



Unlocking Data workshop programme



Unlocking Data - programme outline

- Data collection guidance and best practice (4-49)
- Identifying and using data sources effectively (50-78)
- Effective benchmarking (79-98)
- Data analysis and presentation (99-126)
- Unlocking data to inform strategic planning (127 -160)

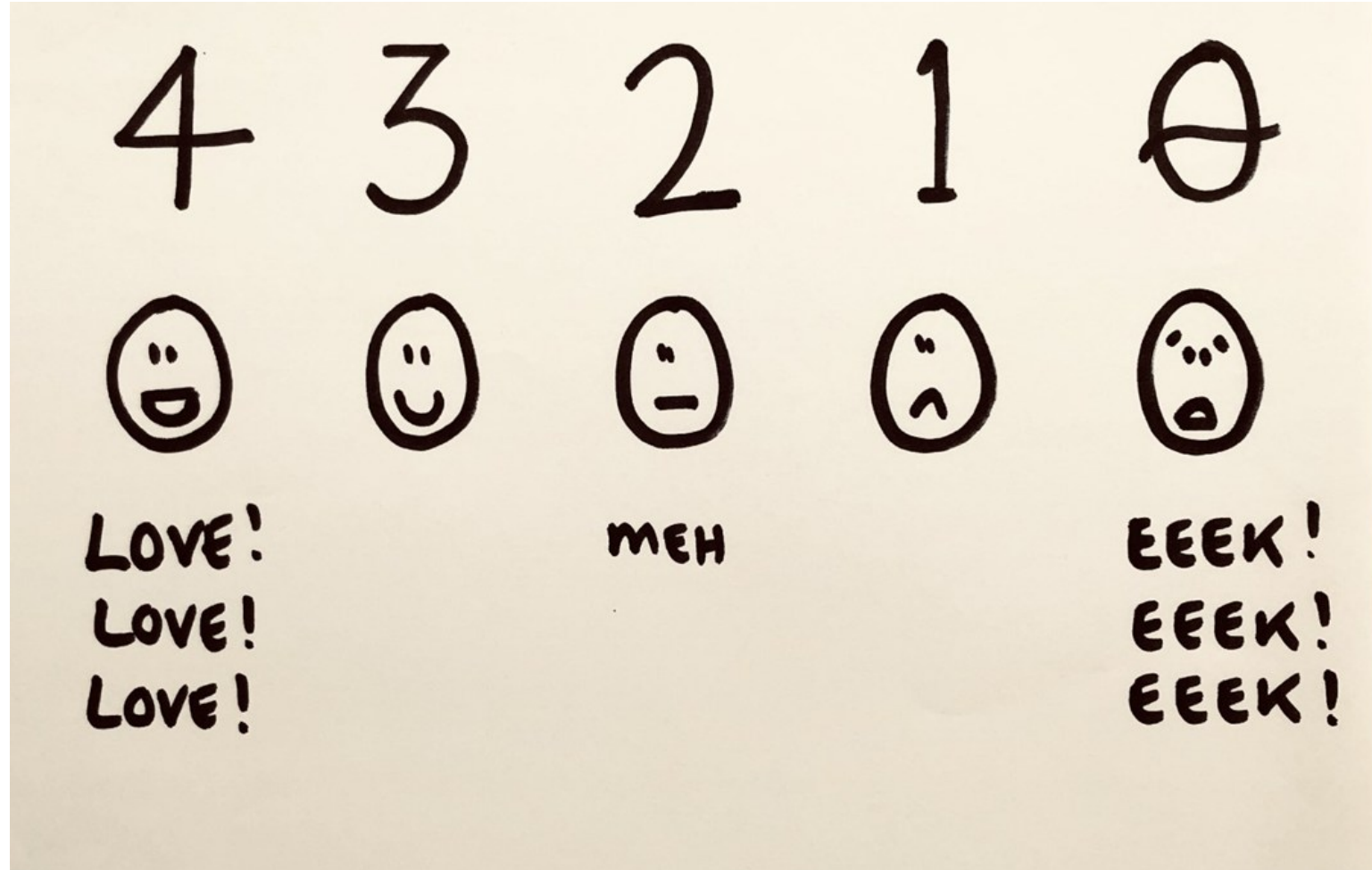






Data collection guidance and best practice

Getting to know you... how do you feel about data collection?



Purpose

Data collection – why do it?

- Understand who is and isn't engaging
- Gain practical insight into visitor experience
- Deepen relationships, understand needs, and communicate better
- Monitor and evaluate progress against audience development goals
- Inform advocacy and funding bids etc

Evidence based decision making



Turning your data into something useful

Data collection
and application

Data analysis

DATA



SORTED



ARRANGED



PRESENTED
VISUALLY



EXPLAINED
WITH A STORY



ACTIONABLE
(USEFUL)



Principles

People-centred practice

- Considers the people involved - orientates around the participant experience
- Takes an iterative approach - review and reflect as you go, learning from doing
- Identifies the changes that you may need to make
- Supports an embedded, business-as-usual, attitude to data collection



Accessible and inclusive

If some visitor / stakeholder groups are less able to take part, they and their experiences may be missing from your findings

- Use clear language
- Ask questions that are meaningful to participants
- Offer different ways to take part
- Think about people's access needs

Keep reflecting – ask yourself...

- Who are we hearing from?
- Who might we be missing?



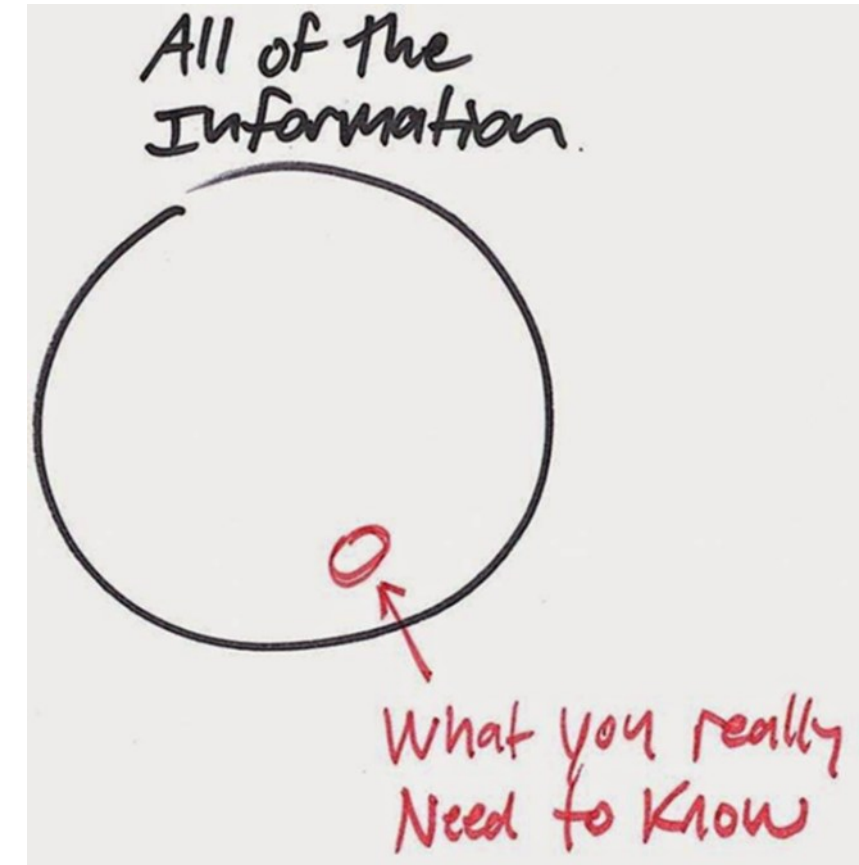
What do you need to know?

Who are you asking to participate?

- Visitors
- Event attendees
- Activity participants (short and long-term)
- Staff / volunteers
- Other stakeholders (delivery partners, trustees, friends, members etc)

What do you want to capture?

- Individual – experience, motivations, learning etc
- Organisational – awareness, information sources, perceptions etc
- Impacts - economic, health and wellbeing etc



- ✓ **Vital**
- ✓ **Useful**
- ✗ **Merely Interesting**

Sampling

In an ideal world, we would speak to everyone - but that's rarely possible or practical!

Instead, we collect feedback from a smaller group of people - **a sample**

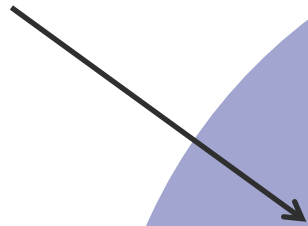
The aim is to hear from a range of people, not just the people who are easiest to reach

If some voices are missing, our findings may not reflect the wider community

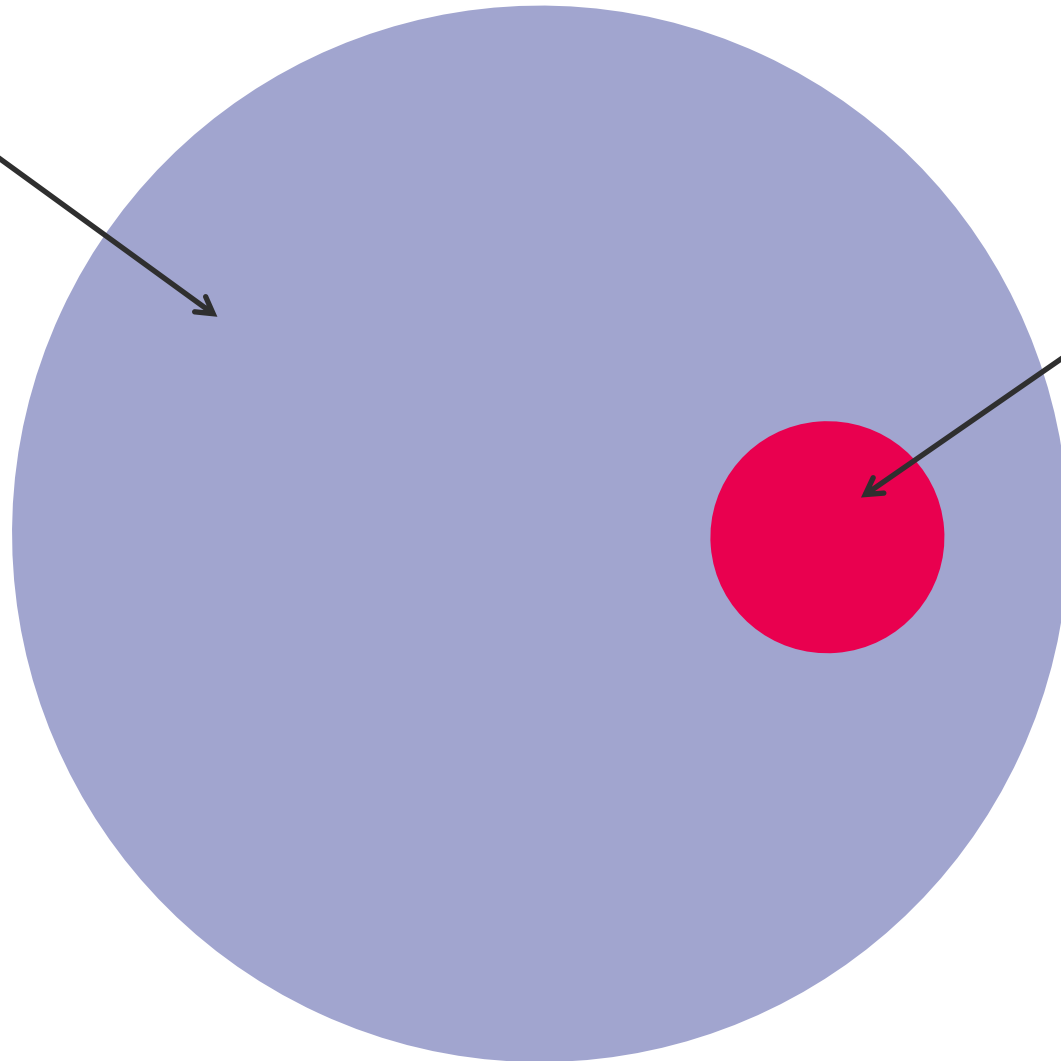


What is sampling?

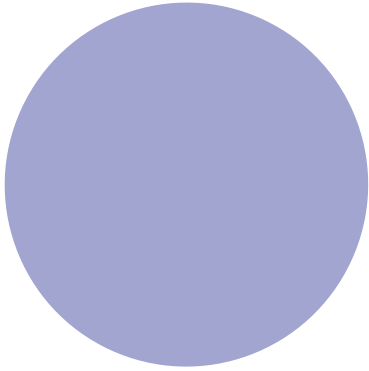
Population / base



Sample

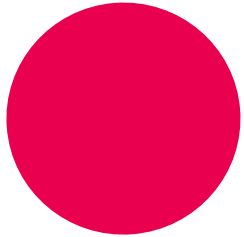


What is your sample? Visitor research example



Your visitor base population includes everyone who...

- Is aged over 16*
- Has engaged with your organisation

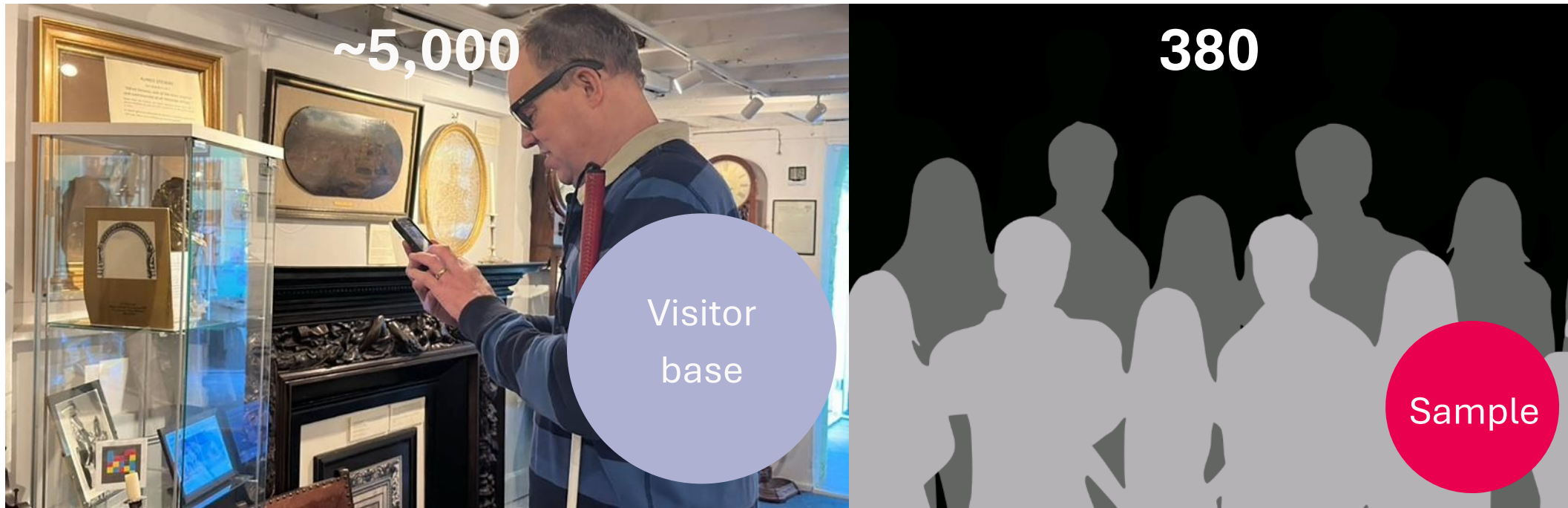


Your sample...

- A random selection of people within your visitor base
- Everyone who visits you has the same likelihood of taking part

*There are important safeguarding regulations for conducting research with children and young people under the age of 16

Why is sample size important?

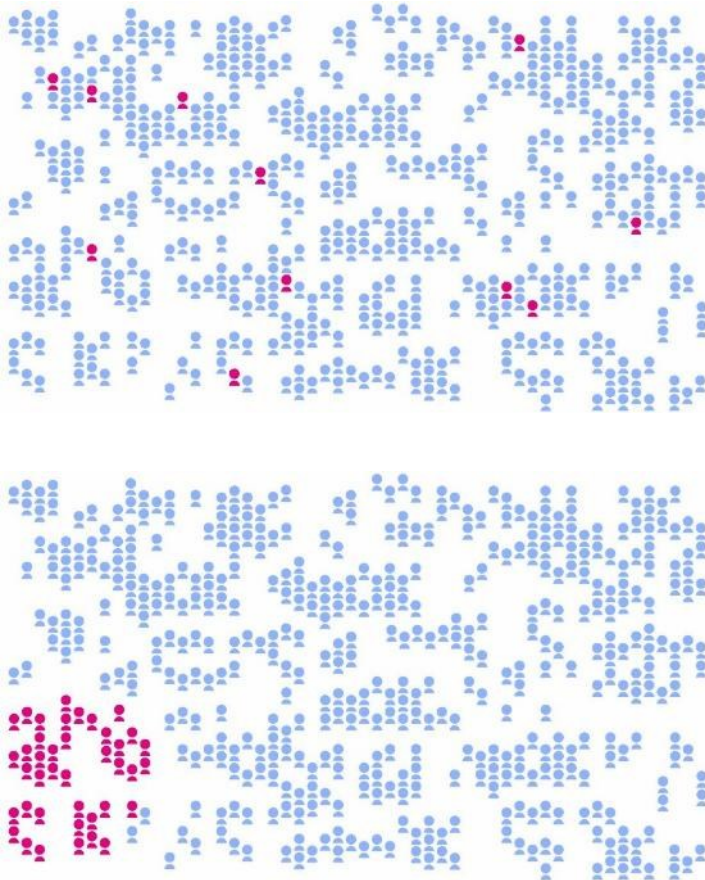


380 responses = Margin of error +/- 5%, at a 95% confidence level

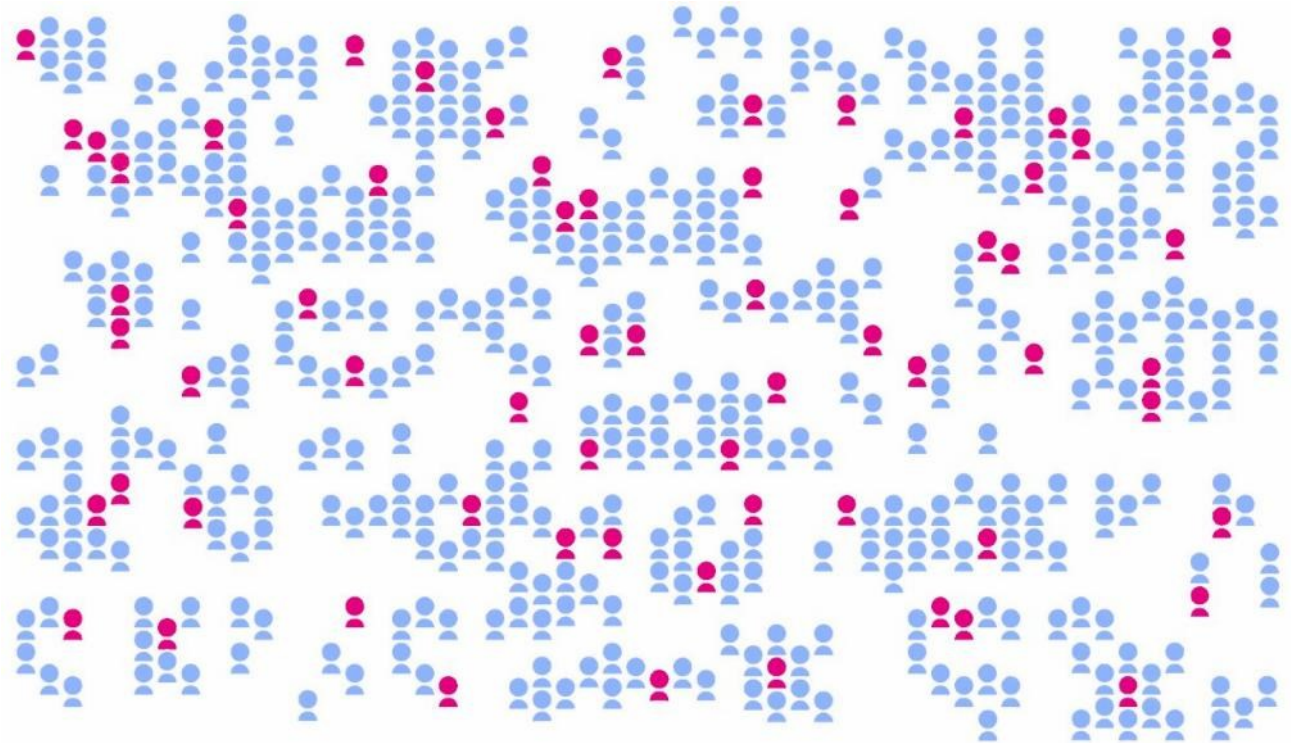
E.g. if 80% of survey participants say they enjoyed their visit, you can be 95% confident that if everyone in the visitor base was asked the same question, 75% - 85% would have answered in the same way

Why is a randomised sample important?

Poor sampling



Good sampling



Good sampling

Size

Small margin of error

Enable cross tabs

Random / representative

Reflects full population

Minimise bias

MRS Code of Conduct

The Audience Agency is a member of the Market Research Society, and our research practice follows its code of conduct

Key elements:

- Respondents must not be misled or unduly pressured to participate
- Respondents have the right to withdraw from an interview, or withdraw their answers at any stage
- Respondents' anonymity must be preserved unless they have given their informed consent for their details to be revealed
- Respondents must be able to check without difficulty the identity and credentials of any individual and/or their employer conducting a research project

Data Protection legislation

The key concept of Data Protection when asking people to participate in research is ‘**informed consent**’

- Individuals must give informed consent to the ways in which their personal data is used.
- Informed consent consists of two main elements:
 - **Transparency**: ensuring that individuals have a very clear & unambiguous understanding of the purpose/s of collecting the data and how it will be used.
 - **Consent**: at the time that the data is collected, individuals agree to their data being collected and can withhold their agreement to any subsequent use of data.
- Information security and confidentiality
 - Store information securely
 - Only collect information you need
 - Think about how long you need to store the information

Practice

Motivating staff and volunteers

- Give those collecting the data access to reporting and share the outcomes of their efforts with them
- Provide training for fieldworkers to boost confidence and develop skills
- Data collection benefits the whole organisation
 - build it into business as usual (e.g.) job / role descriptions and work streams etc)



Encouraging participation

How might you encourage people to take part?

- Be friendly and approachable - Smiling, Politeness, Confidence!
- Build your research into conversations and activities
- Use clear language

Important to get across:

- Information about the purpose of the research
- Explanation of why their participation is valued
- Time commitment – be honest!
- Assurance of confidentiality



Working with children / families

- ✓ Use age-appropriate language
- ✓ Use creative and interactive activities
- ✓ Create a friendly and informal environment
- ✓ Remember there are no right or wrong answers
- ✓ Obtain appropriate permissions before involving children

Working with disabled people

- ✓ Ask about access needs in advance

Avoid making assumptions about people's abilities or needs

- ✓ Be flexible in how people participate
- ✓ Speak directly to the participant
- ✓ Ask people how they would like to be supported

Working with people for whom English is not their first language

- ✓ Use clear and simple language
- ✓ Avoid jargon, acronyms and technical terms
- ✓ Use visual aids where possible
- ✓ Allow extra time for questions and responses
- ✓ Consider translation or interpretation support where needed

Working with marginalised / underrepresented groups

- ✓ Create a safe and respectful environment
- ✓ Be clear about why you are collecting feedback
- ✓ Allow people to choose how much they share
- ✓ Remind people they can stop at any time
- ✓ Signpost support where appropriate

Potential sample skew / bias

Common causes of skewed data include:

- Capacity challenges - collecting data at same time/same day due to team availability
- Methodological barriers – approach favours some visitors over others
- Unconscious bias / fear of refusals - only approaching people who look friendly, or appear similar, or are on their own etc



Reducing sample skew / bias

Strategies to avoid data skew:

- Build data collection into rotas - ensure a good spread across different days and times, and higher levels of surveying on busiest days
- Face to face surveying can overcome some bias inherent in the use of written surveys
- Think about where surveying will take place – is it quiet? Is there somewhere to sit?
- Randomise who is approached – e.g. every second person or group passing by
- If approaching a group, interview the group member whose birthday is soonest



When collecting data...

- Speak clearly and confidently
- Ask questions consistently
- Give participants time to think
- Listen carefully to responses
- Ask follow-up questions when appropriate
- Confirm responses and probe if one-word answers are given to open questions:

Participant: “It was ok”

Interviewer: “In what way, can you tell me more about that?”

“Why was that...?” “How did you?” etc.



Friendliness is good, but be aware

What might happen if you're over-friendly?

- Maintain neutrality
- Verbal and non-verbal behaviour
- Avoid leading questions – don't prompt them
- Ensure respondents feel they can be honest about their responses
- Try to avoid responding with value judgements:
 - ✗ “That’s really great” ✗ “Oh that’s a shame”
 - ✓ “Thank you” ✓ “That’s useful, now moving on”



Sensitive questions

Some questions can feel a little more personal and sensitive than others e.g. Age, ethnicity, disability, postcode

Participants are generally happy to answer if they feel that:

- something will be done with the results
- the information they give will not be used for any other purpose (e.g. direct marketing)
- the process is direct, transparent, and honest

If the participant still doesn't want to answer a particular question, that's fine – just move on to the next

It's important that both researcher and participant feel comfortable about asking and answering these questions – if you're not sure, **ask!**

If you feel uncomfortable or unsafe at any point, politely close the conversation and step away



Collecting postcodes

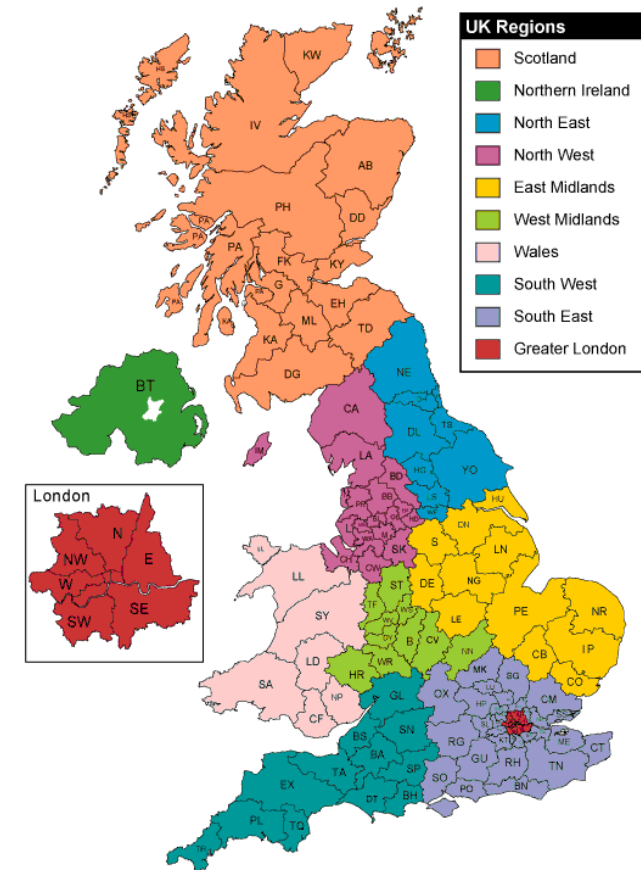
Full postcodes are much more useful than partial postcodes

Partial postcodes (e.g. first part, or postal district) cover a large area which does not support analysis of:

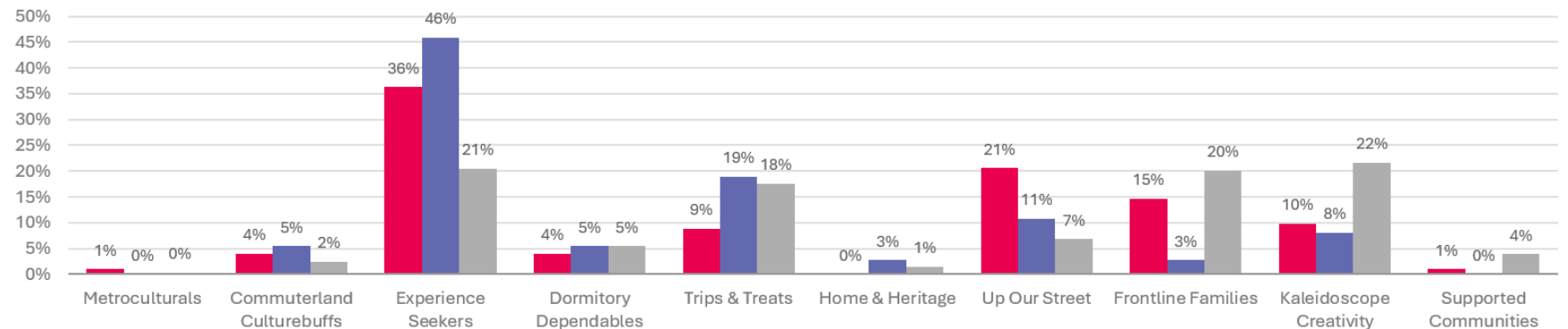
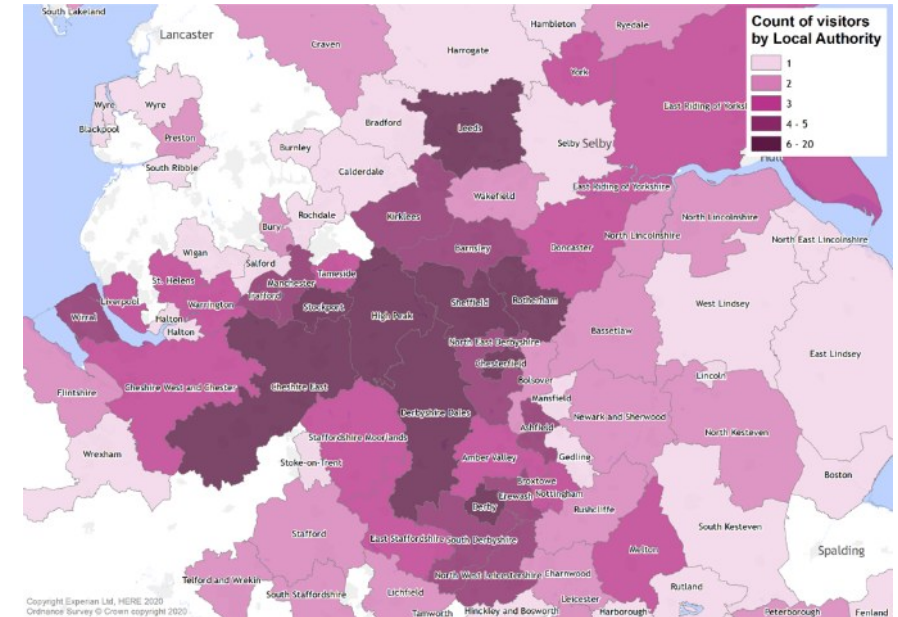
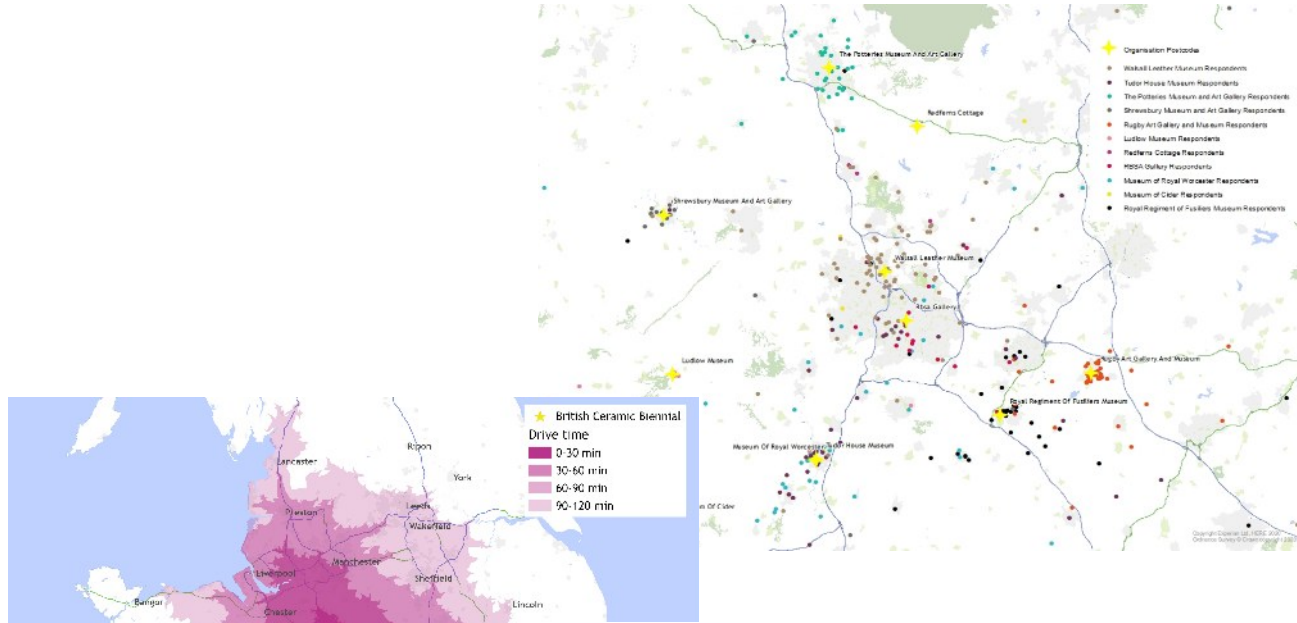
- Granular drive time/distance analysis
- Local / neighbourhood audience insights
- Population segmentation profiling using models such as Mosaic or Audience Spectrum Mapping

If respondents are reluctant to give the full postcode you can reassure them that:

- The information given will not be used for direct marketing
- Postcodes identify 15 households on average – without their name or first line of address their household cannot be identified



Useful insights from postcode data



Assisted self-completion

For ease of completion and, in some cases, accessibility, you can show the participant a list of response options, rather than reading them out

If using a paper survey, it's important to check that they've completed the answer as needed...

Examples:

- Is it 'tick all that apply'? Or... 'tick one'
- Have they given enough information in response to an open question?

Open box

Is there anything else you would like to say about your visit? (Please describe below)

Café

Open follow on

What is your ethnic group? (Tick one only)

☐ White British	☐ Mixed/multiple ethnic background	☐ Asian or Asian British
☐ White other*	☐ Black or Black British	☐ Other*
☐ Prefer not to say	☐ *What other?	

Closing the conversation

- Thank them for their time
- Emphasise that their responses are valued and will be used
- Answer any questions they may have

It's important to make sure that the research does not have a negative impact on their visit or their view of your organisation!



Summary

Knockbacks are normal

- Some people may not want to, or may be too busy take part
- If they don't want to take part, just thank them politely and move on
- Most importantly, don't take this personally! This happens all the time when collecting research

Sensitive topics

- Whilst unlikely, some questions may bring up strong feelings or personal experiences for participants
- Listen respectfully
- Remind participants they can skip questions or stop at any time

Keeping yourself safe

- Trust your instincts
- If a conversation becomes uncomfortable, you can end it politely
- Your wellbeing is important too!

Remember

Most conversations are positive and enjoyable
Difficult situations are uncommon, but it's important to know what to do if they happen

Methodologies

Choosing the right method

Different people may prefer different ways of sharing their views

Some people may prefer:

- Talking
- Writing
- Drawing
- Taking photographs
- Using digital tools

There is no single 'best' or 'perfect' research method

The right method depends on:

- Who you are working with
- What information you need
- How people prefer to participate
- The time and resources available



Surveys

What's the ask?

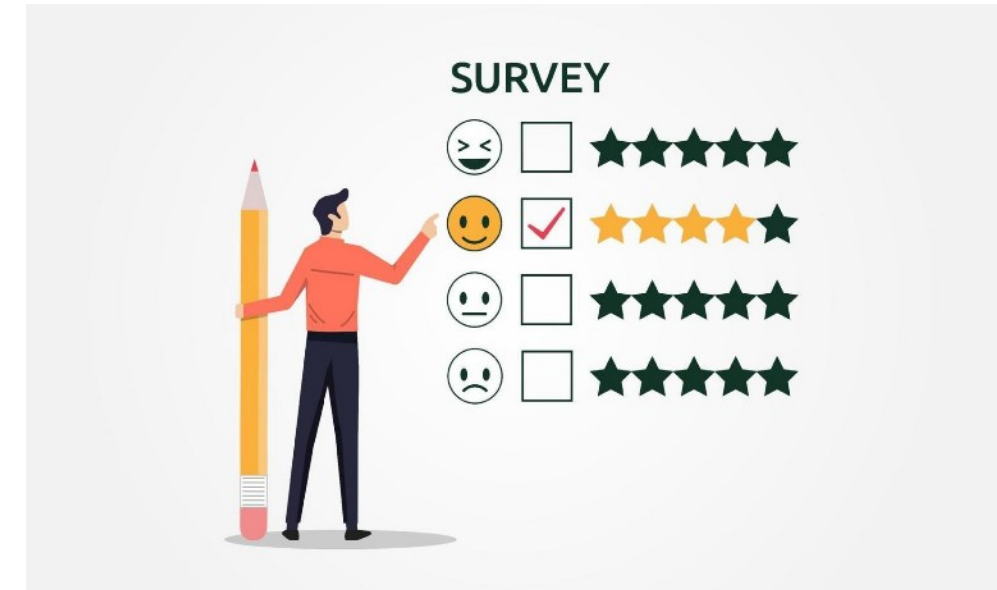
Participants answer a structured set of questions about their experiences, opinions, impacts of their visit etc

Good for:

- Collecting feedback from large numbers of people
- Comparing responses across participants

Why use surveys?

- Easy to analyse
- Quick to distribute
- Can reach large groups of people
- Provides consistent data



Interviews and focus groups

What's the ask?

Participants are invited to contribute to structured or semi-structured conversations that explore people's experiences, opinions and ideas

Good for:

- Understanding experiences in depth
- E.g. Understanding the '*why*'
- Testing new ideas and concepts

Why use these methods?

- Provides rich and detailed feedback
- Allows follow-up questions
- Participants can explain things in their own words
- Can uncover unexpected insights



Observations

What's the ask?

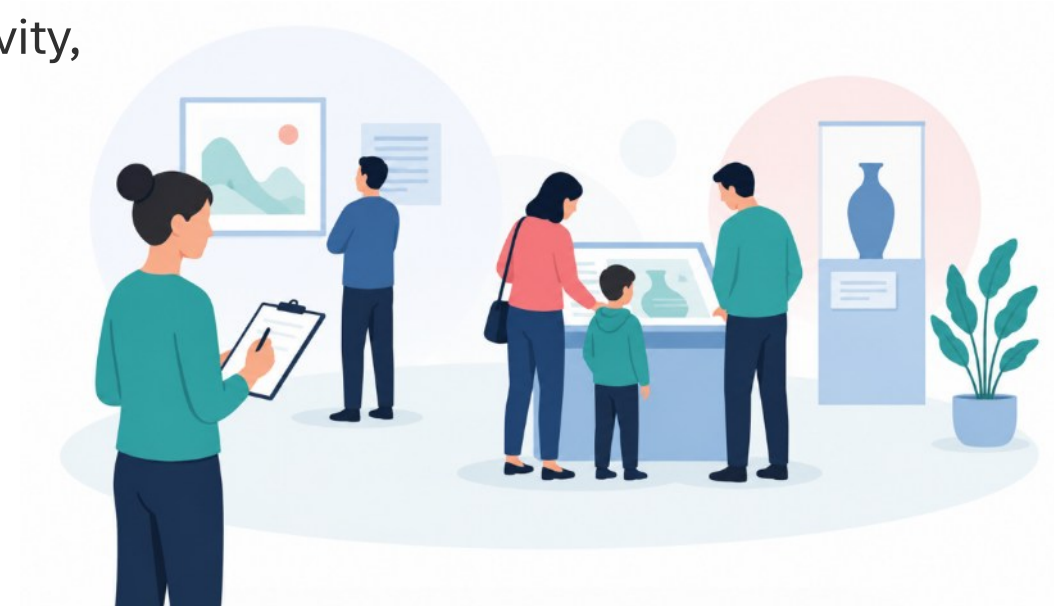
Watching and recording how people interact with an activity, event, space or experience.

Good for:

- Understanding behaviour and engagement
- Understanding how spaces are used
- Capturing experiences participants may not report themselves

Why conduct observations?

- Can identify systemic barriers to participation
- Does not rely on participant memory
- Can complement surveys and discussions



Anonymous responses

What's the ask?

Participants provide feedback without sharing their name or identity.

Good for:

- Sensitive topics
- Children and young people
- Power imbalances
- Collecting honest feedback

Why use it?

- People may feel more comfortable sharing their true views
- Can reduce pressure / influence from peers, staff, or facilitators
- Can encourage participation from quieter voices



Creative methods

Core methods such as surveys, interviews and observation are useful for many projects.

But research does not have to be limited to these approaches....

Creative methods can help:

- Make participation more engaging
- Support different communication styles
- Reduce barriers to participation
- Capture experiences in different ways



5 Finger feedback

What's the ask?

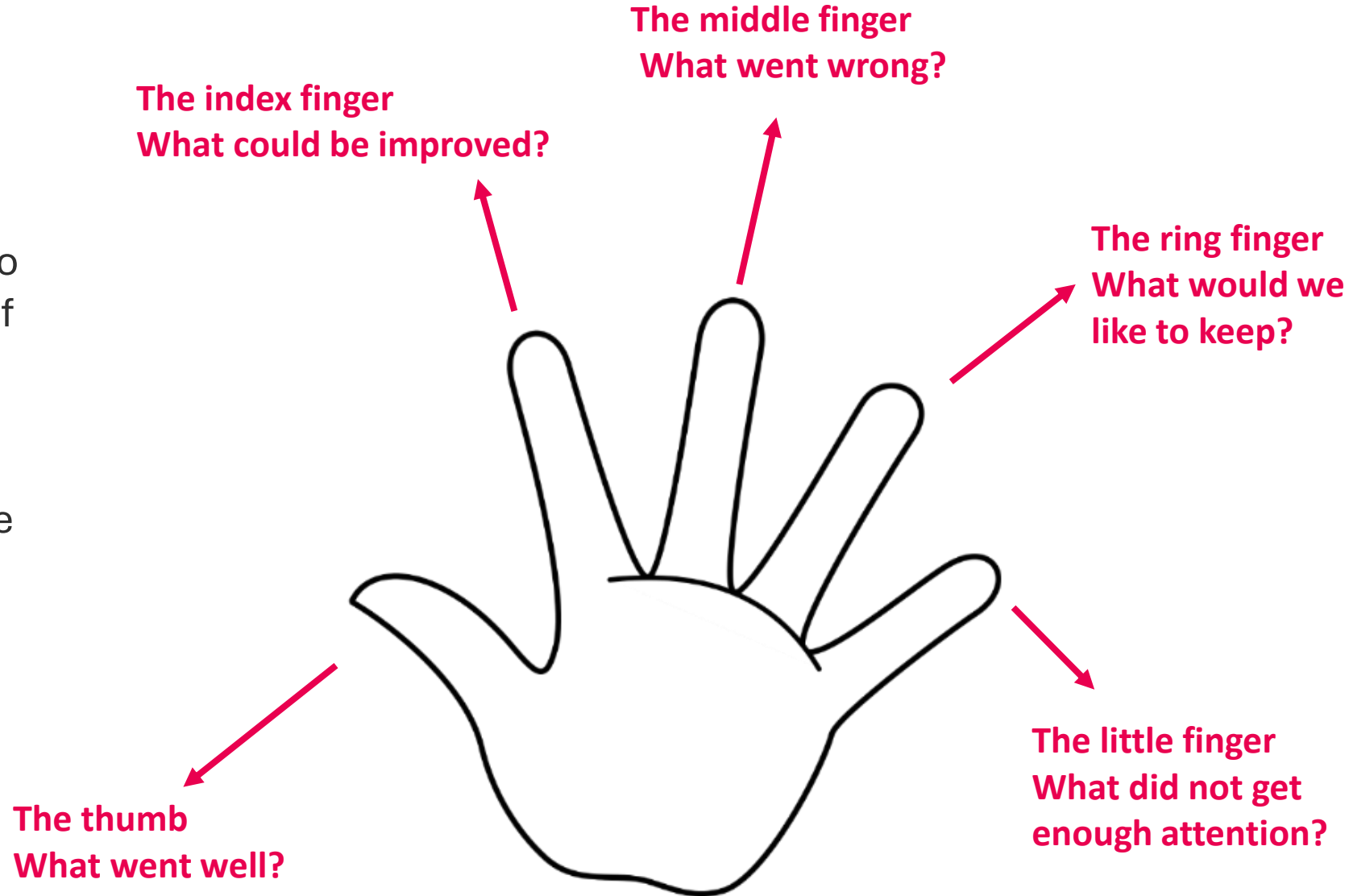
Participants use each finger to reflect on a different aspect of their experience.

Good for:

- Children and young people
- Workshops and events – particularly for quick reflections

Why use it?

- Simple and easy to understand
- Quick to complete



Drawing activities

What's the ask?

Participants use drawing, maps, pictures or creative exercises to share their experiences and reflections.

Good for:

- Children and young people
- Visual communicators
- Participants who may be less comfortable speaking

Why use them?

- Makes evaluation more engaging
- Encourages creativity and reflection
- Creates visual evidence of change and impact

Consideration -

Some participants may feel nervous about drawing, so it's important to emphasise that artistic skill is not important!



Using prompts and stimulus activities

What's the ask?

Participants are shown something and asked for their response, to or discuss it with others
(Images / Objects / Quotes / Videos – anything that could spark conversation!)

Good for:

- Group discussions
- Exploring opinions
- Testing new ideas and concepts

Why use prompts?

- Gives people something concrete to respond to
- Encourages discussion
- Can make difficult topics easier to talk about



Digital feedback channels

What's the ask?

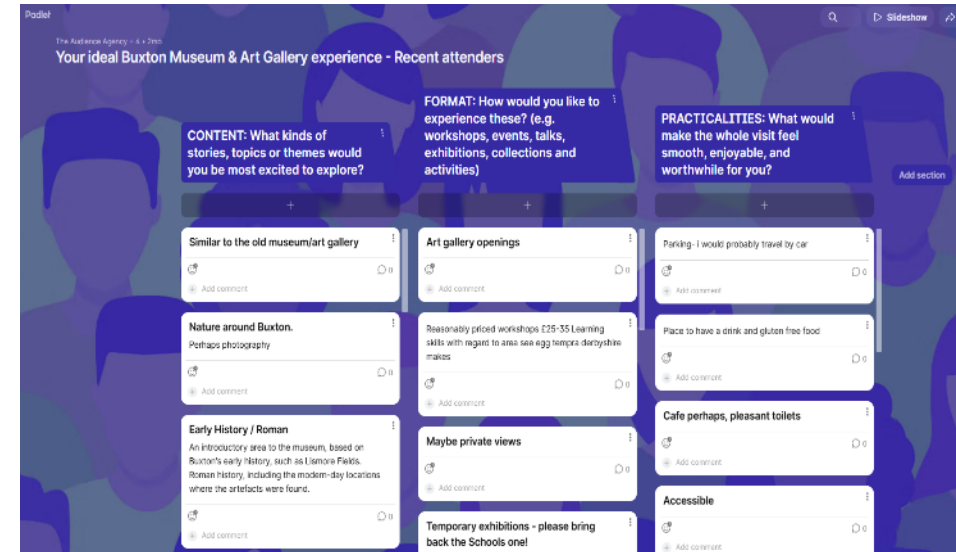
participants are asked to contribute feedback, ideas, and reflections using whatever media they would like to - text, drawings, photos, audio, videos etc – through a shared or personal online space (E.g. Padlet)

Good for:

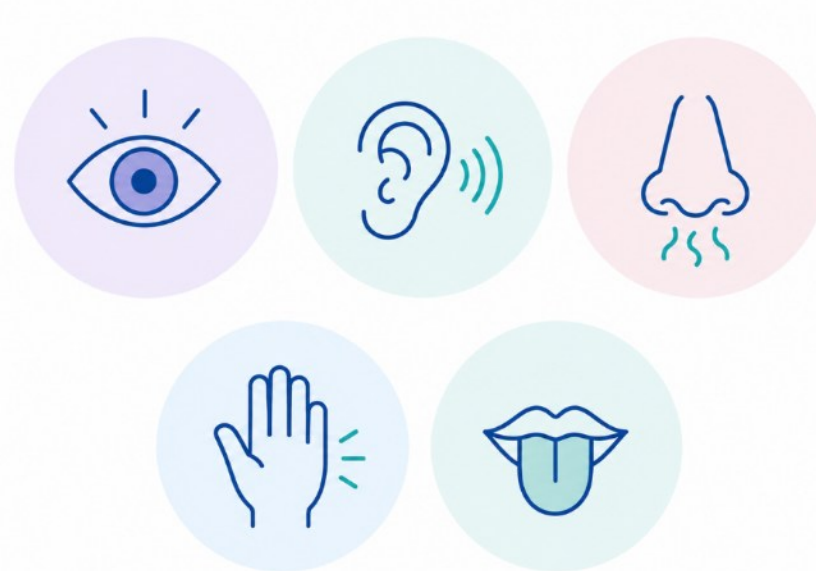
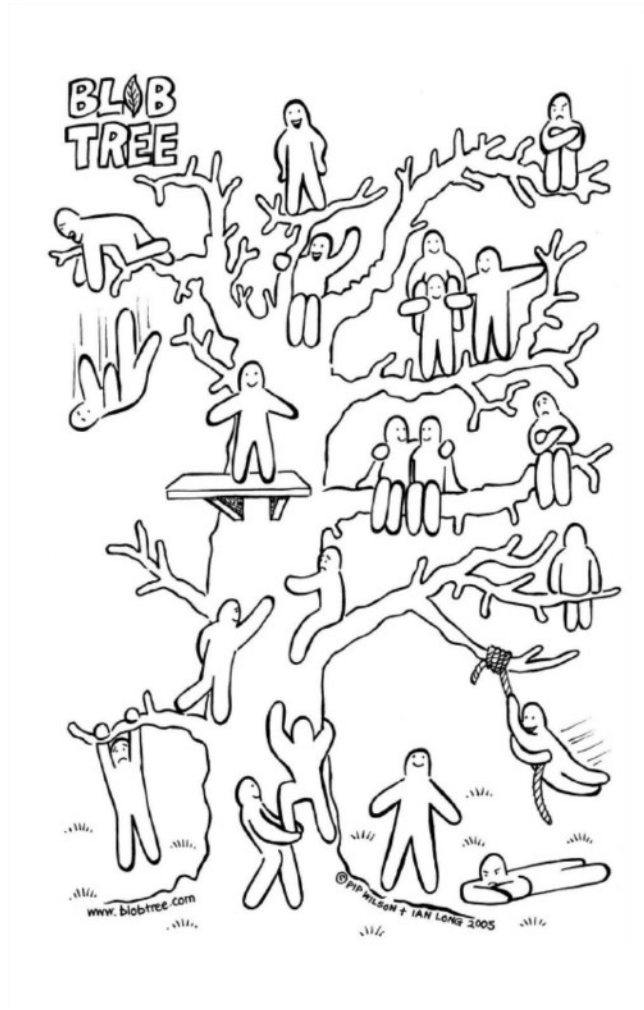
- Collecting photos, comments and reflections
- Anonymous feedback
- Capturing feedback / change over time
- Remote participants

Why use digital channels?

- Can capture "in the moment" thoughts and experiences
- Anonymous feedback can encourage honest responses
- Participants can contribute in their own time



There are other methods – get creative!



Identifying and using data sources effectively

Agenda

- Introduction
- The Data Landscape
- Using Your Data Systems
- Spotlight on Key Sources
- Using Data Sources
- In Summary



The Data Landscape

Discussion:

In your breakout groups – 8 minutes

- *What questions do you need data to answer? And for who?*
- *What are the key challenges and concerns you have about identifying and using different data sources?*

Shared reflection - 8 minutes

What You Want to Know About

Audiences

- Geographic
- Demographic
- Behavioural
- Attitudinal
- Who, what, when, where, how, why?

Impacts

- Economic / Financial
- Social / Community
- Health / Wellbeing
- Learning / Education
- Cultural / Creative

Other

- Collections
- Operational



Types of Data to Use

		Primary	Secondary
		New data for a specific purpose	Reuse of existing data
Quantitative	‘Countable’ data: numbers, percentages etc	e.g. ‘tick box’ surveys, ‘clickers’, visitor profiles, rating scales etc	e.g. reanalysis of booking data, national figures (e.g. from Visit Britain), benchmarks
Qualitative	Descriptive data: e.g. text, speech	e.g. focus groups, interviews, ‘open response’ questions, vox pops etc	e.g. sector reports, published evaluations, online reviews and comments etc

Quantitative: Good for *what* and *how much*. More easily comparable and useable in calculations.

Qualitative: Good for thoughts, feelings, opinions, and *why*. Gets deeper. Can be more evocative.

Primary: Specific questions/focus (own org/audiences), but takes longer, can cost more.

Secondary: Can be cheaper, faster, more robust, but less specific, details may be unknown.

Use these in combination for best results: qual & quant; primary & secondary.

Discussion:

In your breakout groups – 5 minutes

- *What data systems do you use?*
- *How are you using them?*

Shared reflection - 5 minutes

Using Your Data Systems

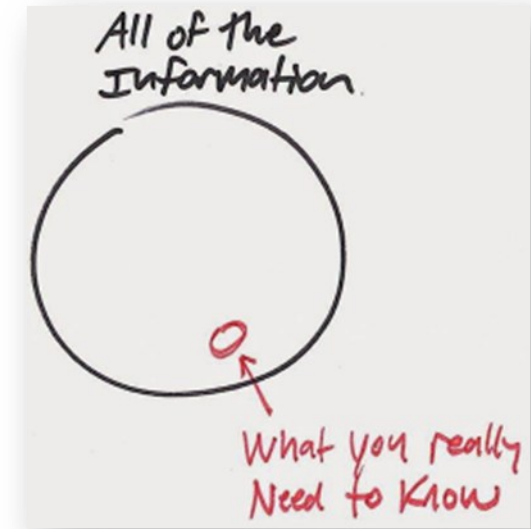
Data Audit

Why

- Understand and interrogate what you already know
- Move away from siloed data / folk knowledge – share and collaborate
- Identify the gaps that you might need to fill
- Make best use of the resources you have

How

- Ask!
- Document – Data audit template
- Assess
- Share
- Review
- VUMI: **V**ital ✓
Useful ✓
Merely **I**nteresting ✗



Data Audit



What audience information do you collect? (what question/s do you ask? E.g. demographics, experience rating etc)	How is the information is collected? (self-completion forms, online, face to face surveys etc)	Who / what is it for? (who uses it and how - reporting, funding bids etc. Is it shared, with who?)	VUMI test (Vital / Useful / Merely Interesting)	Robustness rating (How reliable do you think the data is? Scale of 1-10, 10 being very robust / reliable)

Section 2 – the data you need

What evidence / information are you missing?

Is there anything you need to know more about? (e.g. specific audience groups, spend, dwell time etc)

Why do you need further information?

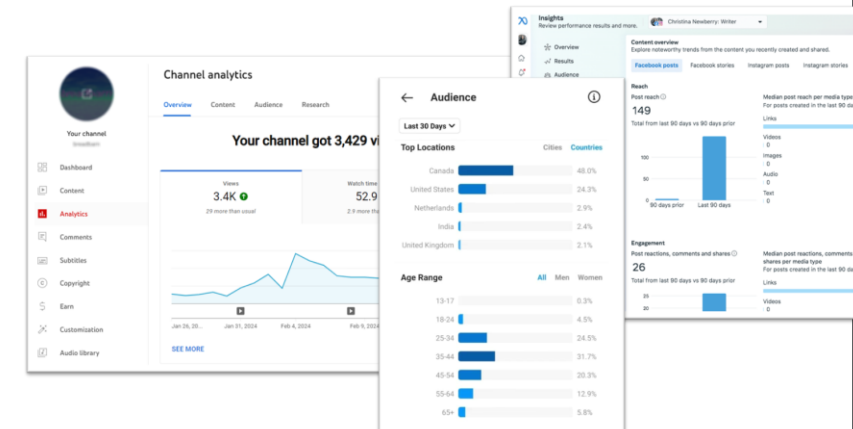
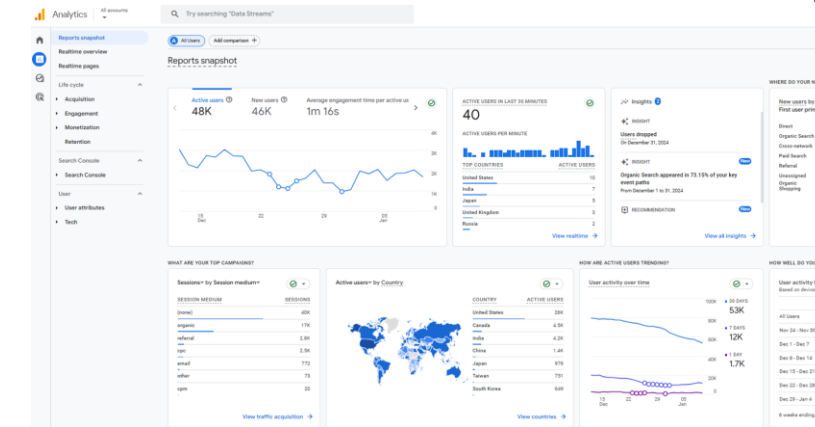
Digital - Google Analytics 4 & social media

Why

- Understand patterns of engagement – growth, change, what sparks interaction
- Consistent, regular source of rich data
- Inform targeted content development and campaigns

How

- Identify what you need to know
- Explore metrics which help answer your questions
- Set reporting / download formats
- Review and update metrics



EPoS & Gift Aid

Why

- Understand trends – seasonal, price points etc
- Identify opportunities for growth
- Inform commercial / development planning and decision making

How

- Use full functionality, e.g. postcode collection at PoS
- Understand how to extract useful data
- Choose systems that provide the functions you need



Visitor Surveys and other in-house sources

Why

- Develop a 'data rich' culture
- Understand who engages, and why
- Monitor change and development
- Inform advocacy and decision making

How

- Build into business as usual
- Regularly review results
- Avoid 'orphaned' data sets
- Consistent and systemised



A graphic featuring a dark grey background. A bright yellow spotlight beam originates from the top right, where a dark grey rectangular object resembling a spotlight head is positioned. The beam extends diagonally towards the left. In the bottom right corner, there are several overlapping, semi-transparent curved bands in various shades of grey and white, creating a sense of depth and movement.

Spotlight on Key Sources

Data Sources

- National Statistics National Data Explorer
- DCMS Surveys
- Audience Spectrum
- Visit Britain
- The Cultural Participation Monitor

Plus more by topic* and LA/Mayoral Combined Authority local data.

*(e.g. climate and culture:
<https://climateoutreach.org/btc/2025/report/culture-entertainment/>)

- Annual Museums Survey, Museums Development England
- ALVA Visitor Experience & Financial Benchmarking
- Visit Britain Domestic Sentiment Tracker
- Audience Answers
- UN Tourism's World Tourism Barometer



Office of National Statistics Local Data Explorer

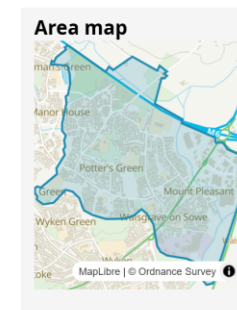
About

- Combines many sources in easy-to use platform
- Select or create your own area (postcode/ward/LA/region custom)
- Choose data: Demographics/Education/Ethnicity/Health/Housing+

Using It

- Download data / report
- Make use of standard formats (macros / chart templates)
- Save the URL for particular area

Henley



Population

2024

22,404

people

369,026 people in Coventry

Source: ONS - Mid-year estimates
Small area: Output area

Age profile

2024

Henley (Coventry)



% of all people, 5 year age bands

Source: ONS - Mid-year estimates
Small area: Output area

Distance travelled to work

2021

Henley (Coventry)

Less than 10km 49.8% (44.2%)

10km to less than 30km 15.1% (14.0%)

30km and over 4.3% (3.8%)

Works mainly from home 18.5% (25.8%)

Other 12.3% (12.3%)

% of people aged 16 years and over in employment

Source: ONS - Census 2021

Small area: Output area

Employment history

2021

Henley (Coventry)

Not in employment: Worked in the last 12 months 11.9% (16.5%)

Not in employment: Not worked in the last 12 months 54.7% (51.0%)

Not in employment: Never worked 33.4% (32.5%)

% of people aged 16 years and over not in employment

Source: ONS - Census 2021

Small area: Output area

Occupation

2021

Henley (Coventry)

1. Managers, directors and senior officials 6.9% (8.6%)

2. Professional occupations 17.9% (19.2%)

3. Associate professional and technical occupations 9.9% (11.5%)

4. Administrative and secretarial occupations 8.5% (9.1%)

5. Skilled trades occupations 8.6% (8.8%)

6. Caring, leisure and other service occupations 12.1% (9.6%)

7. Sales and customer service occupations 8.3% (8.4%)

8. Process, plant and machine operatives 10.1% (8.8%)

9. Elementary occupations 17.6% (15.9%)

% of people aged 16 years and over in employment

Source: ONS - Census 2021

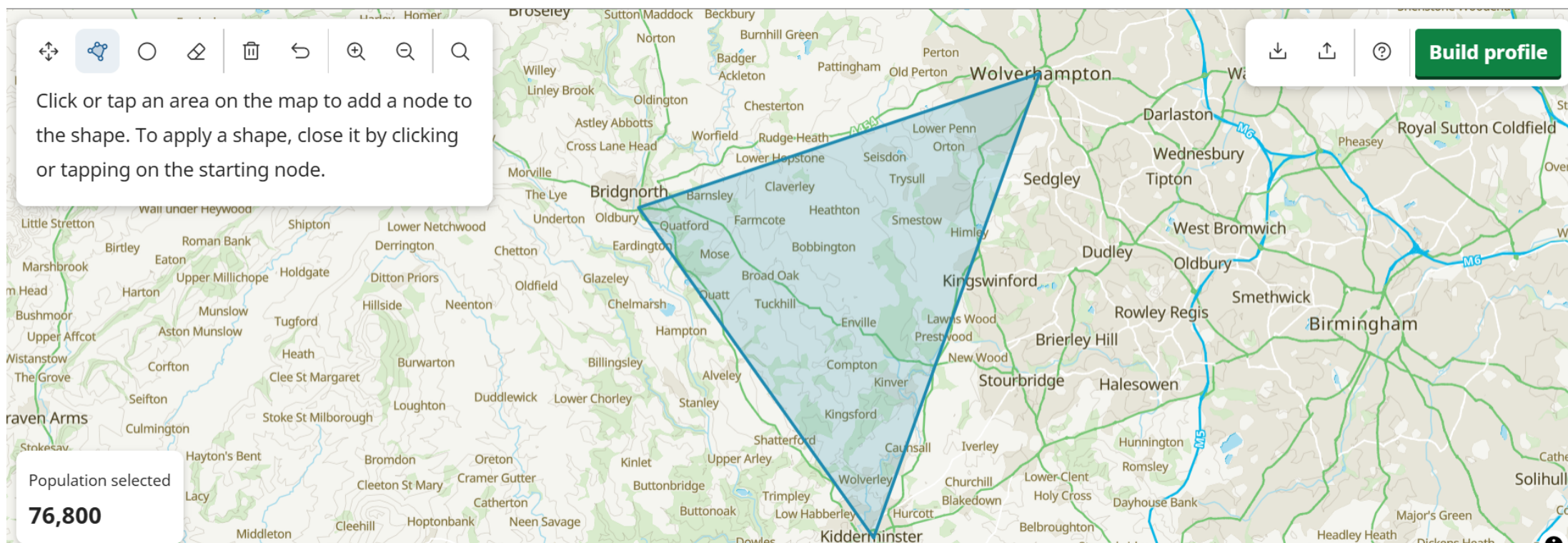
Small area: Output area

Office of National Statistics Local Data Explorer

ons.gov.uk/visualisations/customprofiles/draw/

BETA This is a new service – your [feedback](#) will help us improve it.

Office for National Statistics



Audience Spectrum

About

- Arts & culture-based UK population segmentation
- Based on behaviour /attitudes; linked to geography
- 10 segs; 20 subsegs
- Free resources, mapping, analysis...

Using It

- Understand types
- Profile area
- Profile your data
- Compare:
 - Hot/coldspots
 - Change
 - Peers
 - Programme/times




[← Back to all segments](#)

Experience Seekers

Highly active, diverse, social and ambitious regular and eclectic arts engagers.

IN THIS SECTION

1. Profiles
2. Attitudes
3. Sectors
4. Places
5. Digital Activities
6. Communications
7. Subsegments | E1 & E2

KEY STATISTICS

Activity Level:

High Cultural Engagement

Spectrum Ranking:

3 / 10

Audience Answers Benchmark:

10% of Active Audiences

Population Prevalence:

9% of UK Population

An important and significant part of urban arts audiences, these highly active, diverse, social and ambitious singles and couples are younger people engaging with the arts on a regular basis. Students, recent graduates and in the early to mid-stages of their careers, they live close to city centres, have easy access to and attend a wide variety of arts, museums galleries and heritage. Interests cover mainstream, contemporary and culturally diverse offers and attending is at the heart of their social lives. They are mostly in search of new things to do and have disposable income to spend on a variety of leisure activities like sports/arts memberships and frequent visits to cafes, bars and restaurants. Digitally savvy, they will share experiences through social media on their smartphones.

[Download our new Motivation Guide PDF >](#)


	Higher Engagement			Medium Engagement			Lower Engagement		
	H1	H2	Experience Seekers	M1	M2	M3	L1	L2	L3
Audience Finder Benchmark	10%	17%	19%	10%	14%	14%	5%	5%	5%
England Population aged 15+	1%	12%	7%	12%	14%	10%	10%	12%	7%

New

Experience Seekers Further Segmented

While all Experience Seekers broadly share core characteristics, closer examination reveals two key subsegments who differ in life stage and style. If your target audience or local area is heavy on Experience Seekers, then understanding their variety can help with programming, marketing and outreach.

Experience Seekers | E1



Socially minded mid-life professionals with varied art tastes.

[Find out more about E1 >](#)

Experience Seekers | E2



Students and graduates with adventurous attitudes, urban areas.

[Find out more about E2 >](#)

CORE CHARACTERISTICS OF EXPERIENCE SEEKERS

Profiles

A younger-leaning, lively and active cohort of busy, mixed prosperity professionals, from a wide range of backgrounds and at a variety of different life stages.

[Read more about Profiles >](#)

Attitudes

Culture is at the heart of this group's social life and motivates them to seek out frequent new experiences with friends, and look for discounts to support diverse interests.

[Read more about Attitudes >](#)

Sectors

Open to pretty much anything, but with a clear leaning towards the contemporary and culturally specific, this group particularly enjoys immersive and participatory arts.

[Read more about Sectors >](#)

Places

This predominantly urban group lives within easy reach of a wide range of cultural provision, but is also prepared to travel to experience new activities and places.

[Read more about Places >](#)

Digital Activities

This is the most digitally confident spectrum segment, using the internet to access almost all of their information about events and make decisions regarding what to attend.

[Read more about Digital Activities >](#)

Communications

The challenge is grabbing their attention amongst the plethora of offers that might appeal, so prominent listings and engaging online and social media content are crucial.

[Read more about Communications >](#)

Visit Britain (+ other Tourism)

About

- State of the Nation (monthly summary)
- Social/Economic Value reports
- Visitor Attraction Trends
- Key topics (e.g. business tourism, access & inclusion, sustainability)

Using It

- Understanding the big picture
- Contextualising your results
- Making 'tricky' bits of an argument..



[State of the Nation](#)

[Economic Value of Tourism](#)

[Inbound Tourism latest results](#)

[Inbound markets](#)

[Domestic Tourism latest results](#)

[Domestic Sentiment Tracker](#)

[Latest releases](#)

[Explore our research and insights](#)

[Data visualisations](#)

[Upcoming releases](#)

[Useful contacts](#)

[FAQs](#)

DCMS : Community and Engagement Surveys

About

- Taking Part: 05-21;
- PS: 21-25;
- C&ES: late 25 ff.
- Active Lives: 15 ff.
- Demographics, behaviour and motivations/ barriers (varies).

Using It

- Mix of top line reports (qtrly & annual), regional/ LA* views (or via UK Data Service).
- Useful for broad view and trends.
- *AL, PS 23/24, C&ES [basic/fuller by wave].



UK Government

The Community and Engagement Survey 2025-26

What is the survey about?

This study plays a vital role in deciding how public money is spent on sports, arts, culture and other facilities in your local area.

Everyone who completes the survey will receive a £10 shopping voucher.

Who should complete the questionnaire?

We are interested in the views of everyone aged 16 or over in your household. Please read the rest of the information on this page, then turn over the page to start the survey.

How do I fill in the questionnaire?

1. Most questions can be answered by putting a cross in the box next to the answer that applies to you, like this: ☐

2. Some questions will ask you to: ☐ Please cross one box only and some will ask you to: ☐ Please cross all boxes that apply.

3. Some questions may not apply to you and you will be taken to the next one that does by following an arrow like this: ☐ Go to Q43 or a box like this: ☐ Go to Q62

or between questions like this: ☐ If you didn't select any activities or online events or performances at both Q14 and Q15, please answer Q16.

4. If you change your mind about an answer you have given, completely block out the box you have crossed like this, ☐ and then put a cross in your preferred box.

5. Please use **black or blue ink** to complete the questionnaire.

Where can I get more information?

🌐 : <https://www.cesurvey.dcms.gov.uk>

✉ : cesurvey@veriangroup.com

☎ : 0800 158 2952 (9am-5pm)

Information about how your data is processed and information about your rights in relation to the data we collect is available on the back of the accompanying letter. You can also access our survey privacy notice by visiting the following page:

<https://www.cesurvey.dcms.gov.uk/surveyprivacynotice>

verian

CES: Community / R13

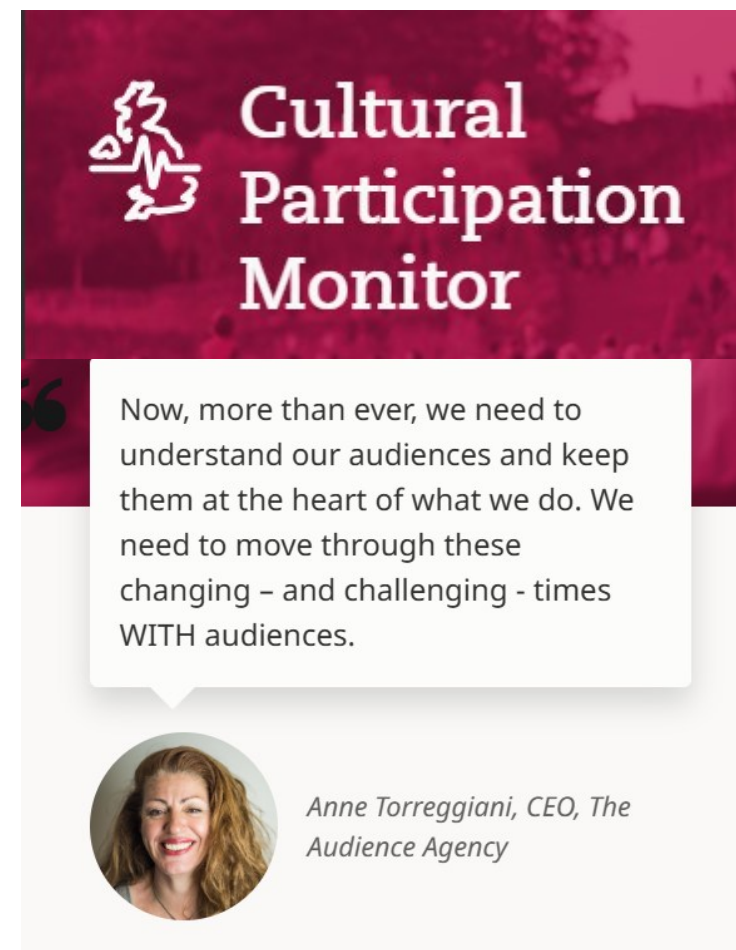
Cultural Participation Monitor

About

- Nationally representative population survey from TAA
- 11 waves since 2020
- c. 2-6k sample
- Standard eng't and profile Qs + topics

Using It

- Summary articles / TEA Breaks
- Can request access to data (free/£...)
- ...or partner.
- Topics: cost of living; retail; environmental attitudes; heritage attitudes+...



What data sources would you use to...?

In your breakout groups – 10 minutes

A. *Identify target audiences for health & wellbeing programme, to inform a funding application?*

B. *Understand how to target your offer to increase secondary spend in café/shop?*

- What do you need to know?
- How will you find out?
- Key challenges?

Shared reflection – 5 minutes

Using Data Sources

Collect

- This session

Assess

- This session

Interpret

- 'Benchmarking' / 'Analysis & Communication'

Express

- 'Analysis & Communication'

Apply

- 'Unlocking Data to Inform Strategic Planning'



What you
already think
(and how
confidently)
(‘priors’)



★★★☆☆
Quality of new
evidence

X

What new
evidence says

?



Updated
opinion
(‘posterior’)

Bayesian approach

Evaluating data sources depends on
what you
already know

How to assess quality of new evidence

Overall Principles

- Twyman's Law
(‘any figure that looks interesting or different is probably wrong’)
- Run counter-factuals
(‘if x wasn’t true, [how] would it show up?’)
- Beware preconceptions
If it’s telling you what you think, also beware

Green Flags

Reputable source (e.g. ONS, MRS, polling council)

Technical info:

- Sample/population
- Methods/dates
- Limitations/uncertainty

Transparent

Timely

Red Flags

Advocacy/partisan

Cherry-picking

Missing information

Inconsistency/outlier

Applying Data Sources

Overall Principles

- Prioritise
- Collaborate
- Use data to tell a story
- Reference
- Use clear language
- Integrate data into ways of working

Tips

- Build in team reviews of data
- Make data visible
- A/B test and develop via feedback
- Use standard definitions/areas/categories
- Triangulate, but lead with your best evidence

Effective benchmarking

Agenda

- Introduction to benchmarking
- Data informed objectives
- Identifying and building relevant benchmarks
- Practicalities of benchmarking
- Review and reflection

Please use
the Chat...

Ask
anything!

Introduce
yourself!

Keep
talking to
us!

Intro to Benchmarking

About benchmarking

- Definition: *Recurring comparative analysis using standardised metrics to evaluate performance.*
- Types: Internal / external / functional / generic [and standard vs 'best practice']
- Topics: Audiences, finances, satisfaction, environmental impact etc
- Purpose: To rate, **understand**, challenge, reward

Other reflections

- Cf. to contextual info
- Link to KPIs
- Quant vs qual

Examples of Benchmarking

Benchmarking projects

- Annual Museums Survey, Museum Development England
- ALVA Visitor Experience & Financial Benchmarking
- Visit Britain Domestic Sentiment Tracker
- Audience Answers
- UN Tourism's World Tourism Barometer

etc



Data informed objectives

Aims v Objectives

Aims

- Broad statements of desired outcomes for your activity, i.e. what you want to achieve overall
- Emphasize what is to be achieved (not how)
- Address long-term project outcomes, i.e. how it will contribute to mission and purpose

Objectives

- Specific list of the tasks to complete, to deliver your desired outcomes
- Emphasize how the aims are to be achieved – by whom and when etc
- Address short-term project goals, both internal and external
- Highly focused, feasible, and precisely described

Aim or objective? A quick quiz!

- Become recognised as an international visitor destination **AIM**
- Increase café spend by current daytime visitors to £8 per head by the end of the 2026/27 fiscal year **OBJECTIVE**
- Co-created display programme established with 3 different audience groups by 2030, x1 display per year **OBJECTIVE**
- Become financially resilient **AIM**
- Increase proportion of first-time visitors b 5% within six months of new exhibition gallery opening **OBJECTIVE**
- Be a welcoming and inclusive space for young people to express their creativity **AIM**
- 10% increase in local visitors, living within a 30-minute drive time, by the end of 2028 **OBJECTIVE**
- Gain accreditation as an environmentally responsible organisation **AIM**

SMART objective setting

- **Specific** - Your objective is clearly defined and unambiguous
- **Measurable** - Your objective uses concrete **evidence** to set KPIs and measure achievement
- **Achievable** - The objective must be something that may be challenging but isn't out of reach, based on **data informed** insights
- **Relevant** - The objective must matter to your organisation and relate to its mission
- **Timely** - Objectives need grounding within a time frame to support continued relevance



Exercise: Benchmarking

Breakout – 10 minutes

Thinking about the Aim for your group, devise one or more SMART objectives and identify what benchmarks you would ideally use to **M**easure progress and ensure **A**chievability

Your Aims:

- **Breakout group A** – We will reach a larger and more diverse audience /community
- **Breakout group B** – We will be a catalyst for local artistic responses to global challenges

Shared discussion – 10 minutes

Share your SMART objective(s) and benchmark sources – where might you find the benchmark data you need? What other benchmarks might be useful?

Identifying and building relevant benchmarks

Value of benchmarking

Re Purpose

- Sector trends
- Understand context
- Set objectives
- Evaluate objectives
- Celebrate success
- Advocacy
- Monitoring change
- Develop reflective organisation

Re Method

- Cost savings re measurement
- Confidence/quality
- Peer group and discussion prompt
- Clearer understand of own org (with sector trends 'taken out')



Types of benchmark

Self/Internal

- Cf. with own data, e.g. over time
- *Visitor figures*
- Most directly comparable, easiest to gather, private

Peer/External

- Cf. with other orgs
(full data or cf. to median and/or max/min)
- *Regional benchmarking group*
- Similarity/ relevance, easy-to-interpret external indicator.

Functional

- Cf. an area with other equivalents
- *E.g. marketing comparing email open rates*
- Some measures are common/ standard for a given discipline

Generic

- Cf. across industries etc
- *Net Promoter Score*
- You may want to compare with 'out of category' orgs

Identifying relevance

Things to think about

1. Start with what you most want to know (and why)
2. Identify /evaluate existing benchmarks
 - Which measures they use
 - Any proprietary tools etc
 - Comparator orgs are involved
 - Examples of impact
3. Consider creating a new group

Questions to ask yourself...

What do I think this will tell me?

How likely am I to be surprised?

What will I do with the results?

...and what if they are surprising?

How is it done? How transparent is it?

Are any 'errors' likely to be consistent?

Using benchmarks for setting KPIs

Pros

- Independent
- Draw on industry standards
- Encourages realism and accountability

Cons

- May miss specific context or be inflexible
- May not be what you really want to measure, or the right timings

NB: needs to be contextualised with a theory of change



©Lisa Aisato

NB Goodhart's law: 'When a measure becomes a target, it ceases to be a good measure'.

Benchmarking can address *some*, but not all, related issues...



Practicalities of benchmarking

Discussion:

Breakout – 10 minutes

- What benchmarks do you use on a regular basis?
- And which do you most often wish you had access to?
- What are the key challenges you face to identifying and using benchmarks?

Shared reflection - 10 minutes

- Where are the commonalities?
- What benchmarks do you share? Which are specific to you?

Joining/establishing benchmarking groups

A few pointers:

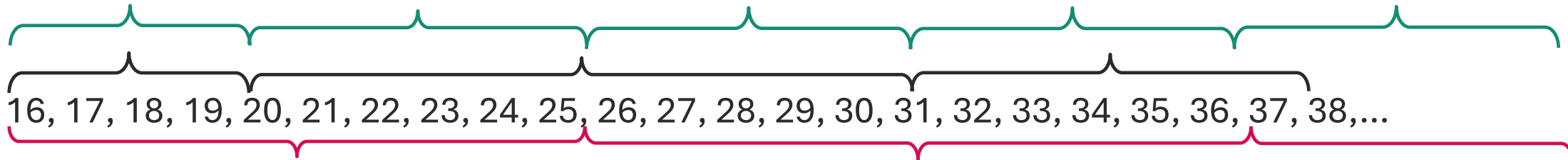
- It has to work for you, **but compromises are necessary...**
- It's tempting to pick and choose measures, **but best not to...**
- Beware suggesting any changes to metrics, **to not lose trend data...**
- Compare like with like, **e.g. subgroups or 'consistent cohorts'...**
- Only join if you want to commit **for long enough to make it worth it...**
- Find a group you trust, **because talk isn't cheap...**
- Accept differing contributions **(re money, data, support etc)...**
- Combine benchmarking with one off research **to deepen insights.**

Granularity

A simple solution to a common problem...

e.g. age categories:

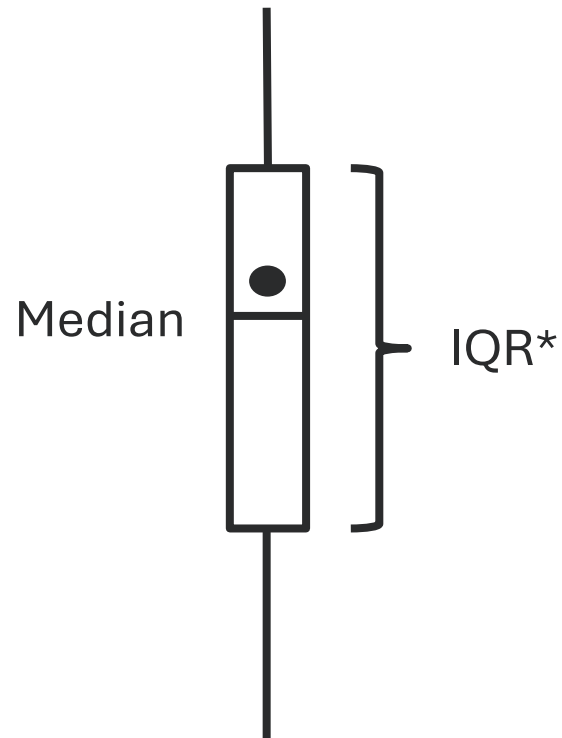
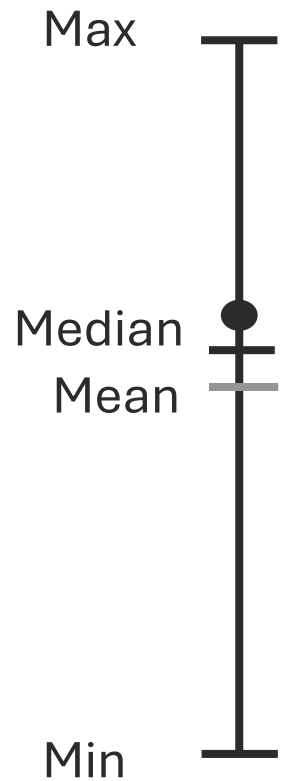
- **You** want 16-19, 20-29, 30-39, 40-49 etc
- **They** do 16-24, 25-25, 35-44, 45-54 etc
- **Collect and reaggregate** 16-19, 20-24, 25-29, 30-34, 35-39 etc.



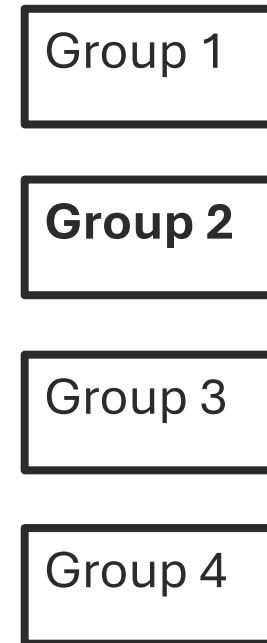
But beware categories where it changes the meanings of others...

Ways of Presenting Results

A few examples...



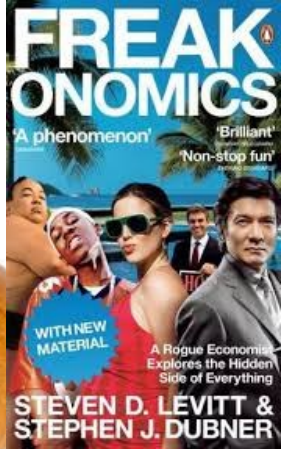
*Inter Quartile Range



Building internal benchmarks

Tips and tricks

- Simple and regular and linkable to other data is key
- Involve others in **forecasting** future results
- Work backwards from **objectives**
- Keep **a log of key factors** that could affect benchmarks
 - Even if it's simple, it'll quickly build up
- **Align categories** with external sources if possible
- Make the results **visible** and consistent (in format/design)
- **Involve others** in choosing, defining, sharing and interpreting them
 - They'll be better, but also better received





Data analysis and presentation

Agenda

- Introduction
- Analysis
 - Process
 - Techniques
 - Tips & Tricks
- Reporting & Presentation
 - Setting the scene
 - General approaches
 - Specific techniques
- In Summary

Please use
the Chat...

Ask
anything!

Introduce
yourself!

Keep
talking to
us!

Collect

- Identifying & Using Data Sources Effectively

Assess

- Identifying & Using Data Sources Effectively

Interpret

- Benchmarking / This session

Express

- This session

Apply

- Unlocking Data to Inform Strategic Planning



Analysis Process

Stages of Data Analysis

1. Analyse the data
2. Report it



Stages of Data Analysis



1. Data Preparation



2. Data Overview



3. Structuring Data



4. Exploratory Analysis



5. Identify the Key Findings



6. Further Analysis



7. Quality Assurance / Checks



Set-up



Analysis



QA

Stages of Data Analysis



1. Data Preparation: Check, clean, standardise and consolidate



2. Data Overview: Top line frequencies, descriptive stats, basic visualisation



3. Structuring Data: Coding, categorising, creating new variables



4. Exploratory Analysis: Finding out what the data says, gathering 'stories'



5. Identify the Key Findings: Focusing on the most important/impactful



6. Further Analysis: Synthesis of findings, new analysis to fit/nuance the story



7. Quality Assurance / Checks: Check methods/outputs etc.

Discussion:

Which of these stages do you think...:

- *Would take most time?*
- *Would you find hardest? Why is that?*

Analysis Techniques

Thematic Analysis

Types of theme:
pre-set or derived from data

(NB role of exploratory sample)

- **Sentiment analysis (use of LLMs?)**
- **Summary and illustrative quotes**
- **Coding and cross-tabulation...**

Tips:

- Independent coding of samples
- Set based on project goals
- Be flexible but systematic
- Use tiers of category (e.g. 'café: offer', 'café: service' etc)

Cross-tabulation

Reporting results split by category

e.g.:

	Overall	New Visitors	Repeat Visitors	Etc...
V Good	30%	10%	40%	
Good	20%	20%	20%	
Neither	10%	10%	10%	
Poor	15%	15%	15%	
V Poor	25%	45%	15%	

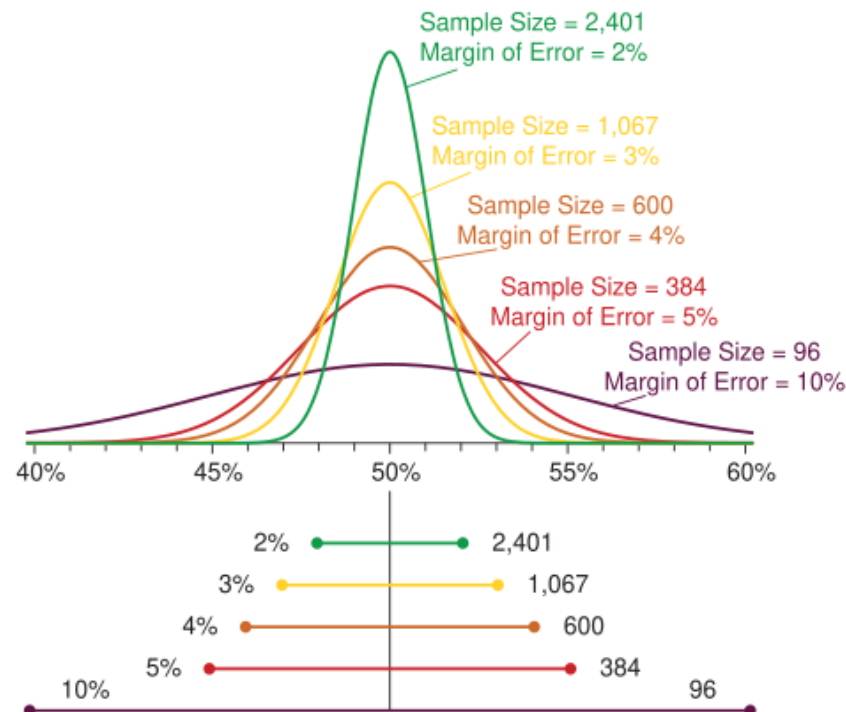
Tips:

- Keep an eye on sub-samples
- Think of reasons for patterns (e.g. age & disability/education/ethnicity)
- Report headlines and key differences (e.g. '30% said it was very good [but only 10% of new visitors]')
- Check statistical significance...

Statistical Significance

How sure you can be that your sample matches its 'population' is simply a question of maths*:

i.e. you can't cheat it...



Remember:

- Depends on *population*, *sample*, *confidence interval* and *margin of error*
- Sample size is only one source of uncertainty...

(*at best)

Discussion:

In your breakout groups

- *In what ways would the different approaches to analysis be most useful to you? (e.g. thematic, cross-tabulation)*
- *Which remain unclear? What would help you to apply them more easily?*

Shared reflection

Tips & Tricks

Tips & Tricks

Shift between scales



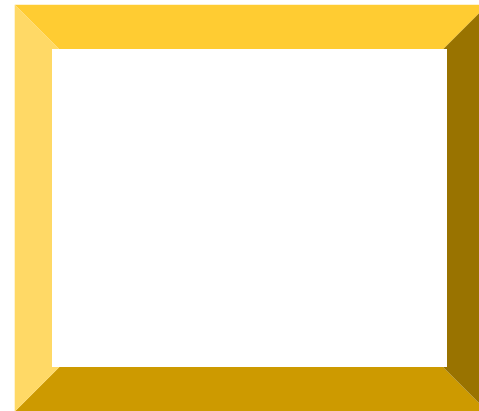
'Rubber ducking'



Think of individuals



Contextualise



Presentation

Setting the Scene

Tailoring Reporting to Audiences

Who

- Board
- Management
- Staff Team
- Audiences
- Funders
- Media
- Other stakeholders...

Formats

- 'Full' report
- Exec summary
- Factsheet
- Live presentation
- Dashboard
- Video
- Slideshow
- Social post
- Database/spreadsheet
- Being there...

Purpose

- Persuade
- Inform
- Decide
- Reference
- Alert
- Motivate
- Engage...

Discussion:

In your breakout groups

What format might be best for the following?

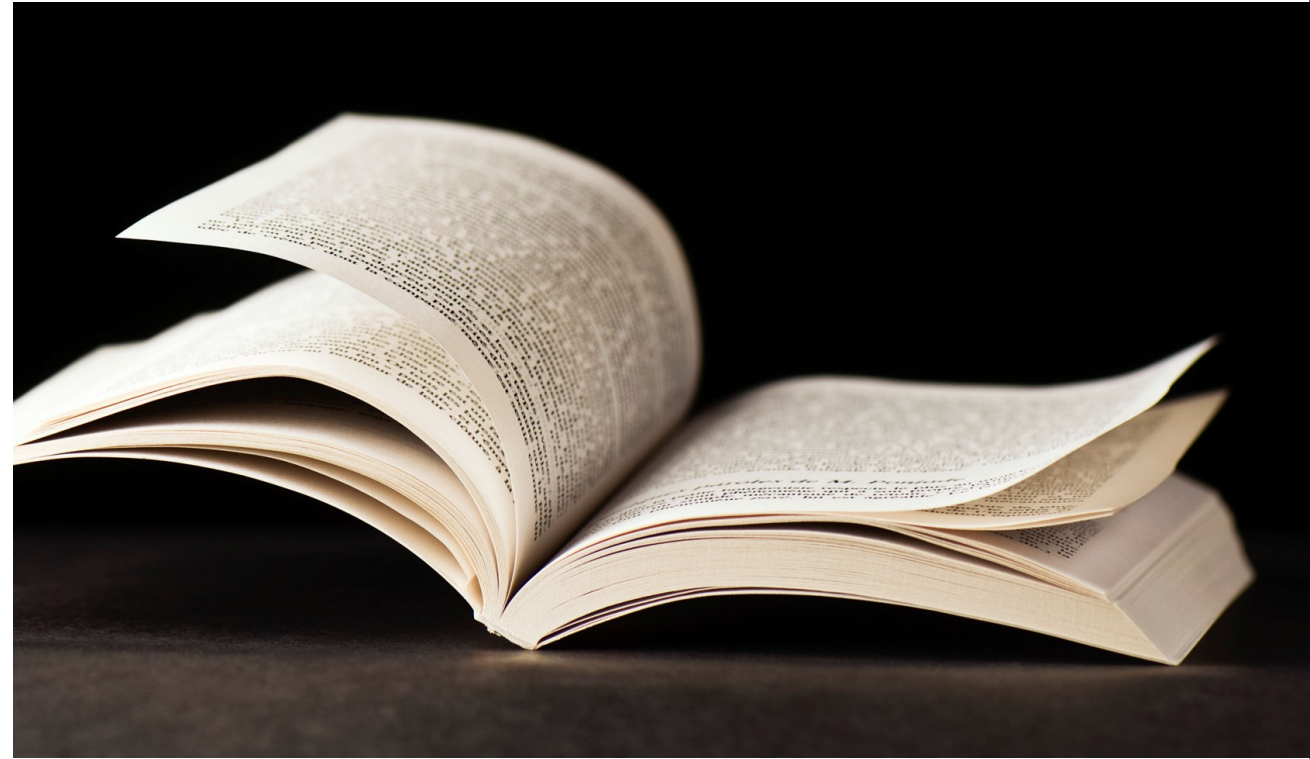
- *Sharing results of a focus group about exhibitions with curators*
- *Reporting to funders about impacts of a programme with young people*
- *Tracking monthly visitor numbers to share with colleagues*

Shared reflection

Broad Principles

Storytelling with Data...

- Are you trying to tell a story?
(and if not, why not?)
- What is it?
 - What 'archetype'?
 - What specific story?
- Does what you're sharing tell the story?



Additional Information to Include

General Rule: Enough for someone to replicate the research

For Example:

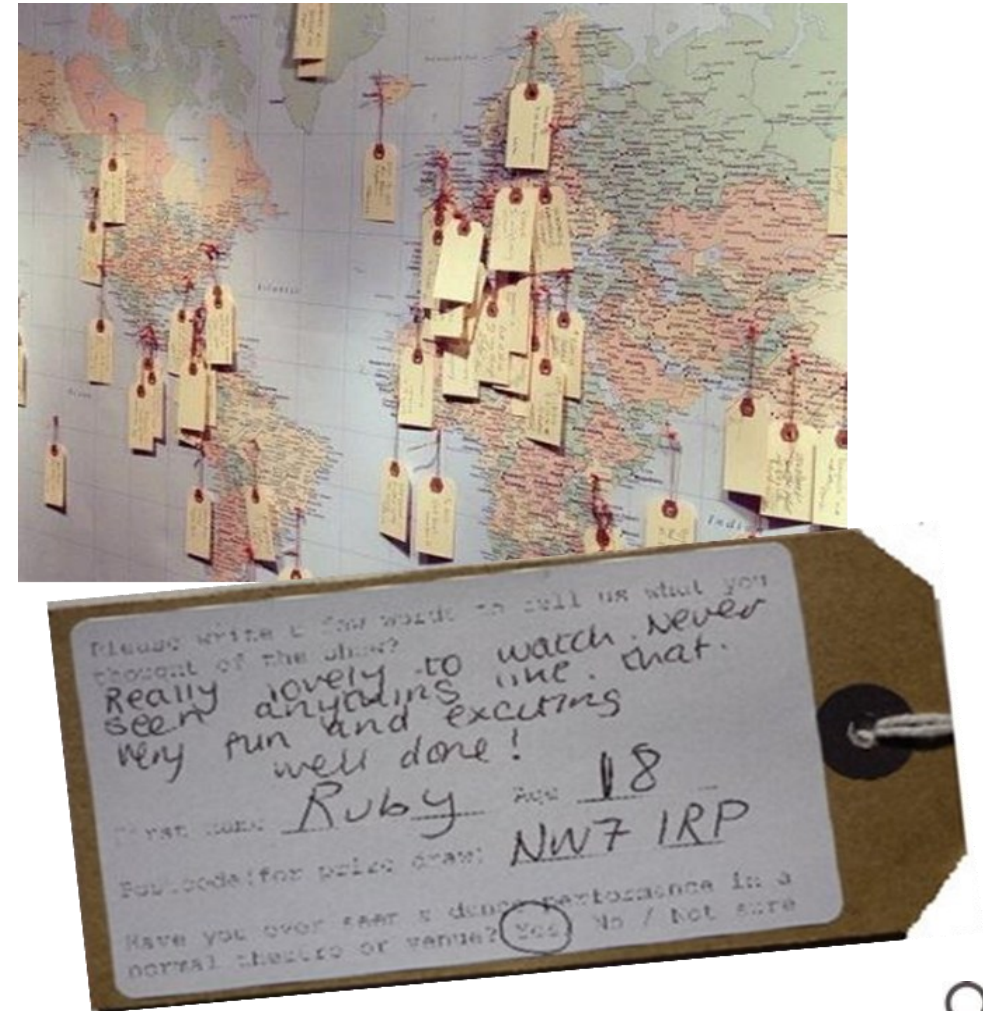
Sample size ('n=...')

- Sample definition / quotas / weighting (inc. dates etc)
- Data cleaning/preparation and analytical processes
- Sources of secondary data

It doesn't need to be prominent, just included.

Presenting Qualitative Research

- Use visuals / elements of exercises (document at the time)
- Use of quotes: representative and illustrative (not TOO vivid!)
- Be careful re 'representativeness' and rigour
- Let people 'hear' real voices (don't tidy too much)
- Integrate with quant where possible.



Dashboards: when (not) to use them

Yes:

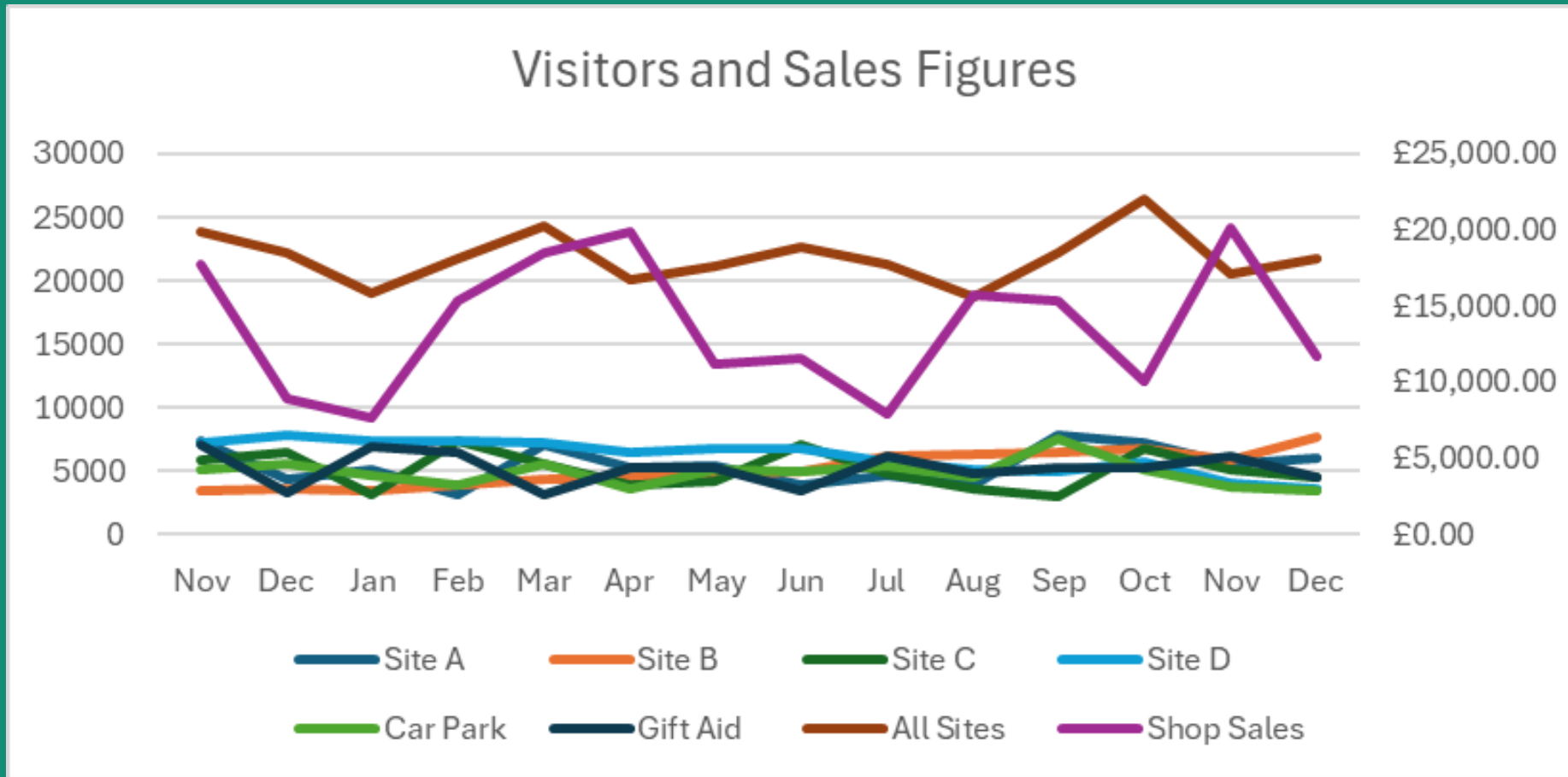
- Standard, repeated, clear data
- Multiple sources together
- Used collectively and continuously
- Implications are clear
- Basic, standard exploration useful
- There's no 'story'

No:

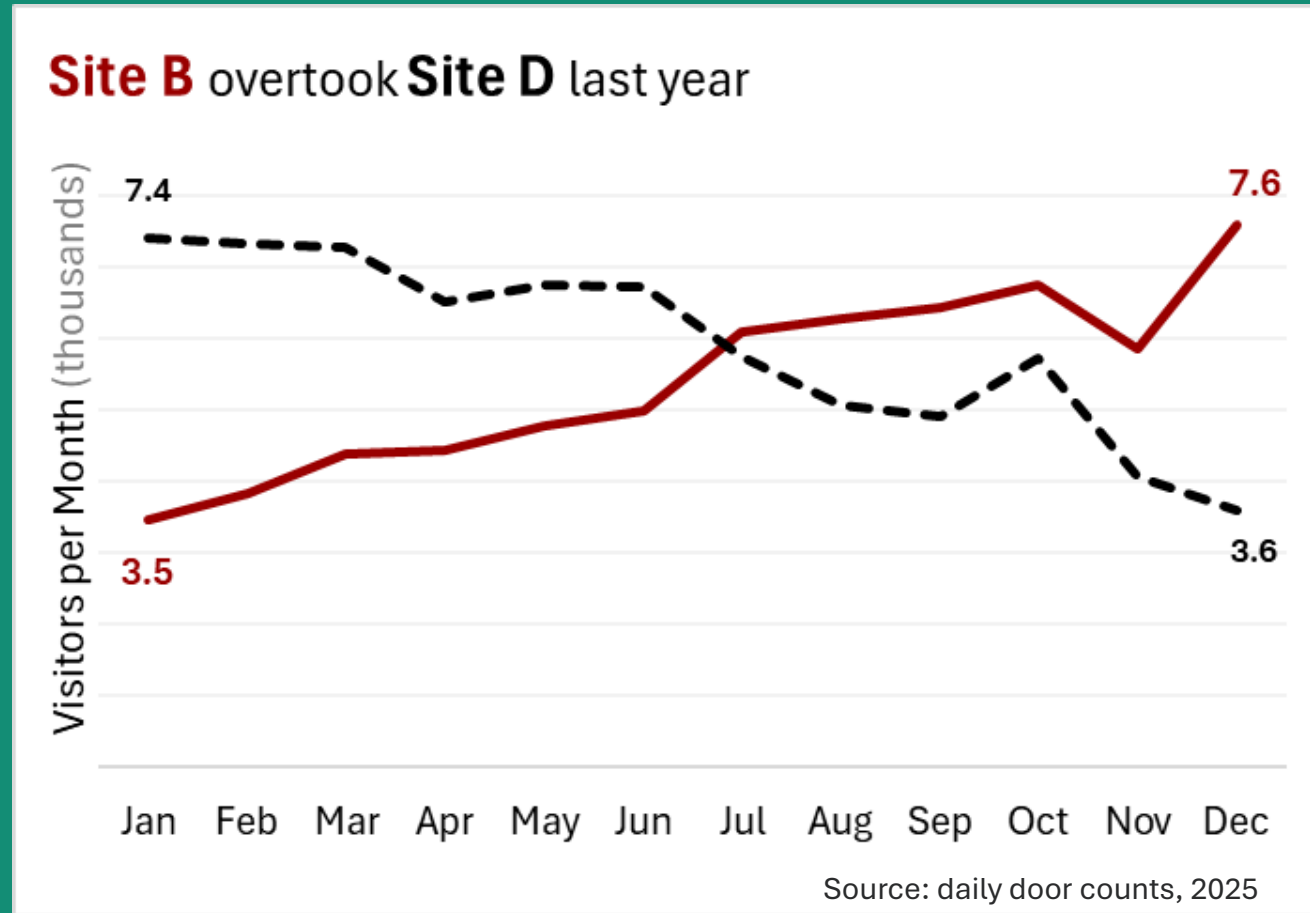
- Varied, varying, complex data
- Unrelated or single datasets
- One-off, solo or idiosyncratic use
- Explanation/interpretation is needed
- A static view *or* more detailed analysis needed
- You're making a particular point

Detailed Suggestions

What's wrong with this chart?:

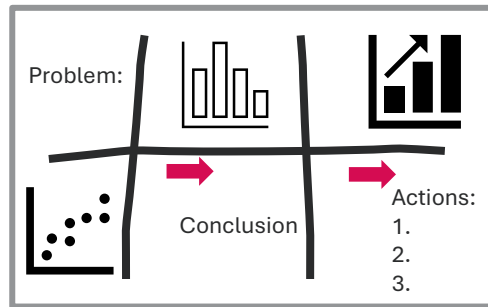


A chart from the same data...:

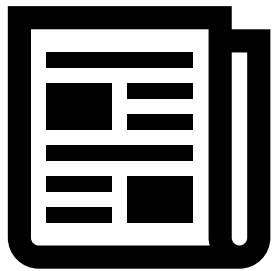


Tips & Tricks

Sketch out slides/ 'beats'



B.L.U.F.



(‘bottom line up front’)

Less is more (x3)



Make it real



Edward R. Tufte

Envisioning Information



ESCAPING FLATLAND



MICRO/MACRO READINGS



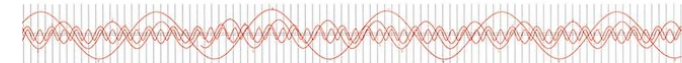
LAYERING AND SEPARATION



SMALL MULTIPLES



COLOR AND INFORMATION



NARRATIVES OF SPACE AND TIME



Unlocking data to inform strategic planning

Agenda

- Introduction
- Using Data
- About Strategic Planning
- Using Data to Inform Strategic Planning
- Discussion of Case Study

Please use
the Chat...

Ask
anything!

Introduce
yourself!

Keep
talking to
us!

What does 'using data for strategic planning'

feel like?

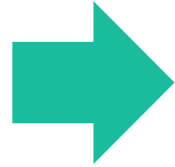
Introduction

You already know

how to do it

- 
- No blank slate
 - Just enough data
 - Start broad, then focus
 - Deep dive
 - Use comparisons
 - Review decisions

What you
already think
(‘priors’)



★★★
Quality of new
evidence



What new
evidence says



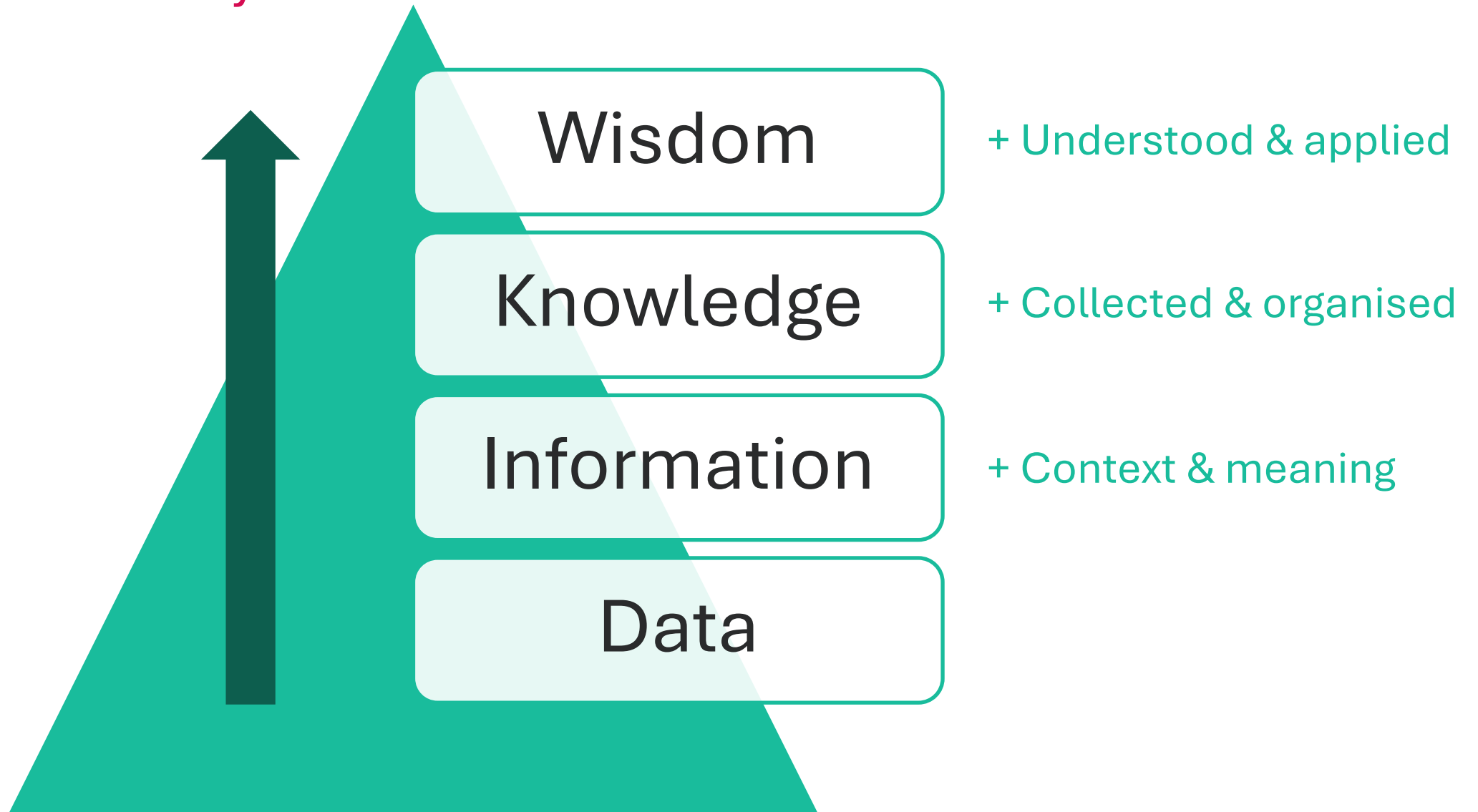
Updated
opinion
(‘posterior
probability’)

Bayesian approach

Nobody needs data

they need wisdom

Ackoff DIKW Pyramid



Data is about people

and for them

People-centred practice

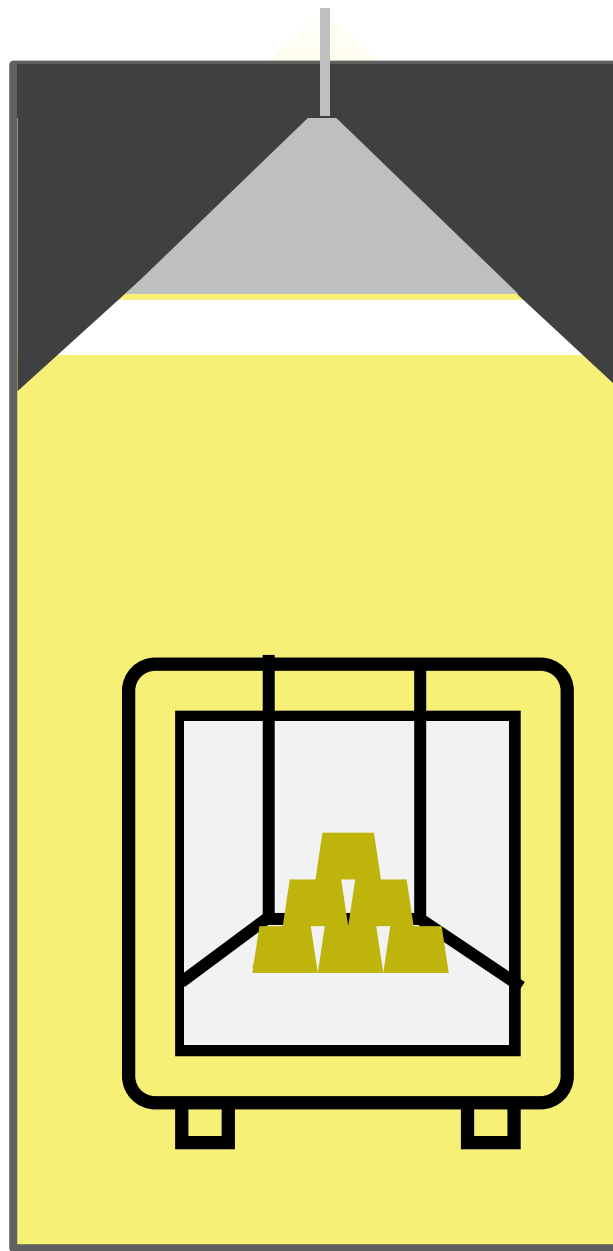
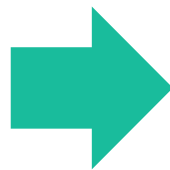
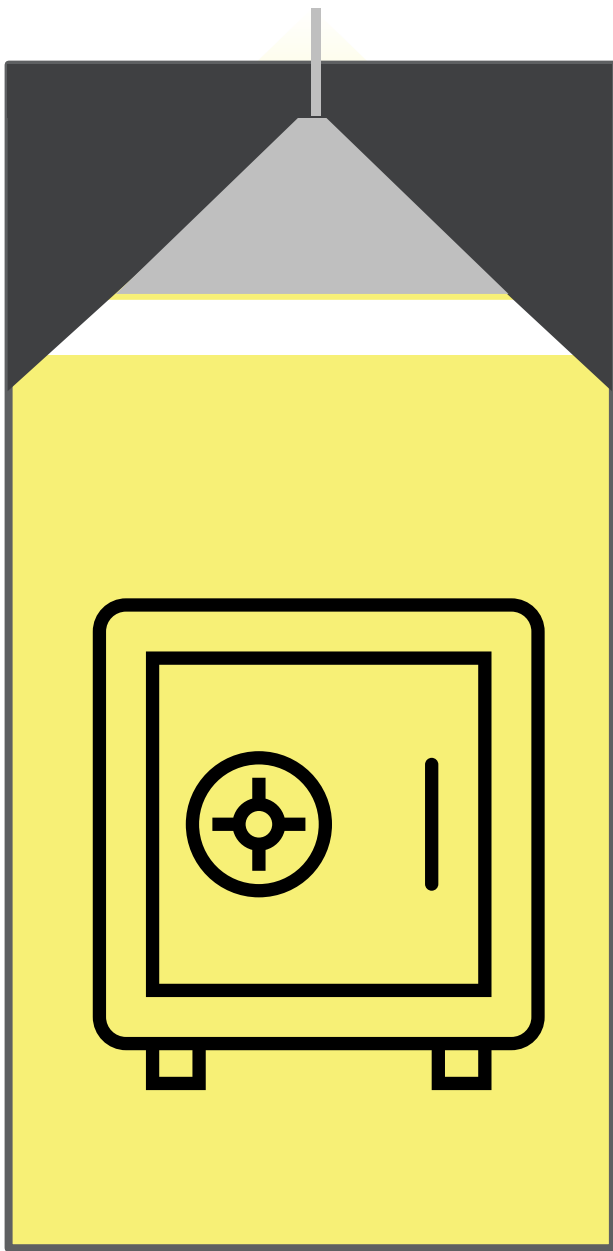
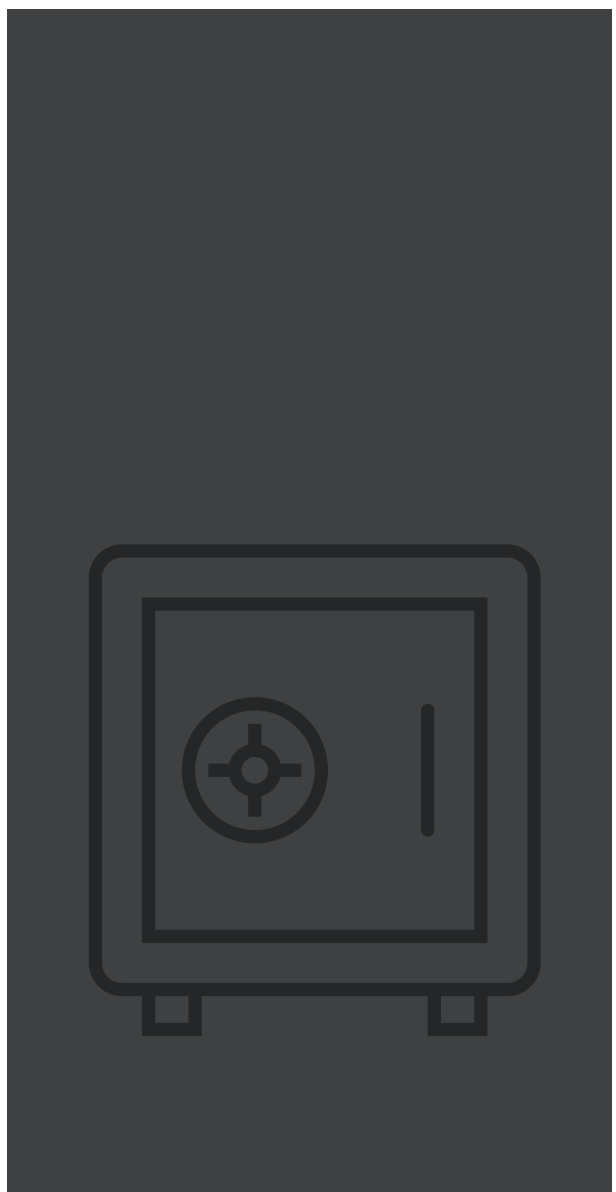
- Considers the complete audience experience
- Focusses on the change you need to make
- Orientates around the audience experience
- Test, evaluate and reflect: learn from doing



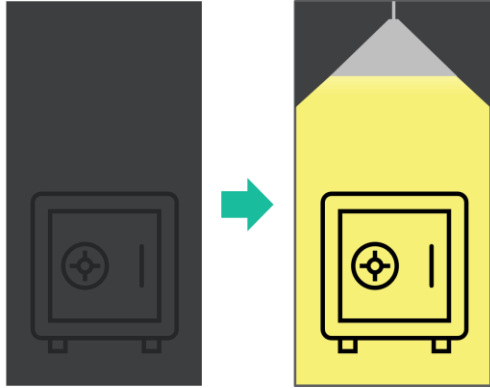
Using Data

What do we mean by

data?



Two types of use of data

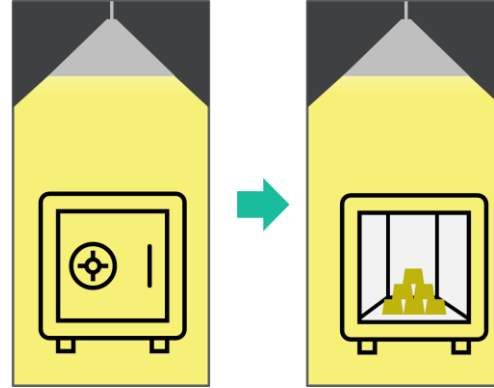


Discovery-based:

(e.g. situation analysis)

Overview, diagnostic approach, comparing to background data/peers

“What is the question?”



Solution-based:

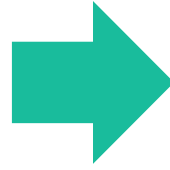
(e.g. options analysis)

Focused on defined question(s), assessing something in particular etc

“What is the answer?”

It's useful to know which you are doing:

- To define what data you need
- To test whether your data **can** answer your purpose
- To set expectations of what results will show (what success looks like)
- To separate stages of the research process (so you approach the second type with better-defined questions)



Situation

Complication

Question

Answer

Barbara Minto: *The Pyramid Principle*



Strategy is storytelling...

Use of data for storytelling



Descriptive: Situation analysis, surfacing key issues.

Outlining: Understand what is possible, valued etc. Defining ‘guiding policy’.

The story so far...: Describe and track previous trends. Inform and reframe thinking.

Plotting ahead: Testing options, make forecast, set targets, monitor progress.

Keeping people immersed: Provide confidence and rich detail, deepening insight.

‘Choose your own adventure’: Enable evidence-led ‘decision points’.

About Strategic Planning

What are people doing, when they're

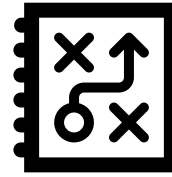
‘doing strategy’?

How does data fit in?

The **Kernel** of Strategy:



Diagnosis



Guiding
Policy



Plan of
Action

Question:

Where does strategy
happen? Cf. Mintzberg...

Richard Rumelt: *Good Strategy / Bad Strategy*

Using Data to inform Strategic Planning

Three considerations:

What? When? How?

What to Prioritise

Actions ?

Ease ?

Importance ?

Options ?

Uncertainty ?



Types of Data to Use

		Primary	Secondary
		New data for a specific purpose	Reuse of existing data
Quantitative	‘Countable’ data: numbers, percentages etc	e.g. ‘tick box’ surveys, ‘clickers’, visitor profiles, rating scales etc	e.g. reanalysis of booking data, national figures (e.g. from Visit Britain), benchmarks
Qualitative	Descriptive data: e.g. text, speech	e.g. focus groups, interviews, ‘open response’ questions, vox pops etc	e.g. sector reports, published evaluations, online reviews and comments etc

Quantitative: Good for *what* and *how much*. More easily comparable and useable in calculations.

Qualitative: Good for thoughts, feelings, opinions, and *why*. Gets deeper. Can be more evocative.

Primary: Specific questions/focus (own org/audiences), but takes longer, can cost more.

Secondary: Can be cheaper, faster, more robust, but less specific, details may be unknown.

Use these in combination for best results: qual & quant; primary & secondary.

Timings

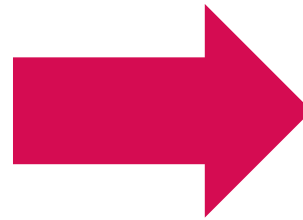
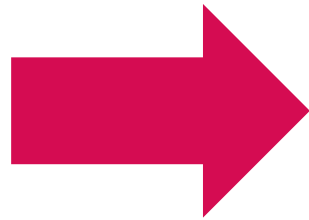
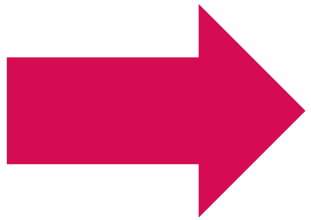


Timings



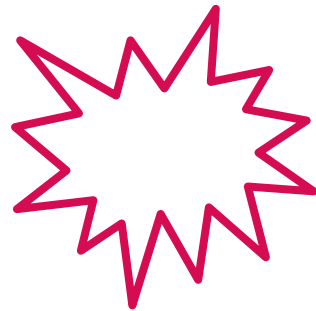
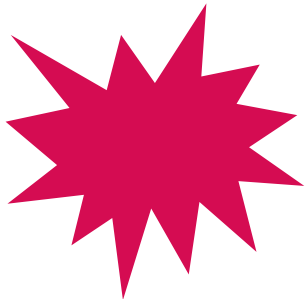
Continuous

e.g. visitor counts,
web stats



Regular

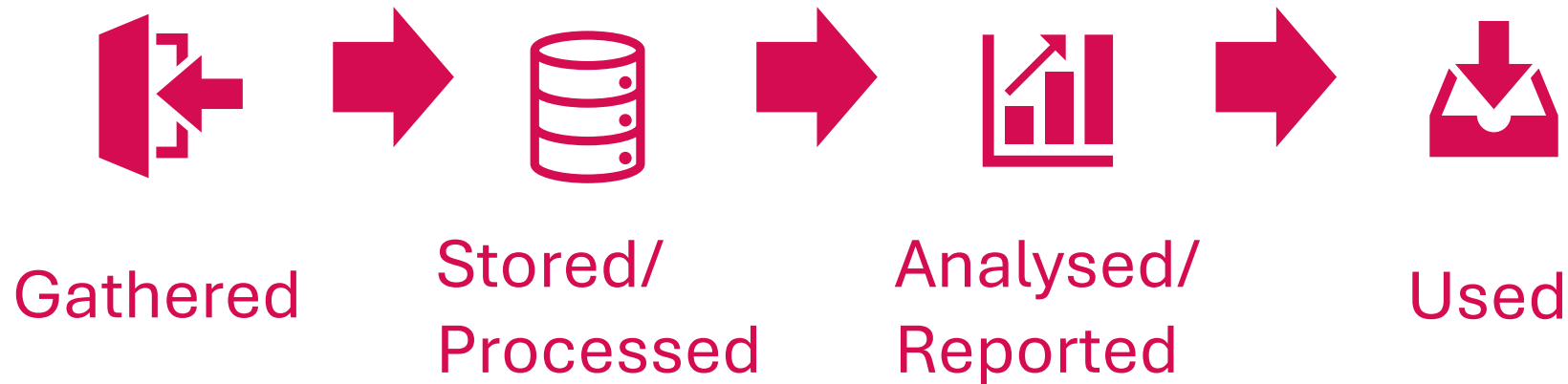
e.g. annual survey,
visitor panels



Occasional /
One-Off

e.g. focus groups,
consultation for
particular projects/
developments

Data Mapping and Learning Culture



Both *customer* journey and *data* journey*...

‘Test & learn’ vs blueprint

*Tips:

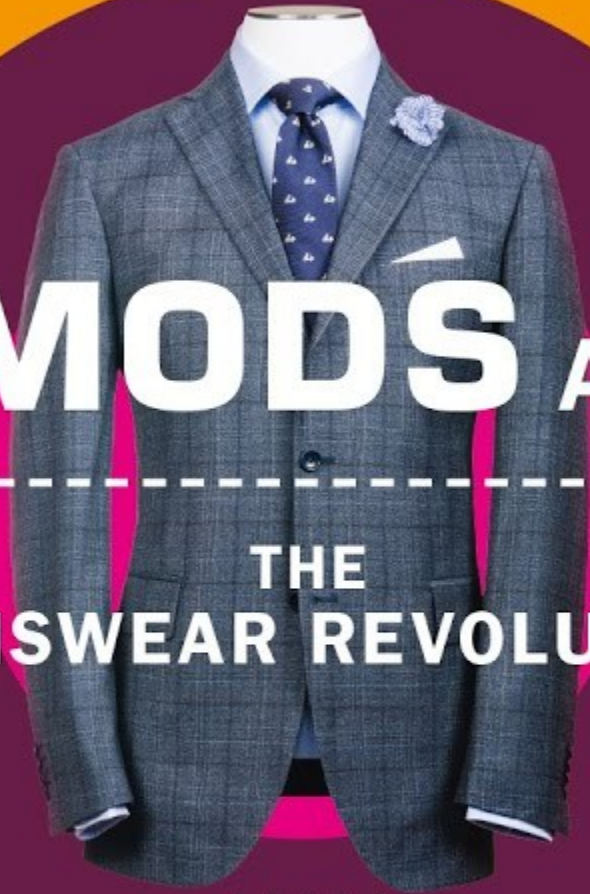
- Map data for **decisions**, **monitoring**, **reporting** and **KPIs** together, in a cross-team session.
- You need to store, share and apply what you learn, but also have both formal and informal ways to **move data** ‘up the pyramid’

Case Study:

The Jewish Museum, London

The Jewish Museum, London

MOSES, MODS AND MR. FISH



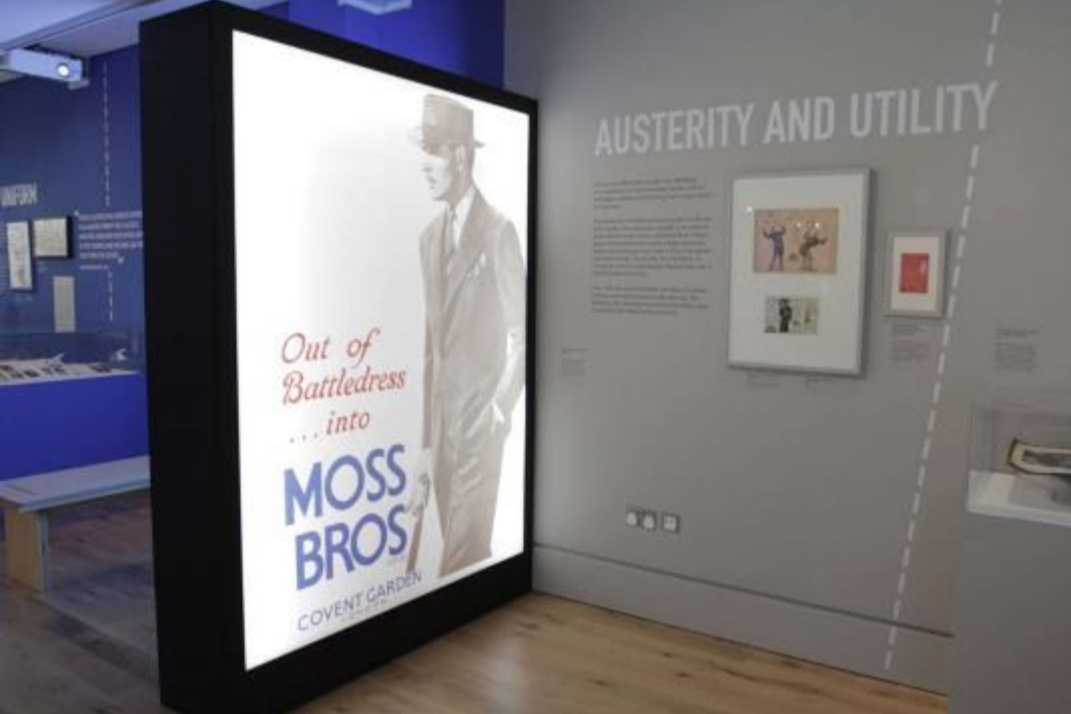
THE
MENSWEAR REVOLUTION

★★★★★
EVENING STANDARD

PURE CASHMERE
PECULIAR TO

Mr. Fish

17, CLIFFORD STREET
LONDON. W.I.



FIVE STORM FIRE AS
YOU CAME

LOVE IS A LO

ONE



Types of Data Used

	Primary	Secondary
Quantitative	• Visitor profiles (before) • Satisfaction ratings in exhibition • Visitor profiles (during / after) • Visitor survey (12 months of data, c.3-400 responses)	• Comparison of visitor profile to other venues / local area • Visitor numbers to other fashion exhibitions
Qualitative	• e.g. 2x face-to-face focus groups (c. 10 people in each) / testing of exhibition concepts	• Examples of other museums that had taken this approach (V&A, Design Museum)

NB: process was iterative and based on user testing

Both formative (shaping development) and summative (assessing delivery); and contributed to wider organisational learning