%	0	0%

Table 85: conservation skills investment in training
colour code: red – serious skills gap; orange – significant skills gap

Skills gaps can be seen to be relatively rare in preventive conservation, fairly common in interventive conservation and very noticeable in scientific / analytical services, where a very high proportion of providers have sought training for their staff in the previous year – although these are small datasets, there are very few providers of these services. Skills gaps are widespread in education and training services; this may represent a desire to keep skills up to date, rather than absolute skills deficits.

Skills gaps are filled by training, skills shortages by bringing in others; comparing the table above with that in 8.2.3 Skills Bought In shows that across professional conservation, there were more skills gaps than skills shortages, and so skills issues have tended to have been addressed through investment in staff training rather than through buying in expertise.

8.2.5 Desire to Improve

Respondents were asked in which areas they had a desire to improve their future skills capacity.

	Desire to improve									
	preventive conservation		interventive conservation		scientific / analytical		education/ training – specialist preventive		education/ training – interventive	
	number	% of all reporting providers	number	% of all reporting providers	number	% of all reporting providers	number	% of all reporting providers	number	% of all reporting providers
archaeological materials	11	34%	12	33%	3	38%	6	46%	3	27%
archives	11	24%	13	30%	2	67%	11	42%	6	40%
books	14	33%	12	35%	0	0%	9	39%	6	50%
ceramics and glass	3	10%	6	18%	3	50%	5	42%	4	40%
clocks, watches and scientific instruments	3	20%	5	33%	0	0%	0	0%	1	14%
digital media	9	47%	4	40%	1	50%	3	50%	1	50%
ethnographic materials	4	19%	3	14%	3	50%	4	33%	3	33%
furniture and wood	9	24%	12	31%	2	33%	5	62%	5	42%
gilding and decorative surfaces	9	23%	14	35%	5	62%	6	32%	6	40%
metals	6	15%	10	30%	4	50%	5	28%	5	36%
modern materials	9	31%	11	42%	5	125%	7	50%	6	75%
natural history and biological specimens	3	16%	5	42%	1	50%	4	50%	4	80%
paintings	9	25%	10	30%	1	25%	5	36%	3	33%
paper	11	21%	15	28%	1	33%	9	33%	7	32%
photographic materials	17	43%	13	46%	1	33%	5	28%	3	23%
stained glass	3	23%	7	64%	2	100%	2	50%	3	60%
stone and wall paintings	3	17%	4	21%	2	40%	2	40%	3	60%
textiles	9	24%	10	37%	2	33%	3	19%	3	25%
time-based media	5	125%	1	33%	1	0%	2	100%	1	50%

Table 86: conservation skills desire to improve

Because an area had a relatively high number of organisations which wanted to improve their skills in the future does not necessarily mean that there was a problem. In most areas of technical conservation skills, organisations wanted to improve their capacity in the future, which is entirely sensible forward planning to ensure that staff keep their competences up to date to allow the organisation to continue to deliver services.

8.3 Training in Professional Transferable Skills

101 of 209 responding organisations provided data on skills issues in the areas of transferable professional skills; 108 organisations did not provide data on issues in these areas.

area of transferable professional skills	skills issues			
	skills lost	skills bought	invested in training	want to improve
leadership	9	6	21	33
business skills	5	7	15	41
project management	6	5	23	40
people management	8	4	17	33
information technology	1	20	27	65

Table 87: training and skills issues and priorities in transferable professional skills

8.3.1 Staff Needs

area of transferable professional skills	skills lacking			
	existing staff		new entrants	
	count	percentage	count	percentage
leadership	25	25%	40	40%
business skills	39	39%	39	39%
project management	25	25%	46	47%
people management	24	24%	42	42%
information technology	37	37%	15	15%

Table 88: skills lacking in transferable professional skills
colour code: red – serious skills gap; orange – significant skills gap

99 organisations reported skills needs (gaps) in areas of transferable professional skills, covering a total of 332 areas (an average of 3.4 areas per respondent that identified that either existing or new staff lacked skills in these areas).

8.3.1.1 Existing Staff Needs

The area of *business skills* was where the highest number of respondents considered that their existing staff needed to have better skills, followed by *information technology*. As more than 25% of respondents identified gaps in *business skills*; *information technology*; *leadership*; and project management, these could all be considered to be areas of significant skills gaps.

8.3.1.2 New Entrant Needs

New entrants to conservation were reported as particularly lacking skills in the areas of *project management* and *people management*. By contrast with existing staff, *information technology* skills were rarely reported as being lacking for new entrants. There can be considered to be significant skills gaps in *project management*, *leadership*, *people management* and *business skills*.

8.3.2 Skills Lost

There were relatively few areas where respondents identified that their organisation had actually lost transferable professional skills.

The area of transferable professional skills where employers most often reported that they had lost skills in the previous year was in *leadership* (nine respondents). Eight respondents identified that they had lost *people management* skills.

area of transferable professional skills	skills lost	of all organisations reporting skills issues
leadership	9	9%
business skills	5	5%
project management	6	6%
people management	8	8%
information technology	1	1%

Table 89: transferable professional skills lost

8.3.3 Skills Bought In

area of transferable professional skills	skills bought in	of all organisations reporting skills issues
leadership	6	6%
business skills	7	7%
project management	5	5%
people management	4	4%
information technology	20	20%

Table 90: transferable professional skills bought in

Relatively few organisations bought in transferable professional skills; the area where this happened most often was in *information technology*, but as this was reported by less than 25% of respondents, it is not considered to be a serious area of skills shortage.

8.3.4 Invested in Training

area of transferable professional skills	invested in training	of all organisations reporting skills issues
leadership	21	21%
business skills	15	15%
project management	23	23%
people management	17	17%
information technology	27	27%

Table 91: transferable professional skills training investment
colour code: red – serious skills gap; orange – significant skills gap

A comparable number of organisations had invested in training their staff in the different areas of professional transferable skills. The one area that could be considered to be a serious (but not severe) skills gap was in *information technology*.

8.3.5 Desire to Improve

area of transferable professional skills	want to improve	of all organisations reporting
leadership	33	33%
business skills	41	41%
project management	40	40%
people management	33	33%
information technology	65	64%

Table 92: transferable professional skills desire to improve

Areas where relatively high numbers of organisations identified that they wanted to improve skills in the future were not necessarily areas of concern; they reflected an intention to enhance capacity within the organisation at some point in the future, which did not necessarily relate to an immediate need. However, these can be considered to be areas that organisations wanted to be better at, and so can be seen as priority areas for training. Over 50% of respondent organisations identified *information technology* as an area that they wanted to improve in the future, and in every other area of transferable professional skills over 25% of respondents identified a desire to improve in the future.

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Appendix I: Specialist Conservation Provision

Data are presented here categorised by the nineteen material specialisms used to categorise conservation work in this project which can be used to allow cross-specialism comparisons to be made.

The data that are presented here can be found elsewhere in the report, but here they have been aggregated by specialism, covering organisations and individuals working on each specialism, across the four areas of specialist preventive conservation, interventive conservation, scientific or analytical services and education or training.

Data are presented on the numbers of individuals working within the material specialism (paid and volunteering), the level of competition encountered in providing this service in each of the sectoral areas, the levels of skills issues reported, the age profile of conservators in this specialism, their highest qualifications achieved and the average (mean) salaries earned.

Details of sample sizes are presented, as not all respondents provided full datasets for each post profile.

archaeological materials

	paid staff	volunteers
specialist preventive conservation	73	22
interventive conservation	88	22
education or training	42	12
scientific / analytical	35	12

	level of competition
specialist preventive conservation	moderate
interventive conservation	moderate
education or training – preventive	moderate
education or training – interventive	very low
scientific / analytical	moderate

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	16%	28%	3%	3%	19%	34%
interventive conservation	X	X	3%	4%	17%	33%
education or training – preventive	X	X	0%	0%	15%	46%
education or training – interventive	X	X	0%	0%	18%	27%
scientific / analytical	25%	38%	12%	25%	25%	38%

age		
16-19	0	0%
20-29	4	5%
30-39	34	40%
40-49	24	28%
50-59	19	22%
60+	5	6%
n=	86	

highest qualification held		
post-doctoral qualification	1	1%
doctorate (PhD or DPhil)	4	5%
postgraduate	37	43%
first degree	43	49%
foundation degree or HND	0	0%
school qualifications	2	2%
n=	87	

mean salary	£30,159	n=35
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archives

	paid staff	volunteers
specialist preventive conservation	96	25
interventive conservation	81	15
education or training	62	10
scientific / analytical	2	0

	level of competition
specialist preventive conservation	very low
interventive conservation	low
education or training – preventive	low
education or training – interventive	very low
scientific / analytical	none

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	17%	26%	0%	9%	20%	24%
interventive conservation	X	X	2%	16%	40%	30%
education or training - preventive	X	X	4%	4%	31%	42%
education or training - interventive	X	X	0%	13%	33%	40%
scientific / analytical	0%	0%	0%	0%	67%	67%

age		
16-19	0	0%
20-29	17	15%
30-39	31	27%
40-49	31	27%
50-59	29	25%
60+	6	5%
n=	114	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	2	2%
postgraduate	52	46%
first degree	31	28%
foundation degree or HND	2	2%
school qualifications	25	22%
n=	112	

mean salary £27,646 n=42

books

	paid staff	volunteers
specialist preventive conservation	89	25
interventive conservation	77	17
education or training	31	10
scientific / analytical	1	0

	level of competition
specialist preventive conservation	moderate
interventive conservation	very low
education or training – preventive	low
education or training – interventive	very low
scientific / analytical	non

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	16%	21%	2%	12%	19%	33%
interventive conservation	X	X	9%	32%	35%	35%
education or training – preventive	X	X	0%	13%	26%	39%
education or training – interventive	X	X	0%	33%	33%	50%
scientific / analytical	0%	0%	0%	0%	0%	0%

age		
16-19	0	0%
20-29	18	17%
30-39	28	26%
40-49	28	26%
50-59	26	25%
60+	6	6%
n=	106	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	1	1%
postgraduate	51	48%
first degree	27	25%
foundation degree or HND	2	2%
school qualifications	25	24%
n=	106	

mean salary £27,050 n=37

ceramics and glass

	paid staff	volunteers
specialist preventive conservation	83	22
interventive conservation	69	22
education or training	39	12
scientific / analytical	16	12

	level of competition
specialist preventive conservation	moderate
interventive conservation	moderate
education or training – preventive	low
education or training – interventive	moderate
scientific / analytical	low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	3%	20%	0%	10%	13%	10%
interventive conservation	X	X	3%	18%	15%	18%
education or training – preventive	X	X	0%	8%	25%	42%
education or training – interventive	X	X	0%	10%	30%	40%
scientific / analytical	33%	33%	0%	0%	33%	50%

age		
16-19	1	1%
20-29	8	8%
30-39	42	40%
40-49	28	27%
50-59	20	19%
60+	5	5%
n=	104	

highest qualification held		
post-doctoral qualification	1	1%
doctorate (PhD or DPhil)	6	6%
postgraduate	37	36%
first degree	54	53%
foundation degree or HND	1	1%
school qualifications	3	3%
n=	102	

mean salary £29,435 n=39

clocks, watches and scientific instruments

	paid staff	volunteers
specialist preventive conservation	23	10
interventive conservation	28	0
education or training	7	0
scientific / analytical	4	0

	level of competition
specialist preventive conservation	very low
interventive conservation	low
education or training – preventive	low
education or training – interventive	moderate
scientific / analytical	moderate

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	27%	53%	7%	27%	13%	20%
interventive conservation	X	X	3%	18%	15%	18%
education or training – preventive	X	X	0%	0%	17%	0%
education or training – interventive	X	X	0%	14%	28%	14%
scientific / analytical	0%	50%	0%	0%	0%	0%

age		
16–19	2	5%
20–29	3	8%
30–39	12	32%
40–49	6	16%
50–59	8	22%
60+	6	16%
n=	37	

highest qualification held		
post-doctoral qualification	1	3%
doctorate (PhD or DPhil)	2	5%
postgraduate	14	37%
first degree	13	34%
foundation degree or HND	2	5%
school qualifications	6	16%
n=	38	

mean salary £27,446 n=15

digital media

	paid staff	volunteers
specialist preventive conservation	22	10
interventive conservation	13	0
education or training	0	0
scientific / analytical	0	0

	level of competition
specialist preventive conservation	very low
interventive conservation	very low
education or training – preventive	low
education or training – interventive	very low
scientific / analytical	very low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	52%	42%	0%	11%	32%	47%
interventive conservation	X	X	10%	10%	20%	40%
education or training - preventive	X	X	0%	50%	50%	50%
education or training - interventive	X	X	0%	0%	33%	50%
scientific / analytical	50%	50%	0%	0%	50%	50%

age		
16–19	2	5%
20–29	3	8%
30–39	12	32%
40–49	6	16%
50–59	8	22%
60+	6	16%
n=	37	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	0	0%
postgraduate	8	36%
first degree	10	45%
foundation degree or HND	0	0%
school qualifications	4	18%
n=	22	

mean salary £30,576 n=12

ethnographic materials

	paid staff	volunteers
specialist preventive conservation	46	12
interventive conservation	49	12
education or training	35	12
scientific / analytical	3	0

	level of competition
specialist preventive conservation	low
interventive conservation	moderate
education or training – preventive	very low
education or training – interventive	very low
scientific / analytical	moderate

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	5%	48%	0%	10%	5%	19%
interventive conservation	X	X	10%	9%	9%	14%
education or training – preventive	X	X	0%	0%	33%	50%
education or training – interventive	X	X	0%	0%	8%	33%
scientific / analytical	33%	17%	0%	0%	11%	33%

age		
16–19	0	0%
20–29	2	4%
30–39	18	34%
40–49	16	30%
50–59	13	25%
60+	4	8%
n=	53	

highest qualification held		
post-doctoral qualification	1	2%
doctorate (PhD or DPhil)	3	5%
postgraduate	24	44%
first degree	25	45%
foundation degree or HND	1	2%
school qualifications	1	2%
n=	55	

mean salary £28,822 n=26

furniture and wood

	paid staff	volunteers
specialist preventive conservation	84	22
interventive conservation	85	22
education or training	41	12
scientific / analytical	23	12

	level of competition
specialist preventive conservation	moderate
interventive conservation	moderate
education or training – preventive	low
education or training – interventive	low
scientific / analytical	low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	5%	27%	0%	24%	14%	24%
interventive conservation	X	X	5%	33%	31%	31%
education or training – preventive	X	X	17%	50%	33%	33%
education or training – interventive	X	X	0%	12%	62%	62%
scientific / analytical	33%	33%	0%	0%	50%	42%

age		
16–19	4	3%
20–29	11	9%
30–39	39	33%
40–49	28	24%
50–59	28	24%
60+	7	6%
n=	117	

highest qualification held		
post-doctoral qualification	1	1%
doctorate (PhD or DPhil)	5	4%
postgraduate	30	27%
first degree	54	48%
foundation degree or HND	8	7%
school qualifications	15	13%
n=	113	

mean salary £28,683 n=50

gilding and decorative surfaces

	paid staff	volunteers
specialist preventive conservation	93	22
interventive conservation	84	22
education or training	39	12
scientific / analytical	29	12

	level of competition
specialist preventive conservation	moderate
interventive conservation	moderate
education or training – preventive	moderate
education or training – interventive	low
scientific / analytical	moderate

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	12%	28%	5%	10%	13%	23%
interventive conservation	X	X	8%	25%	20%	35%
education or training – preventive	X	X	0%	25%	50%	62%
education or training – interventive	X	X	0%	5%	32%	32%
scientific / analytical	25%	50%	0%	0%	47%	40%

age		
16–19	3	3%
20–29	9	8%
30–39	40	34%
40–49	34	29%
50–59	27	23%
60+	4	3%
n=	117	

highest qualification held		
post-doctoral qualification	1	1%
doctorate (PhD or DPhil)	5	4%
postgraduate	41	36%
first degree	52	45%
foundation degree or HND	5	4%
school qualifications	11	10%
n=	115	

mean salary £30,271 n=45

metals

	paid staff	volunteers
specialist preventive conservation	84	10
interventive conservation	59	10
education or training	28	0
scientific / analytical	24	0

	level of competition
specialist preventive conservation	low
interventive conservation	low
education or training – preventive	low
education or training – interventive	very low
scientific / analytical	moderate

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	0%	20%	0%	15%	8%	15%
interventive conservation	X	X	6%	36%	15%	30%
education or training – preventive	X	X	0%	25%	12%	50%
education or training – interventive	X	X	6%	6%	17%	28%
scientific / analytical	25%	25%	0%	0%	14%	36%

age		
16–19	3	3%
20–29	7	7%
30–39	40	41%
40–49	24	25%
50–59	22	23%
60+	1	1%
n=	97	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	3	3%
postgraduate	39	41%
first degree	41	44%
foundation degree or HND	4	4%
school qualifications	7	7%
n=	94	

mean salary £28,749 n=42

modern materials

	paid staff	volunteers
specialist preventive conservation	64	22
interventive conservation	50	22
education or training	31	12
scientific / analytical	20	12

	level of competition
specialist preventive conservation	very low
interventive conservation	very low
education or training – preventive	moderate
education or training – interventive	very low
scientific / analytical	moderate

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	28%	34%	0%	3%	21%	31%
interventive conservation	X	X	0%	4%	27%	42%
education or training – preventive	X	X	0%	25%	50%	125%
education or training – interventive	X	X	0%	0%	29%	50%
scientific / analytical	0%	75%	0%	0%	50%	75%

	age	
16–19	0	0%
20–29	10	14%
30–39	22	30%
40–49	17	23%
50–59	20	27%
60+	4	5%
n=	73	

	highest qualification held	
post-doctoral qualification	1	1%
doctorate (PhD or DPhil)	4	6%
postgraduate	35	49%
first degree	29	40%
foundation degree or HND	1	1%
school qualifications	2	3%
n=	72	

mean salary £28,722 n= 29

natural history and biological specimens

	paid staff	volunteers
specialist preventive conservation	41	22
interventive conservation	36	12
education or training	27	12
scientific / analytical	13	12

	level of competition
specialist preventive conservation	low
interventive conservation	low
education or training – preventive	low
education or training – interventive	moderate
scientific / analytical	low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	32%	21%	0%	0%	5%	16%
interventive conservation	X	X	8%	0%	8%	42%
education or training – preventive	X	X	0%	0%	50%	50%
education or training – interventive	X	X	0%	0%	12%	50%
scientific / analytical	0%	50%	0%	0%	20%	80%

age		
16–19	1	2%
20–29	3	6%
30–39	15	29%
40–49	16	31%
50–59	11	22%
60+	5	10%
n=	51	

highest qualification held		
post-doctoral qualification	1	2%
doctorate (PhD or DPhil)	3	6%
postgraduate	20	41%
first degree	23	47%
foundation degree or HND	1	2%
school qualifications	1	2%
n=	49	

mean salary £30,577 n=22

paintings

	paid staff	volunteers
specialist preventive conservation	69	15
interventive conservation	35	0
education or training	21	0
scientific / analytical	10	0

	level of competition
specialist preventive conservation	moderate
interventive conservation	high
education or training – preventive	low
education or training – interventive	very low
scientific / analytical	moderate

	skills issues			skills lost	skills bought	invest in training	want to improve
	existing staff	new staff					
specialist preventive conservation	14%	14%	0%	0%	17%	25%	
interventive conservation	X	X	0%	42%	21%	30%	
education or training – preventive	X	X	0%	25%	50%	25%	
education or training – interventive	X	X	7%	7%	36%	36%	
scientific / analytical	0%	50%	11%	11%	33%	33%	

age		
16–19	1	1%
20–29	12	14%
30–39	30	36%
40–49	15	18%
50–59	19	23%
60+	6	7%
n=	83	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	2	2%
postgraduate	31	36%
first degree	37	44%
foundation degree or HND	0	0%
school qualifications	15	18%
n=	85	

mean salary £29,074 n=31

paper

	paid staff	volunteers
specialist preventive conservation	118	25
interventive conservation	88	5
education or training	65	5
scientific / analytical	1	0

	level of competition
specialist preventive conservation	low
interventive conservation	low
education or training – preventive	low
education or training – interventive	very low
scientific / analytical	none

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	9%	17%	0%	0%	17%	21%
interventive conservation	X	X	4%	21%	33%	28%
education or training – preventive	X	X	0%	33%	30%	33%
education or training – interventive	X	X	0%	4%	22%	33%
scientific / analytical	0%	0%	0%	0%	23%	32%

age		
16–19	1	1%
20–29	19	14%
30–39	44	32%
40–49	31	22%
50–59	35	25%
60+	8	6%
n=	138	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	1	1%
postgraduate	59	44%
first degree	47	35%
foundation degree or HND	2	1%
school qualifications	26	19%
n=	135	

mean salary £28,025 n=48

photographic materials

	paid staff	volunteers
specialist preventive conservation	89	20
interventive conservation	69	15
education or training	28	5
scientific / analytical	1	0

	level of competition
specialist preventive conservation	very low
interventive conservation	very low
education or training – preventive	very low
education or training – interventive	very low
scientific / analytical	very low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	35%	22%	0%	0%	15%	43%
interventive conservation	X	X	4%	25%	43%	46%
education or training - preventive	X	X	0%	33%	0%	33%
education or training - interventive	X	X	0%	11%	17%	28%
scientific / analytical	33%	33%	0%	0%	15%	23%

age		
16-19	0	0%
20-29	16	15%
30-39	30	28%
40-49	27	25%
50-59	26	25%
60+	7	7%
n=	106	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	0	0%
postgraduate	47	45%
first degree	31	30%
foundation degree or HND	2	2%
school qualifications	24	23%
n=	104	

mean salary £27,585 n=35

stained glass

	paid staff	volunteers
specialist preventive conservation	38	13
interventive conservation	29	13
education or training	14	1
scientific / analytical	14	12

	level of competition
specialist preventive conservation	moderate
interventive conservation	moderate
education or training – preventive	low
education or training – interventive	moderate
scientific / analytical	very low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	15%	38%	0%	0%	15%	23%
interventive conservation	X	X	0%	27%	27%	64%
education or training - preventive	X	X	0%	0%	100%	100%
education or training - interventive	X	X	0%	0%	25%	50%
scientific / analytical	50%	50%	0%	0%	40%	60%

age		
16-19	0	0%
20-29	2	4%
30-39	15	33%
40-49	12	26%
50-59	11	24%
60+	6	13%
n=	46	

highest qualification held		
post-doctoral qualification	1	2%
doctorate (PhD or DPhil)	3	7%
postgraduate	16	36%
first degree	21	47%
foundation degree or HND	1	2%
school qualifications	3	7%
n=	45	

mean salary £27,779 n=17

stone and wall paintings

	paid staff	volunteers
specialist preventive conservation	64	22
interventive conservation	37	22
education or training	18	12
scientific / analytical	14	12

	level of competition
specialist preventive conservation	moderate
interventive conservation	high
education or training – preventive	very low
education or training – interventive	moderate
scientific / analytical	very low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	17%	33%	0%	0%	11%	17%
interventive conservation	X	X	5%	16%	32%	21%
education or training – preventive	X	X	20%	40%	40%	40%
education or training – interventive	X	X	0%	20%	20%	40%
scientific / analytical	40%	40%	0%	0%	20%	60%

age		
16–19	1	1%
20–29	5	7%
30–39	33	44%
40–49	16	21%
50–59	15	20%
60+	5	7%
n=	75	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	3	4%
postgraduate	25	35%
first degree	38	54%
foundation degree or HND	2	3%
school qualifications	3	4%
n=	71	

mean salary £34,446 n=22

textiles

	paid staff	volunteers
specialist preventive conservation	55	10
interventive conservation	49	14
education or training	23	0
scientific / analytical	7	0

	level of competition
specialist preventive conservation	moderate
interventive conservation	moderate
education or training – preventive	very low
education or training – interventive	moderate
scientific / analytical	very low

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	10%	29%	3%	3%	5%	24%
interventive conservation	X	X	11%	30%	30%	37%
education or training - preventive	X	X	0%	0%	0%	33%
education or training - interventive	X	X	0%	0%	25%	19%
scientific / analytical	67%	0%	17%	17%	42%	25%

age		
16–19	4	4%
20–29	6	6%
30–39	39	42%
40–49	19	20%
50–59	22	24%
60+	3	3%
n=	93	

highest qualification held		
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	4	5%
postgraduate	38	44%
first degree	39	45%
foundation degree or HND	1	1%
school qualifications	4	5%
n=	86	

mean salary £29,362 n=37

time-based media

	paid staff	volunteers
specialist preventive conservation	13	10
interventive conservation	10	0
education or training	1	0
scientific / analytical	0	0

	level of competition
specialist preventive conservation	very low
interventive conservation	very low
education or training – preventive	very low
education or training – interventive	very low
scientific / analytical	none

	skills issues		skills lost	skills bought	invest in training	want to improve
	existing staff	new staff				
specialist preventive conservation	125%	100%	0%	0%	0%	125%
interventive conservation	X	X	0%	33%	17%	0%
education or training - preventive	X	X	0%	0%	0%	33%
education or training - interventive	X	X	0%	0%	50%	100%
scientific / analytical	0%	0%	0%	0%	0%	50%

	age	
16–19	0	0%
20–29	2	15%
30–39	5	38%
40–49	4	31%
50–59	2	15%
60+	0	0%
n=	13	

	highest qualification held	
post-doctoral qualification	0	0%
doctorate (PhD or DPhil)	0	0%
postgraduate	5	42%
first degree	6	50%
foundation degree or HND	0	0%
school qualifications	1	8%
n=	12	

mean salary £30,846 n=3

Appendix II: The Questionnaire

Conservation Labour Market Intelligence 2012-13

Welcome - Conservation Labour Market Intelligence



THE INSTITUTE OF CONSERVATION

Icon invites you to take part in some crucial research to inform the delivery of the *National Conservation Education and Skills Strategy*.

Icon is being supported by Arts Council England, English Heritage and the Heritage Lottery Fund to conduct a survey of the conservation workforce. This research, which will underpin the *Strategy*, seeks to find information that will lead to analysis of:

- the provision of professional conservation practice,
- existing workforce size and growth/reduction,
- the potential to examine the market size,
- establishing current and future skills needs.

Acquiring and using this labour market intelligence will allow museums and the conservation sector to plan and prioritise actions that will sustain and support a skilled and diverse conservation workforce.

Organisations employing or training conservators, in both the private and the public sectors, together with self-employed conservator restorers, are now invited to complete the following short questionnaire.

The intention is to obtain data from as many employers of conservators as possible, and so contributions are invited from all potential respondents - whether you purely provide conservation services internally (to other parts of your organisation) or if your organisation provides services to other bodies.

Please note the questionnaire is in two parts - the first part asks about your organisation as a whole, and when you have completed this, you will then be asked to answer questions about your staff members.

Doing this should take approximately fifteen to twenty minutes of your time. Your contribution will be greatly appreciated and, at the end of the survey, you will have the opportunity to ask to be sent a copy of the final report once it is published.

All answers will be treated in the strictest confidence. Icon, the Institute of Conservation, is Registered as a Data Controller with the Information Commissioner's Office. All data received will be used only for research purposes. No information that could be used to identify any individual or organisation will be available to any other organisation.

if you have any problems completing this survey, please email kaitchison@icon.org.uk

The questionnaire is now open until Sunday 27th January 2013.



THE INSTITUTE OF CONSERVATION

Conservation Labour Market Intelligence 2012-13

Your Organisation

This questionnaire asks a series of questions about "your organisation". For some respondents, this will mean a business with a defined "head office" and several members of staff. Some respondents will be individual conservators who work alone. If you are answering on your own behalf, please consider yourself as an independent conservator to be "your organisation", and answer all questions as though you are a single-person "organisation".

1. Please enter the name of your organisation (to help avoid duplicate entries confusing the results)

2. Please provide an email address where you can be contacted in the event of any queries

3. Where is the head office of your organisation?

4. Are you also answering on behalf of any subsidiary offices? If so, please tell us where they are.

<input type="checkbox"/> East of England	<input type="checkbox"/> East Midlands	<input type="checkbox"/> Greater London	<input type="checkbox"/> North East England
<input type="checkbox"/> North West England	<input type="checkbox"/> South East England	<input type="checkbox"/> South West England	<input type="checkbox"/> West Midlands
<input type="checkbox"/> Yorkshire and the Humber	<input type="checkbox"/> Scotland	<input type="checkbox"/> Wales	<input type="checkbox"/> Northern Ireland
<input type="checkbox"/> outside the UK			

5. How is your organisation legally constituted?

please tick as many boxes as apply

<input type="checkbox"/> sole trader	<input type="checkbox"/> partnership	<input type="checkbox"/> private limited company (Ltd) - limited by shares
<input type="checkbox"/> private limited company (Ltd) - limited by guarantee [cannot distribute profits]	<input type="checkbox"/> public limited company (plc)	<input type="checkbox"/> constituent part of a local authority
<input type="checkbox"/> constituent part of a university	<input type="checkbox"/> non-departmental public body	<input type="checkbox"/> registered charity
<input type="checkbox"/> accredited museum	<input type="checkbox"/> other	

6. In which of these broad areas do you provide specialist services (either internally - within your own organisation - or externally, to other organisation?)

If you indicate that you do provide services in any area, you will then be asked detailed questions about these on another page

<input type="checkbox"/> Specialist Preventive Conservation
<input type="checkbox"/> Interventive Conservation
<input type="checkbox"/> Conservation Training / Education
<input type="checkbox"/> Scientific / Analytical Services
<input type="checkbox"/> Other (any other conservation service)

7. In which year did your organisation first start working in conservation?

Conservation Labour Market Intelligence 2012-13

Staffing

This page asks about staff numbers at your organisation, and how they have changed or might change in the future. It doesn't ask detailed questions about your staff's roles, responsibilities and rewards - those are asked later on.

1. How many people were working for your organisation on 1st January 2013?

	paid staff	volunteers
all staff (including non-conservators)		
conservators		
managerial or support staff who work directly with conservators		

2. Relative to this year, how many conservation staff (and staff managing or supporting them) did you have in previous years - and how many do you anticipate having in the future?

Important - this question relates to the conservation staff and the staff who support or manage them, not to the staffing levels of the whole organisation if it also does other things.

Please ensure that all staff, including those on short-term or temporary contracts, are included.

	more than now	the same as now	less than now	none	don't know
five years ago - 2007-08 paid staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
three years ago - 2009-10 paid staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
last year - 2011-12 paid staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
next year - 2013-14 paid staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in three years time - 2015-16 paid staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What level of staff turnover have you experienced in the last twelve months (since 1st January 2012) - in terms of how many of your members of staff are new?

4. If you have lost staff in the twelve months before 1st January 2013, do you believe that these people left professional conservation or did they stay within it with different employers?

5. Have salaries at your organisation typically risen or fallen since January 2012? (NB - this is thinking about individual salaries, not the total salary bill)

Conservation Labour Market Intelligence 2012-13

Skills, Training and Qualifications

This page of questions asks about the skills that your organisation has and wants, the training to get those skills and qualifications to validate them.

1. Organisational training needs and provision

	yes	no	don't know
does your organisation identify training needs for individuals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do you (as an organisation) identify training needs for the organisation as a whole?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do you provide training or other development opportunities for paid staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do you provide training or other development opportunities for volunteers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you do provide training or other development opportunities, please indicate how you do this (check all that apply)

	paid staff	volunteers
formal off-the-job training (eg external training courses)	<input type="checkbox"/>	<input type="checkbox"/>
formal in-job training (eg in-house training courses)	<input type="checkbox"/>	<input type="checkbox"/>
informal off-the-job training (eg supported individual research and learning)	<input type="checkbox"/>	<input type="checkbox"/>
informal in-job training (eg mentoring)	<input type="checkbox"/>	<input type="checkbox"/>

3. Training planning

	yes	no	don't know
does your organisation have a formal training plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does your organisation have a training budget?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is your training budget under your organisation's direct control? (it would not be if it was under the control of a larger, parent body)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do you record how much time employees spend being trained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do you formally evaluate the impact of training on individuals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do you formally evaluate the impact of training on the organisation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does your organisation operate a performance appraisal scheme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does your organisation encourage individuals to engage in their continuing professional development (CPD)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Have you or would you consider supporting a member of staff to gain the Conservation Technician Qualification (CTQ)?

	yes	no	don't know
have previously supported a member of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would support a member of staff in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Have you or would you consider supporting a member of staff to go through the Professional Accreditation of Conservation Restorers process (to gain ACR status)?

	yes	no	don't know
have previously supported a member of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would support a member of staff in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conservation Labour Market Intelligence 2012-13

1. Specialist Preventive Conservation provision

	do you provide specialist preventive conservation services for this category of material?	how much competition to provide this service do you encounter?				do you have any further comments on this specialist area?
	yes	great deal	moderate amount	very little	n/a - only provide internal service	comment
archaeological materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
archives	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
books	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ceramics and glass	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
digital media	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
clocks, watches and scientific instruments	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ethnographic materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
furniture and wood	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
gilding and decorative surfaces	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
metals	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
modern materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
natural history and biological specimens	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paintings	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paper	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
photographic materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stained glass	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stone and wall paintings	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
textiles	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
time-based media	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. Specialist Preventive Conservation Skills and Training

	do you think this is an area where you find that new entrants lack skills? is it an area where people currently working in conservation have a significant skills need?		in the last year, has your organisation lost skills in this area?	in the last year, has your organisation had to buy in services from an external provider of these skills?	have you invested in training in this area in the last year?	does your organisation want to improve your skills in this area next year?	do you have any further comments on skills in this specialist area?
	new entrants lack skills	existing staff lack skills	yes - skills lost	yes - skills bought in	yes - invested in training	yes - we want to improve our skills here	comment
archaeological	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ceramics and glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clocks, watches and scientific instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ethnographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
furniture and wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gilding and decorative surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
metals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
modern materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
natural history and biological specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
photographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stained glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stone and wall paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time-based media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conservation Labour Market Intelligence 2012-13

1. Interventive Conservation Provision

	do you provide interventive conservation of this category of material?	how much competition to provide this service do you encounter?				do you have any further comments on this specialist area?
	yes	great deal	moderate amount	very little	n/a - only provide service internally	comment
archaeological materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
archives	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
books	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ceramics and glass	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
clocks, watches and scientific instruments	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
digital media	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ethnographic materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
furniture and wood	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
gilding and decorative surfaces	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
metals	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
modern materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
natural history and biological specimens	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paintings	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paper	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
photographic materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stained glass	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stone and wall paintings	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
textiles	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
time-based media	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. Interventive Conservation Skills and Training

	in the last year, has your organisation lost skills in this area?	in the last year, has your organisation had to buy in services from an external provider of these skills?	have you invested in training in this area in the last year?	does your organisation want to improve your skills in this area next year?	do you have any further comments on skills in this specialist area?
	yes - skills lost	yes - skills bought in	yes - invested in training	yes - we want to improve our skills here	comment
archaeological materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ceramics and glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

clocks, watches and scientific instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
digital media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ethnographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
furniture and wood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
gilding and decorative surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
metals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
modern materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
natural history and biological specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
photographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stained glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stone and wall paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
textiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
time-based media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Conservation Labour Market Intelligence 2012-13

1. Conservation Education and Training Provision

	do you provide conservation education or training in this area?	how much competition to provide this service do you encounter?				do you have any further comments on education and training provision for this specialist area?
	yes	great deal	moderate amount	very little	n/a - only provide internal service	comment
preventive conservation - archaeological materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - ceramics and glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - clocks, watches and scientific instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - digital media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - ethnographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - furniture and wood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - gilding and decorative surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - metals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - modern materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - natural history and biological specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - photographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - stained glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - stone and wall paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - textiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - time-based media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - archaeological materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

ceramics and glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - clocks, watches and scientific instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - digital media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - ethnographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - furniture and wood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - gilding and decorative surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - metals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - modern materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - natural history and biological specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - photographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - stained glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - stone and wall paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - textiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - time-based media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
scientific or analytical processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. Conservation Education and Training - Skills and Training

this question is about the skills and knowledge required to educate or train others

	in the last year, has your organisation lost skills in this area?	in the last year, has your organisation had to buy in services from an external provider of these skills?	have you invested in training in this area in the last year?	does your organisation want to improve your skills in this area next year?	do you have any further comments on skills in this specialist area?
	yes - skills lost	yes - skills bought in	yes - invested in training	yes - we want to improve our skills here	comment
preventive conservation - archaeological materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - ceramics and glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
preventive conservation - clocks, watches and scientific instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

preventive conservation - digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - ethnographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - furniture and wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - gilding and decorative surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - metals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - modern materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - natural history and biological specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - photographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - stained glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - stone and wall paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
preventive conservation - time-based media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
interventive conservation - archaeological materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
interventive conservation - archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
interventive conservation - books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
interventive conservation - ceramics and glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
interventive conservation - cloxks, watches and scientific instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
interventive conservation - digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

interventive conservation - ethnographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - furniture and wood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - gilding and decorative surfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - metals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - modern materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - natural history and biological specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - photographic materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - stained glass	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - stone and wall paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - textiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
interventive conservation - time-based media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
scientific or analytical processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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1. Scientific / Analytical provision

	do you provide scientific and / or analytical services for this category of material?	how much competition to provide this service do you encounter?				do you have any further comments on this specialist area?
	yes	great deal	moderate amount	very little	n/a - only provide service internally	comment
archaeological materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
archives	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
books	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ceramics and glass	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
clocks, watches and scientific instruments	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
digital media	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ethnographic materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
furniture and wood	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
gilding and decorative surfaces	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
metals	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
modern materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
natural history and biological specimens	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paintings	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paper	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
photographic materials	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stained glass	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stone and wall paintings	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
textiles	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
time-based media	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. Scientific / Analytical Skills and Training

	do you think this is an area where you find that new entrants lack skills? is it an area where people currently working in conservation have a significant skills need?		in the last year, has your organisation lost skills in this area?	in the last year, has your organisation had to buy in services from an external provider of these skills?	have you invested in training in this area in the last year?	does your organisation want to improve your skills in this area next year?	do you have any further comments on skills in this specialist area?
	new entrants lack skills	existing staff lack skills	yes - skills lost	yes - skills bought in	yes - invested in training	yes - we want to improve our skills here	comment
archaeological materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ceramics and glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
clocks, watches and scientific instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ethnographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
furniture and wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
gilding and decorative surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
metals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
modern materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
natural history and biological specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
photographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stained glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
stone and wall paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
time-based media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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1. Transferable Professional Skills: Skills and Training

	do you think this is an area where you find that new entrants lack skills? is it an area where people currently working in conservation have a significant skills need?		in the last year, has your organisation lost skills in this area?	in the last year, has your organisation had to buy in services from an external provider of these skills?	have you invested in training in this area in the last year?	does your organisation want to improve your skills in this area next year?	do you have any further comments on skills in this specialist area?
	new entrants lack skills	existing staff lack skills	yes - skills lost	yes - skills bought in	yes - invested in training	yes - we want to improve our skills here	comment
leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
business skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
people management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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Finances

This page of the questionnaire asks a series of questions about your organisation's financial situation.

Please note - you can consider answering the questions on this page to be optional, but if you can give indicative, approximate figures these will be extremely valuable

1. What was your estimated annual turnover (income) for each of the last three financial years?

please only enter digits please do not use "£" or ","

	2011-12	2010-11	2009-10
turnover (£)			

2. What level of profit or surplus do you expect your organisation to generate this financial year (2012-13)?

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Further Comments

1. This concludes the first part of the survey. If you have any further comments on your responses, or on conservation employment and training in general or specific, please let us know.

2. Would you like to be sent a digital copy of the final project report once it has been published?

3. Please now complete the survey by providing information about the people working for your organisation. To do this, please choose "complete post profile"

Please complete your response by **Sunday 27th January 2013**

Conservation Labour Market Intelligence 2012-13 - Post Profiles

This page asks a series of detailed questions about the individuals working for your organisation as conservators, or in posts managing or supporting conservation staff.

It should be completed once for each post title within the organisation rather than once for every individual - it is expected that each page might relate to a number of individuals who all have the same post (job) title. Once the page is complete, you will be asked if you want to complete another sheet for a different post title.

1. Please enter the name of your organisation (to allow us to associate these replies with the organisational responses)

2. What is the title of the post that you are providing information about?

3. How many individuals work in this particular post?

this is total headcount, not fte - there is a later question about full-time and part-time work

	individuals
number of paid individuals employed in this post	
number of individuals volunteering in this post on an unpaid basis	

4. Is this a conservation post (where the post holders are actively working with material being conserved, or advising on, researching or teaching about conservation)?

Or, alternatively, does this post fulfil a managerial or support role?

5. Level of seniority

	senior staff	medium ranking	junior staff
how many of these people are:			

6. Which services do these individuals provide?

	specialist preventive conservation	interventive conservation	conservation education or training	scientific / analytical services
archaeological materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
archives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ceramics and glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clocks, watches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and scientific instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
digital media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ethnographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
furniture and wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gilding and decorative surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
metals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
modern materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
natural history and biological specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
photographic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stained glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stone and wall paintings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time-based media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate the how many people work in this post by their age and gender

paid staff			volunteers	
male	female		male	female
		aged 16-19		
		aged 20-29		
		aged 30-39		
		aged 40-49		
		aged 50-59		
		aged 60 and over		

8. How much are the gross salaries received by people working in this post?

self-employed respondents: please enter your taxable income, ie your annual turnover less all business expenses

	salary	if this includes a weighting allowance, how much is this?
minimum		
maximum		
average		

9. Does the organisation contribute to the pension of individuals working in this post?

please complete in terms of numbers of individuals

	individuals
yes	
no	
don't know	

10. How many of these people work full- or part-time?

please complete in terms of numbers of individuals

	paid staff	volunteers
full time (>=30h per week)		
part time (<30 hours per week)		

11. What are the lengths of contract for paid staff working in this post?

	individuals
up to 3 months	
3 - 6 months	
6 - 12 months	
12 - 24 months	
more than 24 months	
permanent / open-ended	

12. How many of the paid posts are funded by establishment income or by project grants / contracting income?

please complete in terms of numbers of individuals

	individuals
establishment income	
project or contract income	

13. How long have these individuals been working for the organisation (or, for unpaid contributors, how long have they been volunteering)?

	paid staff	volunteers
up to 3 months		
3 - 6 months		
6 - 12 months		
12 - 24 months		
2 - 5 years		
5 - 10 years		
10 - 20 years		
more than 20 years		

14. Please indicate the highest level of qualification held by individuals working in this post

please complete in terms of numbers of individuals

	number
post-doctoral qualification	
doctorate (PhD or DPhil)	
postgraduate	
first degree	
foundation degree or HND	
school qualifications	

15. What are the ethnic origins of the people working in this post (please complete in terms of numbers of individuals)?

	paid staff	volunteers

White		
Black or Black British		
Asian or Asian British		
Chinese		
Mixed		
other ethnic group		

16. What are the disability statuses of the people working in this post?

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'longterm' negative effect on their ability to do normal daily activities.

	numbers of individuals	
	paid staff	volunteers
disabled		
not disabled		

17. In the past year, have there been vacancies for this post that have been difficult to fill (eg the post had to be re-advertised)?

yes
 no
 don't know

18. To now complete another post profile, giving information about people working for your organisation in a different post, please choose "complete another post profile"

Please complete your response by Sunday 27th January 2013

Appendix III: Respondents' Comments

Respondents were asked if they had any further comments on their response, or on conservation employment and training. Many valuable comments were received, all of which are reproduced verbatim below (with organisation names removed). Some other respondents chose to comment on the questionnaire itself.

Comments on Responses

Low profit figure due to heavy investment in new business premises

Information about staff employed refers here to temporary contract staff taken on for specific projects

Some questions could not be answered partly due to nature of organisation (local authority) or the information is not recorded or available to me. E.g. date when conservation offered by authority probably sometime in 1970s, data not available. Information on total number of staff approximate, no information on total number of volunteers in organisation available. Financial information not available, budgets and income are not calculated or recorded in this way in a local authority.

I am an archive conservator in a county record office completing the survey- not an archivist/manager so cannot answer questions about finance/turnover

As a sole trader working in the museums and heritage sector I do not provide conservation services per se. I have analysed the impact of providing preventive conservation training to museums in the West Midlands 2006–10 for Renaissance West Midlands.

This has been a difficult survey to complete for an organisation such as mine! 1 'conservation' refers to different functions in [____]: buildings, gardens, archaeology, landscape – as well as collections 2 the preventive role in-house is for each conservator to be something of a generalist, with one member of the team leading on technical specifics for IPM, environmental monitoring and control, conservation heating etc. 3 We routinely work with accredited external conservators, primarily for interventive work, but they would also be used for carrying out surveys which some would consider to be preventive. 4 I have not been able to accurately reflect staffing levels. There is a f-t permanent quota and then a considerable number of seasonal staff (none of whom are conservators). 5 I couldn't enter a turnover figure for 2011–12 which was £52,700,00

My painting analysis business has been run as a half-time occupation (the other half being devoted to teaching) so that the finances are half what they might be if it were full time. There is a limited number of courses available to train in analytical skills (after initial conservation training) and I have to educate assistants myself.

Business is part time. (50% capacity). Staff are not paid staff but part time and self employed. (I think a lot of conservators work in this basis). Training is up to them but they would get support from sole trader/client.

All my replies are in the context of having taken on a trainee/intern who has an art degree and who hopes to get onto a conservation course next year

p5 – no significant skills lost (same conservator in this museum for 25 years) but becoming more of a general museum worker with fewer occasions to practice conservation, bit late for further training now. Can't comment on new entrants as have few students + volunteers, occasionally and informally. p6 similar to above, difficult to answer, don't know much about new entrants but as for self I was trained in archaeological and ethnographic conservation and do what I can, if I can't treat something get funding to have it done by outside specialists.

I only started out as sole trader in summer 2012. In answering your questions I considered myself as the one employed conservator of my organisation, but answering still felt a bit confusing sometimes. I am also still mainly busy establishing myself, so any other future considerations are of low priority for me at present.

Staffing levels have changed from one full time conservator (employed) to one part time conservator (short term contract) and we had a period of 9 months with one less conservator.

Small workshop and part time associate Tutor, second person started on work experience but is now responsible for her own training and work load. Additional training and CPD encouraged

did not put the turn over for [_____] as it is not relevant

Not every question has been relevant, so has been left undone. We are one accredited conservator and one conservation assistant. We lost another qualified conservator three years ago.

We are a non-profit organization. We don't have "income" as such.

Comments on Conservation Education and Training

Education should be given to architects, project managers and builders so that they can understand conservation better.

I think horology is quite a 'difficult' area in conservational terms as inevitably pure 'restoration' may play a significant part in making a mechanism work again, and sometimes restorative work is required by a customer for aesthetic reasons.

Training in Wales is difficult to come by without having to go into England; the travelling makes it difficult

Your survey does not appear to take in consideration that few of us employ people on a PAYE basis, that we employ people on a job by job basis and that the people I employ are freelance in their own right and find their own work or work for others when not working for me. The way your survey is phrased means I can only give inaccurate answers. I am working on a long term project which is in its early stages of development. At present the HFL grants are conditional to the client employing volunteers, this is not particularly a situation that is ideal but if that is the condition of the grants one has to make the best of it as does the client. As for the training of conservators I have found over the last three years that the conservators straight from college are less prepared for site conditions and have less good tool skills. An MA student is not higher skilled since many have not done an art degree or a conservation degree as a first degree but have done degrees in economics, archeology and so on. They miss the basics when they go straight onto an MA. It is worrying when conservators come onto site, the skilled craft trades look in expectation that "here come the specialists" and the conservators do not even know how to hold the tools let alone the names of them. Whether they like it or not the courses have got to get it across that the bread and butter of conservation is the practical work of doing the job. When I point this out to a course director I am told "they all want to work in museums". It should be recognised that there are not the jobs in museums for all graduates and that working outside the museums is not a lesser job but requires the same exacting standards to maintain our historic heritage. I think it is possible that high standard courses with a practice bent will have to be started specifically for architectural and monument conservation, possibly at post graduate standard after a BA in conservation.

I am a small business which currently has 1 apprentice clockmaker (my son). I provide horological training for the British horological Institute as well as private training to horological students. My main source of business is the restoration and repair of domestic clocks. Many of the questions I have found hard to answer as I am not a specialist in many of the subjects listed but I do give practical advice to students of horology on clocks and watches

As a sole trader my 'organisation' does not fit neatly into your profile, however, I hope my input is still valuable. I think it is worth noting that there are many many organisations working with heritage materials which have no conservation staff and never have had any. Many archivists, librarians and curators are carrying out collections care activities with very little training.

we are a small long established firm of conservators we are also cabinet makers and now joiners. Most of what your asking is for institutions we learn as we need from books and other people.

Where are people coming from ie where are they being trained ? In-house or from University? Are University courses adequate ? The survey seems to have an emphasis on new entrants rather than CPD, who supplies training ?

We are a small company specialising in sculpture and paintings and objects. We cannot afford to do lots of training but we train staff in-house constantly and they improve. I tend to do most report writing as they are not as well equipped but they are trained in this and will eventually do more

Most questions too specific for me as a sole trader – I attend courses and conferences regularly which offer improvement to my knowledge and fill gaps in my training, this is ongoing, no specific budget is set aside for this. Though not directly involved in training or working with newly qualified conservators, colleagues say there is a reduction in experience and practical skill

I am a private limited company and it is hard to find time and funding for training, I employ freelance conservators and try to develop all our skills through in house training and teaching one another as best I can. Training in management and business would be really useful but government schemes have now been cut.

I found this survey very difficult to complete as all the questions appear to be directed at organisations as opposed to the individual; to precis: I have been a ceramics conservator for over

thirty years, I attend training courses as and when necessary. I provide training to students by being involved with the Archaeological Conservation Courses at Cardiff University. I mentor a small number of students on an informal basis.

The opportunities and standards of conservation training at university/college level have significantly deteriorated over the last five to ten years – which is of EXTREME concern. This is followed by very limited opportunities to gain experience working alongside established, experienced conservators to consolidate and develop learning gained at university/college.

Having been a tutor in the conservation/restoration of clocks, I find that there is very little practical experience available. It is a great pity that the government and unions have destroyed the apprenticeship system. We are ignoring a wealth of traditional practice and not encouraging improvements in this area.

As you will deduce from the survey so far, I am a sole trader working on my own, although I do team up with other conservators for specific projects. The difficulty faced for me is a lack of update training available especially in relation to new techniques and materials that are available. I have tried to address this in the past by taking in students for work experience in the hope that a two way flow of information may come out of it, but have had poor experiences which a sole trader cannot afford to absorb. I also read all available literature coming out of the Conservation World and regularly attend conferences in an attempt to keep up to date. I also meet with other Private Conservators from across the South East but we are mainly in the same boat as far as keeping up to date is concerned. More Professional Development training is definitely needed. I shall be shortly going through the Accreditation Process and hope that that will address some of my needs.

My organisation has invested heavily in training in technical analysis in order to be able to carry out as much as possible in-house, or subcontract to close colleagues because of a lack of providers offering a timely and affordable service to a high enough standard. We have also bought in training in digital photography and use of the accompanying software, to raise the standard our documentation. The skill level of recent graduates seeking employment, especially from the shorter course, is not adequate for my organisation without substantial further training.

With regard to training: There has always been relatively little training in photographic conservation but there was some at Camberwell School of Art and Craft. That is now negligible. I have received most of my useful training abroad. I am probably the main accredited person disseminating information in this country, particularly as there is no longer a photographic conservator at the Victoria and Albert Museum. I have had to provide training for paper conservators at larger national institutions as there are now virtually no full time photographic conservators. The training I give has been drastically cut back. Training for regional museums bodies is almost negligible whereas I used to give about five a year. I still give the other two annual courses through the Preservation Advisory Centre at the British Library. These are/were all aimed at people with responsibility for collections so mostly curators/archivists and volunteers. I supply much free specific technical advice for conservators by phone and email as goodwill. I am giving occasional specialist courses abroad for conservators. With regard to employment: Practical interventive work from public institutions and organisations such as the National Trust has almost ceased. This was about two thirds of my income. The demand probably began to drop about four years ago, but has dropped dramatically in the last year. (Personal circumstances affected time for work and hence turnover in figures above). Until last year I used another conservator to help out occasionally and had work for the whole year ahead at any given time. Now I have one to two months work ahead for myself alone. The only scope for increasing work is to offer more specialised courses for conservators but these will not make up for the loss of practical work. There is also considerable deskilling of conservation – conservators just doing first aid and seemingly a dangerous wider cultural shift away from interest in the value of the object.

We find that overall the teaching standards at all recognised colleges who provide conservation-restoration training are depressingly low and under-funded. As has always been the case since the 1980s few if any colleges assess the talent of applicants with the result that the end of course results are depressingly low.

Conservation Training Courses are currently training to many people for a very limited number of jobs. When we take students in on placement they no longer understand anything about the profession, how posts are funded within the museum sector or the need for gaining real world work experience through internships or volunteering. Students now seem to require much more intensive supervision than previously, and as our conservation department is rapidly declining in numbers of employed staff we are no longer able to offer the level of supervision required for student placements and volunteers.

Comments on Employment and the Conservation sector in general

My organisation was established at the start of the recession. My answers are coloured by clients tightening their belts.

Conservation is a matter of trust. Except in the National Trust there is no conservation skill and collaboration between the people commissioning jobs and the people carrying out the job. Bad! Tendering is the shoddiest form of business in this field. Counting the overall costs it is NOT cheaper. I would like to be in a position to force somebody who insists on tendering to put their next cataract operation out to tender . . .

We are a local authority organisation. Two local authorities combined their museum services. We have an income generation target of £15,000. we have 2 permanent and one contract conservator, one is an ACR. I provide internal training and occasionally outside training to other museums. 2012 we lost ACE funding and lost one third of total staff by redundancy or natural wastage. Other staff had wage reductions of up to £10k. Most new posts are now casual or contract. There is no training budget or conservation budget. You have no boxes on the form that comply with conservation housekeeping or collections movement/storage, or environmental control in buildings.

I have found this survey rather unsatisfactory. It certainly doesn't seem to reflect the 'real world' for local authority museum service in which I work, where I have a very basic core staff which expands and contracts according to available funding and collections needs, so our situation changes year on year. A new driver is the pressure to generate income, which will obviously affect our effectiveness in supporting our internal collections needs in years to come.

I am a sole trader. I do invest in my own continued professional development. I have only been trading for 3 years. I am surprised that young conservators (and training bodiess do not regard gaining AC-R as a goal. One told me that if they were an AC-R clients would assume that they were expensive. However I gain little from my AC-R qualification as organisation such as the NT and EH do employ Architectural Paint researchers who do not hold AC-R – despite professing to only employ AC-R consultants.

The survey assumes a level of autonomy re; training budgets, salary increases, and time that can be allowed for training and accreditation, that doesn't reflect the experience that those of us in local govt. are having at present, when hanging on to our existing posts is about the best we can hope for! Also we are preparing to move to a new building so this is an important driver for our work. Nevertheless I am sure that the survey will produce a valuable reflection of the times we are in.

I believe the sector needs more conservation managers and heritage science consultants. I found it difficult to complete preventive conservation (pc) section as I see pc knowledge, skill and experience as related to risks – eg knowledge of deterioration of materials by light/mitigating measures for.

As a sole conservator working for a local authority I find that conservation is not considered a priority and it is difficult to make my voice heard at times, particularly as there are greater numbers of other professionals within the service. On saying this though there has not been any significant input into training for any of us and this is mainly due to the reductions in local authroity budgets. I personally feel that for many conservators the main problem is that they work alone and do not have any immediate colleagues for support and advice.

Many conservators are highly skilled and experienced. However the financial rewards are very low which are dissapointing, even if the profession is highly rewarding in other ways.

I have found that the number of inquiries for work that I receive fell dramatically after 2008. It is now hard to describe myself as working full time.

I specialise in tapestry conservation. In the south west, the majority of my work came from the National Trust.As they are no longer currently commissionig full scale tapestry conservation, there has been a significant downturn in my output. The Conservation Register does not generate much work for me in the south west.

As part of a County Council we provide conservation services for the museum collections but due to budget cuts have increasingly had to undertake more commercial work. Also the conservators now undertake duel roles (e.g. business manager/objects conservator, objects conservator/textile curator)or are part-time.

The biggest hole in the industry is scientific and analytical service providers.

There is a need for more full time permanent jobs, and there is an imbalance between new graduates and jobs available. The amount of short term jobs is diminishing with the reduction of ACE funding and more imaginative ways of funding are needed. Conservation is an easy target when reducing posts and skills and knowledge easily lost.

Comments on the Questionnaire

As a sole trader many of the questions are less applicable than they would be for a larger organisation. I also act as an external examiner for a BA Conservation Programme (paper, books and organic materials). I provide information and advice for historic houses - very mixed collections which are not really covered by the questionnaire topics.

Several areas are not relevant as sole trader

I found it difficult to answer some of the questions

You do not make provisions in your questionnaire on cooperative working methods.

I do not employ anyone and your survey will not allow me to proceed with your survey. Sorry I do not know what I can do

The survey form seemed to be more specifically related to people in museum practice rather than sole trader, so the questions do not really address the problems of working privately. In terms of staff there are no questions about subcontractors, part time staff or about the way they are paid which I think are pertinent to being self employed. More guidance needs to be given to questions of what constitutes a small business and the problems that they face. This survey does not really ask those questions.

My position as a sole trader hardly seems relevant to any of your questions. I look after 2 clock collections in private hands. I undertake microwelding of worn clock components.

I don't think this survey means me, a sole trader paintings conservator sometimes employing one other individual

I feel I can't really answer the questions you have set. I am Collections Care Manager for the [] collection. We are a very small part of Parliamentary business, so it is difficult to know how to answer your questions.

The questionnaire does not fit our activities at all, so it is impossible to answer most of the questions

I do not think that whoever has developed this questionnaire knows how people in the field work. If you asking Institutional bodies they work very different to the majority of small practices. Conservation is a small world, why are you asking questions that are more appropriate to industry?

(a) The material categories are quite limited and do not reflect what many conservators in many organisations are actually working on, eg where are social or working history collections on the list? These are actually composites of different materials and it is the skills in being able to work on different materials on one object that is needed in our case. (b) the preventive conservation questions take a very narrow view of what most conservators actually do – many conservators are now working under the umbrella title of 'collection care' embracing not only traditional preventive conservation, but also pest management, environmental monitoring and control, collections storage and movement, dealing with hazardous collections and emergency planning and control to name but a few – none of these skill headings were queried in the questions, only the materials themselves. (c) the transferable skills section is a useful one, but I felt it was heavily weighted towards private practice skills and it could have been broadened out to include many other skills that I feel new entrants should have in working in local and national museums, eg documentation skills; presentation skills; team working skills (not just the project management skills listed); and other collection care skills, eg emergency planning.

The questions in this survey were largely irrelevant to me as I am a sole trader, a freelancer working on my own. Many people are in this position and the way they fill in the forms will vary widely. An alternative form should have been devised for people in this position with appropriate questions. I was happy to fill out the last question about income, but the very last part asking about what percentage profit I would make was unanswerable using the options provided. This year (2012–13) I will make about half of what I normally make (if that), thanks to government cuts and the drying-up of work. If I have to take up alternative full-time employment to pay my bills, my very rare skills as a natural history conservator (specialising in palaeontology and geology) with 22 years experience will

be completely lost to UK museums. I am often the only person to tender for projects (not that my pricing can reflect this fact!). If I am no longer available, what would those museums do?

As a sole conservator/restorer, many of the questions are not relevant to me and are difficult to answer.

The way this survey is constructed is typical of the way I can be out of touch with so many conservators working in museums. The format is once again specialism specific and never asks questions which are related to the preventive conservation needs of a museum collection as a whole. Where are the questions about pest management, specifying museum showcases, designing new storage facilities, designing storage enclosures etc etc? These things are universal across conservation disciplines for those working with collections. Also the survey is completely ambiguous as to whether you are to answer for the conservation department of your organisation or the organisation as a whole (ie museum) as the answers would be very different. The survey does also not reflect the changing role of conservators in terms of an increasing need to communicate conservation to different audiences and public engagement. It is also unclear exactly what information you are looking for – is it the training and employment of existing conservators or is this supposed to influence how conservators currently in training programs are taught?

I found this survey to be of little relevance to experienced freelance sole traders.

I am sorry, I am a leather conservator so none of your categories are applicable.

This has been a very difficult questionnaire for me to answer, as I am a sole practitioner, one of four sole practitioners all working within the same named practice. We sometimes work as individuals, other times as a team. Few of the questions were therefore relevant and it was hard to know how to answer without being misleading – I have done the best I can, but am not happy with the way this questionnaire addresses the issues. I do not think that you will get a really valid outcome from it. But perhaps it has been devised mainly by people who are not conservators in sole private practice, and perhaps it was not really intended for private sole practitioners or group practices consisting of sole practitioners.

The questions in this first part are not really relevant to what I do. As a general consultant in collections care I give advice on collections as a whole, but even more so on construction of museums, display areas and stores, environmental conditions in which these collections are kept, how they are stored, displayed, handled etc. Unfortunately none of this is covered in the categories on offer, as this questionnaire mainly seems to cater for specialist conservators who also do some preventive work within their discipline. I work cross-discipline and work a lot with specialist conservators for preventive issues.

Other Comments

As a sole trader I have found many of the questions to be not applicable to my circumstances, but would like to make the following comments, based on my experience of working with newly qualified interns and following a review I carried out of the conservation requirements of museums in areas covered by the Conservation Development Officer, Bristol. There is a pressing need for

Since 2009 we have been slowing down, with retirement in mind and now undertake very little “hands on” conservation work. Our involvement is now mostly confined to consultation, technical reports and committees (advisory). I am not at all sure that my participation in this survey will be at all helpful as my answers reflect my situation.

I recently became a Sponsor for migrant workers. In completing the sponsor application I had to look up ceramic conservator on the Office of National Statistics SOC (Standard Occupational Classification). Conservators other than archives/paper are not on the list. Please could you tell me why?
