

The Traditional Building Skills Bursary Scheme 2012-15 Evaluation

Our aim: to safeguard the future of our historic buildings and see the legacy of knowledge and skills of our current master craftsmen passed on to the next generation

The Traditional Building Skills Bursary Scheme



Project Evaluation

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Introduction



TIMOTHY HILL APPRENTICE STONEMASON

Introduction

In May 2012, with the support of the Heritage Lottery Fund (HLF), the five partners in the Traditional Building Skills Bursary Scheme (TBSBS) – the National Trust, Cadw, Historic England (formerly English Heritage), the Construction Industry Training Board (CITB) and the National Heritage Training Group (NHTG) – embarked on a three-year extension of the scheme they had launched in 2006, to address the shortage of skills in the built heritage sector in England and Wales.

Since 2000, successive reports had drawn attention to the shortage of craftspeople in the heritage sector¹ and in 2005 the NHTG published *Traditional Building Craft Skills: Assessing the Need, Meeting the Challenge*. This was followed by analysis of the specific skills shortages in England, Wales, Scotland and Northern Ireland, leading to the conclusion that the sector was, at that time, some 6,500 craftspeople short, and with the number predicted to grow, the UK's heritage assets were at significant risk.

The objective of the partners in establishing the TBSBS was to enable individuals to acquire and enhance heritage building skills through work-based training on placements of varying lengths with employers in the public, private and voluntary sectors. By March 2012, the scheme (with Historic England as lead partner) had been through two phases, the original and an extension, which in total supported placements for 144 craftspeople in England and Wales, in skills where there were recognised shortages. Almost half (44%) of those apprentices achieved a vocational qualification and 78% of placements went on to work in the heritage sector. These two phases of the scheme also built up a network of placement providers and generated a manual to inform the future delivery of the scheme and similar skills initiatives.

Report on phase 3 of TBSBS

The purpose of this report is to reflect on the design and delivery of phase three of the scheme and the extent which it achieved its aims, and to inform the development of the scheme as it continues to tackle the shortfall in heritage building skills.

The third phase of the TBSBS ran from 2012–15 and focused on 'displaced apprentices' defined by the partners as 'a learner unable to complete their vocational qualification due to a placement anomaly', such as a lack of funding or relocation. This could be the result of a recession-hit employer being unable to keep an apprentice on or to offer an apprenticeship in the first place; or in some parts of the country there were insufficient employers of building craft skills to meet the demand for placements.

As in previous phases, each apprentice was enrolled on an apprenticeship framework which combined work experience with study at college on day or block release. Each apprentice in this third phase would continue their previous apprenticeship framework, taking a placement for the time they needed. They would also have the opportunity to work towards a Heritage NVQ Level 3 in their trade, laying the foundations for a career in the heritage sector.

The aims of this third phase of TBSBS 2012–15 were to:

- i. help meet the skills needs of the sector
- ii. promote diversity in the sector
- iii. promote partnership between heritage organisations
- iv. share lessons learned about good practice in running such a scheme
- v. use advocacy to engage with potential new supporters of the scheme

¹ *Power of Place* (2000) English Heritage; *The Historic Environment: A Force For Our Future* (2002) DCMS; *Skills Foresight Report* (2002) CITB; *State of the Historic Environment* (2002) English Heritage; *Skills Needs Analysis* (2008) CITB; *Traditional Building Craft Skills: Assessing the Need, Meeting the Challenge: Skills Needs Analysis of the Built Heritage Sector in Wales* (2007) NHTG; *About Wales* Civic Trust; *Heritage Counts*, English Heritage's annual survey; and *Putting it Off: How Lack of Maintenance Fails Our Heritage* (2004) Maintain our Heritage. More recent research reinforces these findings. *Skills Needs Analysis 2013: Repair, Maintenance and Energy Retrofit of Traditional (pre-1919) Buildings in England & Scotland* (2013) Historic England, English Heritage and the CITB.

The HLF generously awarded £760,000 to support 40 placements. The initial agreement was for the National Trust to contribute £30,000, Cadw £10,000 and the five partners to provide in-kind support to the value of £60,000. The partners served together on the project management board and agreed that, for this phase, the National Trust would be the lead partner and grant holder and employer of the apprentices. (In 2013, the National Trust calculated that 40% of its in-house craftspeople would be retiring by 2023 and so it would be a significant provider of placements for the next generation.) By June 2015, 41 placements had been completed.

A note on the key differences between phases one and two and phase three of the scheme

Readers familiar with the first two phases of the TBSBS may find it helpful to note the following changes that were introduced in phase three.

1. Every apprentice was employed by the National Trust on a full-time, fixed-term apprenticeship contract, which included the days s/he attended college.
2. Every apprentice continued with their existing apprenticeship framework, attending college on day or block release.
3. In addition they had the opportunity to acquire practical skills in conservation and heritage with a view to achieving a Heritage NVQ Level 3 in their trade.
4. The duration of the placements varied, according to how much of the apprenticeship framework an individual had completed.
5. Each apprentice had a line manager and a mentor.
6. Each apprentice would take part in regular development reviews with the Bursary Scheme Manager.

The future

Whilst this phase of the TBSBS (combined with phases one and two) has contributed enormously to the development of skilled heritage professionals in the sector, it is evident that there is still a big need to train more people, especially young people, in heritage skills and a great deal that we can build on from the learnings in these phases.

The *Skills Needs Analysis* (2013) report and the 2014 Heritage Counts report both demonstrate that there is still a need to engage more young people into heritage careers in order to ensure skills and trades do not die out – only 8% of the sector workforce in heritage construction were aged 16–25; and only 25% of heritage contractors have received any training in traditional skills over the past five years, with only 13% having a formal heritage qualification – demonstrating a huge need for more heritage training in the sector.

The recommendations for a future programme, based on the lessons learned over the last ten years, particularly from this phase, along with the pressing need and demand for skilled craftspeople, are summarised on page 79.

Aims



SARAH HUDSON APPRENTICE JOINER

Aims

The overall aims of this project were to:

- i. help meet the skills needs of the sector
- ii. promote diversity in the sector
- iii. promote partnership between heritage organisations
- iv. share lessons learned about good practice in running such a scheme
- v. use advocacy to engage with potential new supporters of the scheme

The fifth aim was added when we became aware of people's interest in the scheme and the need it seeks to address. We realised that by talking and writing publicly about the shortage of heritage building skills in the UK and the risk to our heritage assets, and about the training and employment opportunities we are creating, we were more likely to attract the attention of potential participants and supporters.

The following paragraphs explain the aims in more detail.

Aim 1: Help meet the skills needs in the sector

Through the provision of high-quality work-based placements for 'displaced apprentices', we aimed to enable the apprentices to complete their initial training (their apprenticeship framework), to achieve the qualifications they needed to work in the heritage sector, and to continue to address the shortage of heritage building skills in the UK.

Aim 2: Promote diversity in the sector

We aimed, through the scheme, to help the heritage sector to attract, train and retain a more diverse workforce, by which we mean a workforce that includes people of different ages, genders, sexual orientation, ethnicity, race and social class.

Aim 3: Promote partnership between heritage organisations

The scheme was born out of a partnership of five but encompasses a wider circle of employers, colleges and trade federations. Through the scheme we aimed to promote partnership working between heritage and heritage-supporting organisations to achieve our common goals.

Aim 4: Share lessons learned about good practice in running such a scheme

All of the partners are committed to sharing good practice. We aimed to share our experience of creating, refining and running the scheme, so that our organisations and our partners might benefit from it.

Aim 5: Use advocacy to engage with potential new supporters of the scheme

Through writing and speaking about the scheme in different media, we aimed to raise the profile of the scheme and the issues it is addressing, with a view to attracting potential supporters (apprentices, colleges, placement providers and people and organisations who might support us in cash or in kind).

The report now looks at the extent to which these aims were achieved.

Aim 1



PETER CRINNION APPRENTICE STONEMASON

Aim 1: Help to meet the skills needs in the sector

Through the provision of high-quality work-based placements for displaced apprentices, we aimed to enable the apprentices to complete their initial training (their apprenticeship framework), to achieve the qualifications they needed to work in the heritage sector, and to continue to address the shortage of heritage building skills in the UK.

In 2012 as a result of the recession, many construction apprentices had either lost their position with a company or been unsuccessful in securing a position to enable them to gather relevant experience for their vocational qualification and complete their apprenticeship framework. By providing work placements for these displaced apprentices, the scheme would respond to their immediate need, while remaining true to its core purpose, which is to pass on the knowledge and skills of our existing qualified craftsmen to new entrants, ensuring the continuity required to maintain the UK's historic buildings.

This phase of the scheme would support 40 apprentice placements in a range of traditional skills including carpentry, joinery, stonemasonry, painting and decorating, plaster work, brickwork and blacksmithing. The placements were located in parts of England and Wales where the greatest need had been identified. The experience gained during the placements would enable the apprentices to complete their apprenticeship framework and an NVQ in their trade at the appropriate level and also enable them to acquire new skills and knowledge on buildings of traditional construction.

The placements varied in length according to the stage the apprentice had reached in their training before they became 'displaced'. Where feasible, the placement was extended to enable individuals to complete a Level 3 NVQ Diploma in Heritage Skills.

Outcomes

OVER 100% OF PLACEMENTS FILLED

£100,340 OF ADDITIONAL FUNDING RAISED

- **£64,340** OF ADDITIONAL FUNDING RAISED TO SUPPORT PLACEMENTS AND TRAINING
- **£36,000** OF ADDITIONAL FUNDING RAISED TO FUND NEW PLACEMENTS

REFINED PLACEMENT PROVIDER RECRUITMENT PROCESS

REFINED APPRENTICE RECRUITMENT PROCESS

95% OF APPRENTICES OFFERED A POSITION IN THE HERITAGE SECTOR AT THE END OF THEIR PLACEMENT

93% OF APPRENTICES COMPLETED THEIR APPRENTICESHIP FRAMEWORK

100% OF APPRENTICES GAINED RELEVANT EXPERIENCE THAT WILL COUNT TOWARDS THEIR LEVEL 3 NVQ DIPLOMA IN HERITAGE SKILLS

11 APPRENTICES WENT ON TO COMPLETE THEIR LEVEL 3 NVQ DIPLOMA IN HERITAGE SKILLS

ADDITIONAL TRAINING OPPORTUNITIES SET UP FOR EACH APPRENTICE TO MATCH THEIR INDIVIDUAL NEEDS

NEW BUSINESS COURSE TRIALLED

PRACTICAL TRAINING WORKSHOPS DELIVERED AT THE WEALD & DOWNLAND MUSEUM

TRAINING ALONGSIDE SPAB SCHOLARS AND FELLOWS

Apprentice Placements

During phase three of the scheme, 41 placements were completed (against a target of 40). The placements spanned the range of trades highlighted in the series of skills needs research reports.

Duration

The placements varied in length (from two to 30 months) depending on how much training the apprentice had completed when they joined the scheme and on whether it would be possible for them to complete their Level 3 NVQ Diploma in Heritage Skills before June 2015. The typical placement (in 63% of cases) lasted between 12 and 18 months. The longer placements allowed the apprentices to achieve more qualifications relevant to their trade in both the heritage and mainstream construction sectors and 11 went on to complete their Level 3 NVQ Diploma.

Location

There has been little research, since 2008², into the geographical distribution of traditional building skills and shortages in England and Wales but when we were making the case to HLF for phase three of the scheme in 2012, we suggested priority should be given to apprentices in the North East, North West, Yorkshire and the Humber and the West Midlands. That same year, our partner, the NHTG launched its new bursary scheme, Building Traditional Skills (with HLF's support), and also chose to focus on the first three of these priority regions. We therefore shifted our focus to the West Midlands, Wales and the East of England and half of all placements were in these areas. The chart overleaf (Geographic Distribution of Placements) shows that ten (24%) of the 41 placements in phase three were in London and the South East, nine (22%) in the Midlands and eight (20%) in the South West.

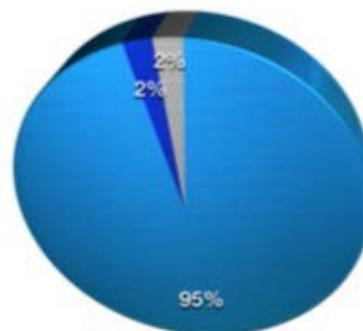
Employment

Of the 41 apprentices, 39 (95%) were offered a position in the heritage sector at the end of their placement, exceeding the retention rate in phase two of the scheme by 18%. Of the two remaining apprentices, one went to work in contemporary construction and the other was temporarily unable to work, due to personal circumstances. (see the charts, below for End of Placement Employment).

A survey of apprentices in March 2016³ found that 92% of those who replied were still working in the construction sector, the heritage sector or (in the case of 63% of them) both, and 45% were still working for their placement provider.

End of Placement Employment

Type of employment	Number of apprentices
Heritage Sector Employment	39
Other Construction Sector Employment	1
Employment in alternative industry	0
Unemployed	1

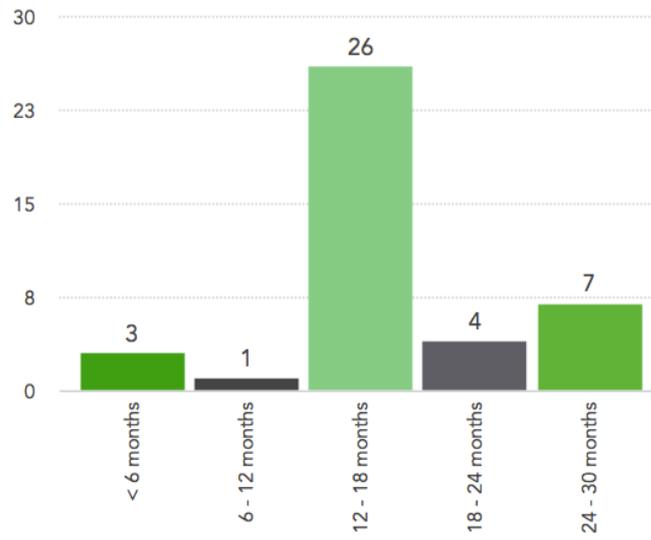


● Heritage Sector Employment
 ● Other Construction Sector Employment
 ● Employment in alternative industry
 ● Unemployed

² Traditional Building Craft Skills: Reassessing the Needs, Addressing the Issues Summary Report (2008) CITB

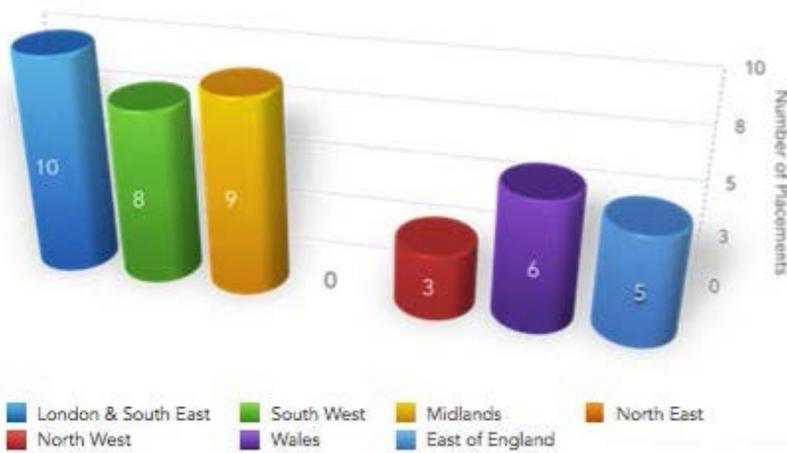
³ Based on 40% response rate (17 replies)

Placement Duration



Geographic Distribution of Placements

Region	Number of Placements
London & South East	10
South West	8
Midlands	9
North East	0
North West	3
Wales	6
East of England	5



Trades

The placements covered joinery, carpentry, stonemasonry, painting and decorating, brickwork, blacksmithing, plasterwork, and plumbing. The scheme's new focus on displaced apprentices meant that each learner who applied for a placement could only qualify if they were, or had been enrolled, on an apprenticeship framework in their trade. This meant that skills for which there was no apprenticeship framework (thatching, dry-stone walling, lead work and glazing, to name four) could not be included by the scheme. Some of these (glazing, lead work and roofing, including thatching, slating and tiling) were highlighted as significant needs in the 2013 *Skills Needs Analysis* (England). Other significant gaps *with* an associated apprenticeship framework were carpentry and joinery, lime plasterwork (trowel occupations) and decorating. The most difficult skills to source either as a contractor or sub-contractor were blacksmithing, stonemasonry and thatching.

The largest proportion of placements offered were in carpentry (24%), stonemasonry (24%) and bench joinery (22%). A smaller number were offered in plasterwork (7%), decorating (2%) and blacksmithing (2%). The traditional plumbing placement also included training in lead work.

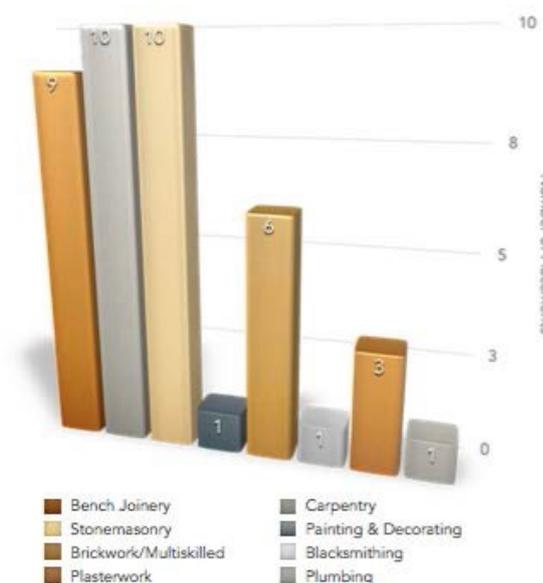
The scheme did therefore help to address the skills shortages for some traditional trades, but further placements could have been filled in plasterwork, decorating and blacksmithing.

Recommendation

In its next phase, the scheme could be adjusted to include skills without an apprenticeship framework. It could be more successful at helping address all the shortages in trades as it could include thatching, glazing and lead work placements. However, the value of placements would be harder to measure as we couldn't evaluate the placements according to achieving the same standardised qualification (Level 3 NVQ Diploma in Heritage Skills).

Types of Placement

Traditional Skill	Number of Placements
Bench Joinery	9
Carpentry	10
Stonemasonry	10
Painting & Decorating	1
Brickwork/Multiskilled	6
Blacksmithing	1
Plasterwork	3
Plumbing	1



Refined recruitment and review process

HLF's support for phase three (in effect an extension to the original scheme) gave the partners the scope to refine a number of processes to ensure the scheme offered and delivered high-quality work-based training for each apprentice during their placement.

Recruiting placement providers

With the National Trust operating as lead partner (or project sponsor), the Bursary Scheme Manager had easy access to the Trust's conservation professionals, who – together with the representatives of Historic England and Cadw – could identify placement providers who met the partners' professional standards. Informal interviews were carried out with each potential placement provider to assess their suitability.

The placement provider recruitment checklist in the TBSBS manual was used in every case and additional questions were asked to assess the placement provider's motivation for taking on an apprentice. It was important to ensure that the apprentice would be trained to a standard that would make it more likely that the placement provider might take them on, as an employee, at the end of the placement.

The terms and conditions for each placement were revised by the National Trust human resources and legal teams to facilitate flexible work-based placements and to allow for the possibility that the apprentice could be moved to an alternative work placement should they need additional experience. A guidance note for the Project Managers at the National Trust was also produced to advise them on including requirements for contractors to host placements on large projects.

Recruiting apprentices

The scheme was concerned to recruit apprentices who needed the opportunity most and adopted a targeted recruitment process. It identified potential candidates by working with construction colleges and placement providers who, in some cases, knew individuals who might benefit.

Once a suitable placement opportunity had been identified, the Bursary Scheme Manager identified all construction colleges within a reasonable travelling distance. The opportunity was discussed with the Head of Construction and the relevant Construction Tutor (e.g. in carpentry or stonemasonry) in each case. The college or colleges then shortlisted a group of eligible candidates. The Bursary Scheme Manager and Scheme Volunteer (a retired National Trust Regional Buildings Manager) then either gave a talk to a group of eligible candidates or spoke to them by telephone to provide more detail about the opportunity. By approaching the colleges directly and establishing new relationships with their staff, the scheme succeeded in attracting significant numbers of applications for each placement and a shortlist of high-calibre students, i.e. those who performed well on their course and showed an interest in heritage work and progression in the sector.

The colleges received the applications from their students and passed them on to the Bursary Scheme Manager. Shortlisted candidates were interviewed and undertook a practical test at the placement provider's premises or current place of work. At least one candidate was then asked back for a trial day or week prior to a final decision being made.

In several locations there were few colleges within reasonable travelling distance of a placement (in rural Wales, for example). The situation for would-be blacksmiths and stonemasons is more acute, with only one college in England and Wales offering training in blacksmithing and five offering stonemasonry. This lack of provision and the fact that the scheme (in this phase) was for displaced apprentices only, meant that for some placements there were fewer applications than the partners would have liked.

Even though the National Trust was the lead partner, it could only advertise placements that it was providing at its properties on its jobs website. Although all placements on the scheme's website, more widespread advertising through the partners' various channels may have attracted more candidates.

It is likely that the 95% employment rate at the end of the placement was at least partly the result of the refined recruitment process for apprentices and placement providers, and it should be used again in the next phase of the scheme.

Development reviews

Development reviews were carried out regularly by the Bursary Scheme Manager, volunteers and representatives of the five partner organisations to ensure the requirements of the individual placements were being met. Additional training was offered as and when necessary. Reports were kept by each apprentice on their individual projects to record their progress.

The reviews enabled the apprentices to improve their interpersonal and interview skills. Everyone was encouraged to keep a diary and at each review they were asked to reflect on the skills they had developed, to describe the projects they had worked on in detail and the conservation philosophy behind their approach.

Training

Induction

Although, in principle, candidates could be accepted on to the scheme at any point in the year, the partners aimed to recruit at approximately six-monthly intervals, so that a shared induction course and additional training could be worked around their college timetable.

A new induction course was written and delivered to each cohort. Courses ran over two days and were based at a National Trust office in an accessible, central location. The induction consisted of a series of presentations, a site visit to see a conservation project in action and an assessment, in the broadly accessible form of a quiz, to test apprentices' understanding at the start of their placement and how much information on conservation principles they had absorbed.

The presentations:

- i. An introduction to the bursary scheme, the skills shortages in the sector, the Heritage Lottery Fund and the scheme partners, presented by the Bursary Scheme Manager
- ii. An introduction to their employer, the National Trust, by the Head of Buildings
- iii. An introduction to pre-1919 buildings and designation by the Bursary Scheme Manager
- iv. An introduction to conservation principles and philosophy by the Scheme Volunteer, drawing on his experience as a former National Trust Buildings Manager
- v. Sharing experience and advice by an apprentice from a previous cohort



GROUP 4 INDUCTION AT NATIONAL TRUST LONDON OFFICE



GROUP 3 INDUCTION ON TYNTESFIELD CONSERVATION SITE VISIT

Training and Qualifications

Apprenticeship Frameworks

To complete an apprenticeship framework in a specific trade, an individual must complete a Diploma NVQ. This a qualification with two elements: the Diploma is achieved by attending college and completing a certain number of modules and the NVQ is achieved by acquiring a certain level of work experience which is presented to the awarding body, usually through a paper or on-line portfolio. So, a Bench Joiner Apprenticeship Framework comprises a Bench Joinery Diploma (through college) NVQ (through work experience).

All the apprentices were enrolled on an apprenticeship framework in their trade when they started their placement. The National Trust became their employer and put each apprentice on a formal apprenticeship contract. It was a fixed-term contract for the duration of each person's apprenticeship. It stipulated that they would be working towards the relevant qualification(s) and that the National Trust would help them gain the work experience they required to complete their NVQ. The scheme would also enable them to complete the Diploma element by releasing them one day a week (day release) or one week a month (block release) to attend college.

Out of 41 apprentices, only three (7%) did not complete their Diploma NVQ while on the scheme. In two instances this was due to personal circumstances. The third was disadvantaged by the illness of the college assessor. All three apprentices completed the work experience necessary to enable them to achieve their qualification at a later date.

The remaining 38 apprentices (93%) completed their apprenticeship framework and several on longer-term placements gained additional qualifications. Sam Tinsdeall, who did his work placement at Clumber Park, completed his Bench Joinery NVQ 2, NVQ 3 and Heritage Wood Occupations NVQ 3. Ned Floyd, Apprentice Plasterer for Strawhaus Ltd completed his Trowel Occupations NVQ 2 and went on to complete his Heritage NVQ 3 in Fibrous Plasterwork. Both men were offered contracts with their placement providers and intend make a career in the heritage sector. This demonstrates the added value of longer-term placements.

Apprentice	Training Provider 12/13	NVQ 2012/13	Cost 2012/13	Training Provider 13/14	NVQ 2013/14	Cost 2013/14	Training Provider 14/15	NVQ 2014/15	Cost 2014/15	Total Cost	Completed/Started but Incomplete
Sam Tinsdale	Burton & South Derby	Bench Joinery NVQ 2	0	Burton & South Derby	Bench Joinery NVQ 3	0	Nottingham	Heritage Wood Docs NVQ 3	600	600	Completed
Luke McEnroe	Swindon College	Bench Joinery NVQ 2	2250	HCA	Heritage Wood Docs NVQ 3	2250	Complete	N/A	0	2250	Completed
Frazer Kelly	Bucks College	Bench Joinery NVQ 2	0	Complete	N/A	0	Complete	N/A	0	0	Completed
Ryan Wislers	Taunton College	Maintenance	0	Taunton College	Maintenance	0	Complete	N/A	0	0	Completed
Connor Meeling	Aylesbury College	Bench Joinery NVQ 2	0	Aylesbury College	Bench Joinery NVQ 2	0	Complete	N/A	0	0	Completed
Liam Donaldson	City of Bath College	Becker Masonry NVQ 2	940	City of Bath College	Becker Masonry NVQ 2	940	Complete	N/A	0	1440	Completed
Ned Floyd	Plymouth College	Trowel Docs NVQ 2	0	Flood Brothers	Heritage Plasterwork NVQ 3	1200	Complete	N/A	0	1200	Completed
Tony Williamson	Stockport College	Bench Joinery NVQ 3	0	Stockport College	Bench Joinery NVQ 3	0	Complete	N/A	0	0	Completed
Jordan Pani	City of Oxford College	Trowel Docs NVQ 2	700	Complete	N/A	0	Complete	N/A	0	700	Completed
Dion Williams	Merrion Dwyfor College	Bench Joinery NVQ 3	0	Merrion Dwyfor College	Bench Joinery NVQ 3	0	Complete	N/A	0	0	Started but incomplete - personal circumstances
Ryan Newton	N/A	N/A	0	Cambridge Regional	Site Carpentry NVQ 2	0	Complete	N/A	0	0	Completed
David Knight	N/A	N/A	0	Huntingdon College	Brickwork NVQ 2	1200	Complete	N/A	0	1200	Completed
Sarah Hudson	N/A	N/A	0	City of Norwich	Bench Joinery NVQ 2	0	Traditional Building Comp	Heritage Wood Docs NVQ 3	1650	1650	Completed
Rob Clarke	N/A	N/A	0	Oaklands College	Bench Joinery NVQ 2	800	Complete	N/A	0	800	Started but incomplete - more relevant exp req
Raife Sweeney	N/A	N/A	0	Traditional Building Comp	Heritage Stonemasonry NVQ 3	3600	Complete	N/A	0	3600	Completed
Jake Baughan	N/A	N/A	0	Traditional Building Comp	Heritage Stonemasonry NVQ 3	4000	Complete	N/A	0	4000	Completed
Peter Crinion	N/A	N/A	0	Traditional Building Comp	Heritage Stonemasonry NVQ 3	2000	Complete	N/A	0	2000	Completed
Oliver Stafford	N/A	N/A	0	Lowestoft College	Site Carpentry NVQ 2	0	Complete	N/A	0	0	Completed
Sean Monaghan	N/A	N/A	0	Neath Port Talbot	Site Carpentry NVQ 2	612	Neath Port Talbot	Site Carpentry NVQ 3	1330	1942	Completed
James Palmer	N/A	N/A	0	Hereford & Ludlow	DPS	2710	Hereford & Ludlow	DPS	2710	3420	Completed
Neil Marchant	N/A	N/A	0	HCA	Heritage Stonemasonry NVQ 3	1670	Complete	N/A	0	1670	Completed
Jenny Sibley	N/A	N/A	0	N/A	N/A	0	PJA	Heritage P & B NVQ 3	0	0	Started but incomplete - personal circumstances
Bradley Whitehead	N/A	N/A	0	Exeter College	Bench Joinery NVQ 2	0	Exeter College	Bench Joinery NVQ 3	0	0	Completed
Lewis Gifford	N/A	N/A	0	North Herts	Site Carpentry NVQ 2	0	Complete	N/A	0	0	Completed
Andrew Barnes	N/A	N/A	0	Seihull	Site Carpentry NVQ 3	0	Complete	N/A	0	0	Completed
Fergus Murphy	N/A	N/A	0	Traditional Building Comp	Heritage Wood Docs NVQ 3	1250	Complete	N/A	0	1250	Completed
Jonathan Bale	N/A	N/A	0	Plymouth College	Bench Joinery NVQ 2	0	Plymouth College	Bench Joinery NVQ 3	0	0	Completed
Tim Bates	N/A	N/A	0	HCA	Heritage Stonemasonry NVQ 3	1670	Complete	N/A	0	1670	Completed
Mark Millar	N/A	N/A	0	City of Oxford	Trowel Docs NVQ 2	0	Complete	N/A	0	0	Completed
Ross Moore	N/A	N/A	0	Kendal	Bench Joinery NVQ 3	0	Complete	Heritage Wood Docs NVQ 3	0	0	Completed
Edward Jones	N/A	N/A	0	Brockmurst	Bench Joinery NVQ 3	0	Complete	N/A	0	0	Completed
Alice Ward	N/A	N/A	0	HCA	Heritage Stonemasonry NVQ 3	1670	Complete	N/A	0	1670	Completed
Abby Evans	N/A	N/A	0	Furness College	Brickwork NVQ 2 B. 3	0	Complete	Heritage Masonry NVQ 3	0	0	Completed
Jabez MacInnes	N/A	N/A	0	N/A	N/A	0	North Somerset	Bench Joinery NVQ 2	0	0	Completed
Jake Punched	N/A	N/A	0	N/A	N/A	0	Swindon	Brickwork NVQ 2	0	0	Completed
Fraser Hammond	N/A	N/A	0	N/A	N/A	0	Swindon	Brickwork NVQ 2	0	0	Completed
Matthew Jeffrey	N/A	N/A	0	N/A	N/A	0	Swindon	Maintenance Ops	0	0	Completed
Sam Reed	N/A	N/A	0	N/A	N/A	0	Nottingham	Plumbing NVQ 2	0	0	Completed
Timothy Hill	N/A	N/A	0	N/A	N/A	0	Weymouth	Becker Masonry NVQ 2	2350	2350	Completed
Toby Webb	N/A	N/A	0	N/A	N/A	0	Short term placement	N/A	0	0	Short term opportunity - gathered relevant exp
Harriet Lodge	N/A	N/A	0	N/A	N/A	0	Short term placement	N/A	0	0	Short term opportunity - gathered relevant exp
Total spent on quals										35012	

If additional conservation training was set up

If additional training was set up to complete NVQ

TABLE 1: APPRENTICES, THEIR QUALIFICATIONS & FEES

Heritage qualifications

Few applicants to the scheme had any understanding of traditional construction methods or materials used on heritage buildings, and although traditional materials were used in construction classes, few lecturers had experience of working in the heritage sector and had no detailed knowledge of their application. Also, the curriculum for the standard apprenticeship framework does exclude pre-1919 buildings.

The scheme therefore needed to provide additional training and qualifications in heritage skills. Such qualifications gained within the heritage conservation sector would set the apprentices apart from their peers working in the modern construction sector.

Heritage Level 3 Award in Understanding Repair and Maintenance of Traditional pre-1919 Buildings

Courses every six months were organised at the National Trust's Fountains Abbey in North Yorkshire for the apprentices to gain accreditation in heritage skills. This involved a short assessment at the end of a two-day course and if they passed, the apprentice was awarded a Heritage Level 3 Award, which counts as the knowledge-based element of a Level 3 NVQ Diploma.

Level 3 NVQ Diploma in Heritage Skills

Although it was not a target of the scheme, all the partners were supportive of the apprentices gaining their full Level 3 NVQ Diploma in Heritage Skills: 11 apprentices (27%) went on to complete this Diploma during their placement. Several also completed a specialist upskilling programme alongside their Level 3 NVQ Diploma in Heritage Skills.



GROUP 1 ON HERITAGE LEVEL 3 COURSE AT FOUNTAINS ABBEY

Additional Training Opportunities

Some apprentices (*highlighted in orange in the table on page 18 and listed below*) were offered additional training opportunities to enable them to achieve their NVQ:

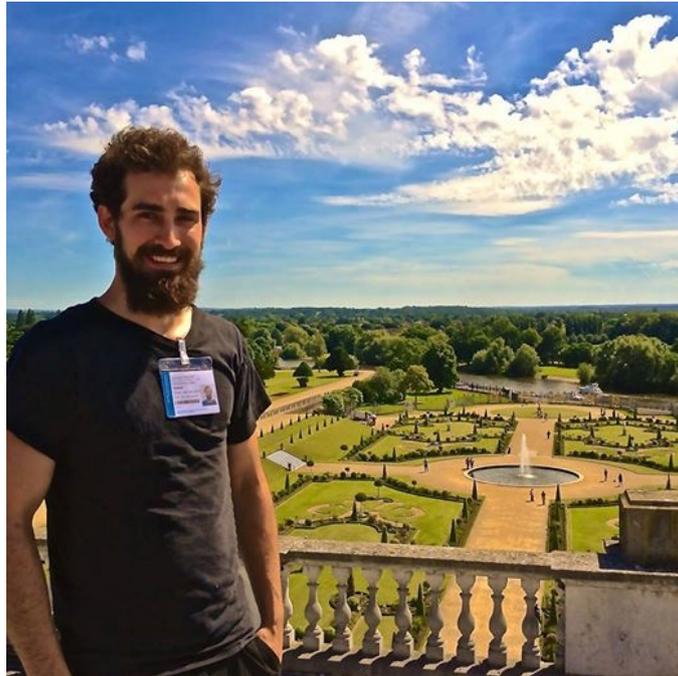
- Apprentice Stonemason Alice Ward at Exeter Cathedral
- Apprentice Stonemason Jake Baughan at Castle Drogo
- Apprentice Painter/Decorator Jenny Sibley at Mount Stewart and Gloucester Cathedral
- Apprentice Carpenter/Joiner Rob Clarke at Clumber Park
- Apprentice Stonemason Timothy Bates at Worcester Cathedral
- Apprentice Stonemason Timothy Hill at Hardwick Hall and with Wells Cathedral Stonemasons



APPRENTICE PAINTER/DECORATOR JENNY SIBLEY AT MOUNT STEWART

Additional Conservation Training Opportunities

- Apprentice Carpenter/Joiner Sarah Hudson at Mount Stewart
- Apprentice Blacksmith James Palmer with Burrows Lea Forge and Heritage Blacksmiths, and completed a National Heritage Ironwork Group CPD course at Hampton Court Palace
- Apprentice Stonemason Toby Webb with Ellis & Co



APPRENTICE BLACKSMITH JAMES PALMER ON NHIG HERITAGE IRONWORK CPD

Rich Learning Experience

Individuals varied in the extent to which they found the apprenticeship to be a rich learning experience. On a scale of 1 – 10 in which 0 was poor and 10 was excellent, no apprentice gave a score of less than six and 73% scored it eight or higher.

The few who offered suggestions for how the learning through the apprenticeship might be improved emphasised the importance of structured activity during a placement and longer practical training courses to allow for a deeper level of learning.

Most of the placement providers scored the learning experience for apprentices between 7 and 10 and felt that for a motivated apprentice the opportunities to learn and to gain the necessary qualifications and experience were considerable. “There are people out there who are *really interested* in learning about the traditional heritage craft.”

Their recommendations included identifying placement providers that “are really geared towards training provision”; “working closely with the college assessor and tweaking the work-based study programme to suit the individual’s needs”; and “arranging more exchanges between stonemasonry students so they can benefit from different traditional working methods and stone types.”

Some placement providers also saw the scheme as a learning experience for their organisation. “The scheme has strengthened us in our role as a training provider.” “With my team mentoring the bursary students, this helped them [my team] gain so much in terms of their own personal development.”

“The TBSBS is an excellent scheme. It offered the opportunity of learning a lifelong skill to an apprentice who was previously unemployed. He is now a qualified, skilled worker employed in the heritage sector.”

“I do believe that continued training in this sector is vital and bursary students are key to retaining our historic buildings.”

Financial Management

The total budget for the TBSBS 2012-15 was £860,000 of which £760,000 was granted by the HLF. The National Trust and Cadw contributed £30,000 and £10,000 respectively and in total the partners gave £60,000 in in-kind support.

The costing contained in the bid to HLF assumed that most of the apprentices would be aged 16-18 as they had been in the National Trust Apprenticeship programme. While most were aged between 16 and 25, 39% were entitled to the highest level of National Minimum Wages at the start of their placement and 54% were eligible for this rate of pay at the end of their placement. This increased the cost of each individual placement by up to £4000.

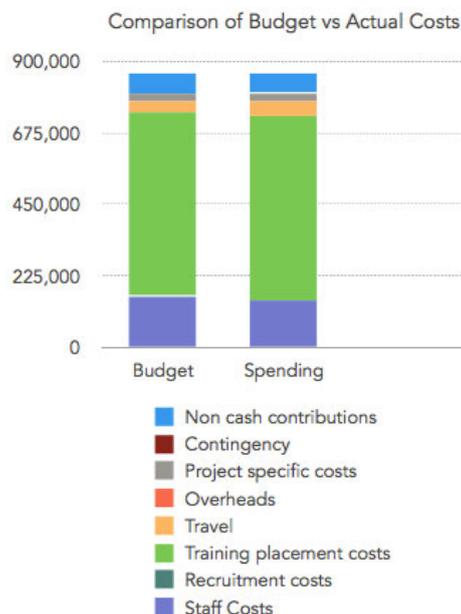
The Skills Funding Agency also increased qualification fees for learners aged 19 and over during the delivery phase of the project. This could not have been planned for in advance and additional funding again had to be raised to cover the shortfall.

The National Trust raised a total of £90,340 from private sponsors and charitable trusts, such as the Radcliffe Trust, to make up the shortfall. Historic England provided £5,000 to provide additional training opportunities for the apprentices.

Description	Budget	Actual cost	Broken down into further categories	Budget	Actual cost
Staff costs	162,000	146,086	BSM & BSM Support Officer salaries	152,000	138,078
			Homeworking, internet & mobile	8,000	5,998
			Staff training	2,000	2,010
Recruitment costs	2,000	532	Recruitment	2,000	532
Training placement costs	575,000	584,205	PPE, uniform & basic needs	20,000	7,344
			Apprentice salaries	528,000	529,545
			NVQ fees & additional courses	27,000	47,316
Travel	34,000	44,445	Staff travel	24,000	28,888
			Apprentice travel	10,000	15,557
Overheads	0	661	Volunteer expenses	0	0
			Producing other material	0	0
			Stationary, other admin	0	661
Project Specific Costs	27,000	31,063	Website, publicity & events	24,000	25,263
			Evaluation	3,000	5,800
Contingency	0	59	Contingency	0	0
			Inflation	0	59
Non Cash Contributions	60,000	58,450	In kind partner contributions	60,000	58,450
	860,000	865,501		860,000	865,501

Comparison of Budget vs Actual Costs

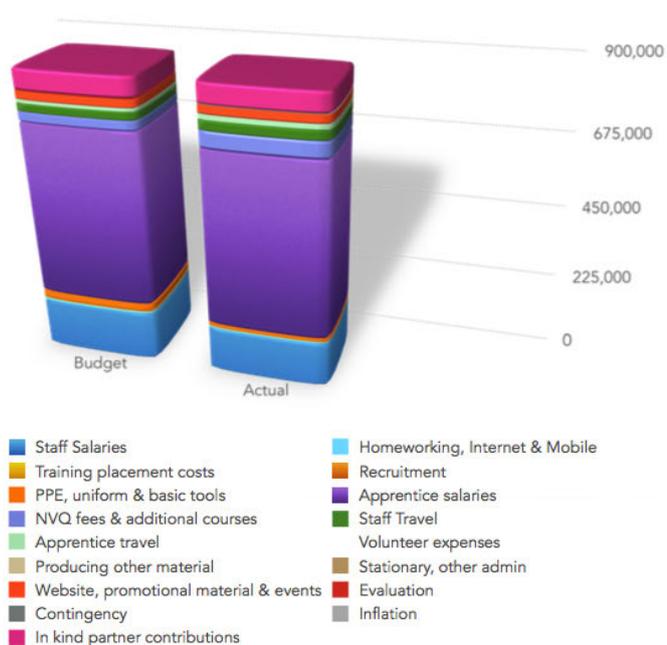
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Budget v Actual Costs – Detail

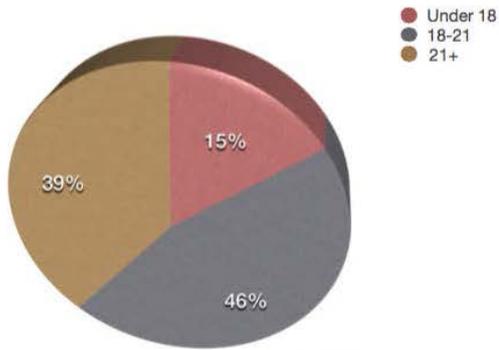
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Budget vs Actual Costs - Detail



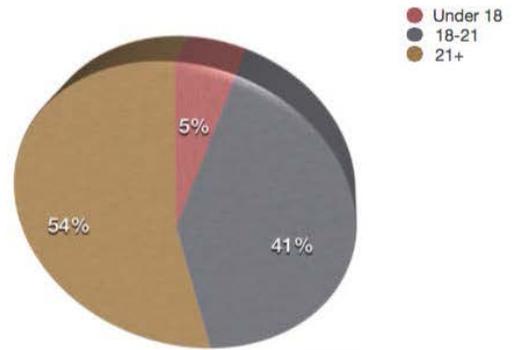
Rate of Pay - Start of Placement

Age Range	Number of Placements
Under 18 (£3.68-£3.79)	6
18-21 (£4.98-£5.13 per hour)	19
21+ (£6.19-£6.50 per hour)	16



Rate of Pay - End of Placement

Age Range	Number of Placements
Under 18 (£3.68-£3.79)	2
18-21 (£4.98-£5.13 per hour)	17
21+ (£6.19-£6.50 per hour)	22



Aim 1: Helping to meet the skills needs in the sector

Summary of lessons learned and recommendations

1.1. The targeted nature of the scheme benefited the displaced apprentices who took part, but gave the placement providers a smaller pool of candidates to choose from.

1.2. There were fewer opportunities than anticipated for apprentices in plasterwork, blacksmithing and painting and decorating, so the scheme did not do as much as expected to meet these skill shortages.

1.3. The refined recruitment processes for both the placement providers and the apprentices were effective and gave both parties a more detailed understanding of each other's motivations and capacity to take part in the scheme.

1.4. The National Trust's investment of time in ensuring that the placement provider would train an apprentice to a standard that would make it more likely that s/he might subsequently become an employee, paid off.

1.5. By approaching the colleges directly and establishing relationships with their staff, the scheme succeeded in attracting enough applications for most placement opportunities. This was an effective approach for a targeted scheme.

1.6. Placement providers will not take an apprentice if they do not think s/he is the right person for that opportunity, and, in most cases, would welcome a wider choice of candidates.

1.7. Apprentices are, by definition, on low incomes and may need to take other paid work to meet their expenses while completing their apprenticeship. This is particularly the case for older participants with family commitments. The placement providers need to be made aware of this.

1.8. The longer the placements, the greater the opportunities to acquire additional skills and qualifications.

1.9. Additional training needs and opportunities will arise and these will be different in each individual case. Placement providers need to be ready to help their apprentices to acquire the experience and skills they need to achieve their qualifications and this may mean taking time out to study or work elsewhere. (During this scheme, the National Trust, as employer, was able to move apprentices to alternative placements for short periods.)

1.10. The travel and accommodation costs of additional training or a second placement had to be met by the apprentice and this was not always possible. Some opportunities could not therefore be taken up.

1.11. The quality of an apprentice's experience of this scheme depends on several factors in combination: their motivation and focus, the quality of the opportunities and support offered by the placement provider, the shared training sessions for all apprentices and the level of support provided by the Bursary Scheme Manager.

1.12. Many apprentices are interested in modern as well as heritage building skills and recognise that they are likely to need both in their careers. They recognise they need a broad skill set (as well as their specialist skills) if they are to earn a living, initially at least.

1.13. The scheme has attracted the support of individual donors (via the National Trust) and has the potential to attract more.

1.14. The estimate of in-kind contributions to the delivery of the scheme did not take account of the significant amount of time spent by volunteers and the staff of partner organisations in mentoring apprentices and delivering training.

1.15. With one paid post, supported by two volunteers, there was insufficient time available to invest in advocacy, in building relationships and raising the profile of the scheme and its purpose.

Recommendations

R1. The scheme has evolved over its ten-year lifespan to meet the needs of the heritage sector. The benefits accumulated in its last iteration should be given an opportunity to be developed further to reach the scheme's full potential and enable it to become self-funding. The infrastructure is in place, but further funding is required to drive the scheme to achieve this ambition.

R2. The next iteration of the TBSBS should be widely advertised, by the partners, by the colleges and in local media, so that a larger number of potential candidates become aware of the opportunity and can compete for places. Provision will need to be made to manage a larger number of applications.

R3. However the scheme is advertised, the process used to select individual placement providers and apprentices was effective and should be repeated.

R4. The TBSBS should offer places in trades and skills that relate directly to the shortages identified in different parts of the country, but open these opportunities to all – including those willing to relocate for the placement.

R5. Additional funds need to be raised to cover the travel and accommodation costs of apprentices who need additional training to achieve their qualifications or to make the most of their developing skills. The budget needs a contingency for unforeseen expenses.

R6. Apprentices should be encouraged to record their experience in written or oral form, at the time, for the benefit of themselves and future apprentices and future organisers of this kind of scheme. Individual stories would also help the efforts of the National Trust, Cadw and Historic England to attract supporters of apprenticeships.

R7. Heritage qualifications in the form of the Heritage Level 3 award allowed some formal recognition for the apprentices in the additional knowledge they picked up through their work placement. This should be incorporated into any future training programmes as a formal element to ensure continuity, unless a more suitable accredited training course is developed.

Aim 2



ALICE WARD APPRENTICE STONEMASON

Aim 2: Promote diversity

We aimed, through the scheme, to help the heritage sector to attract, train and retain a more diverse workforce, by which we mean a workforce that includes people of different ages, genders, sexual orientation, ethnicity, race and social class.

The percentage of women and members of minority ethnic communities working as craftspeople in the construction sector is low when compared with their representation in other sectors. According to the report *Building the Future: Women in Construction*, commissioned by the CITB in 2014, only 11% of the construction workforce are women. The 2013 *Skills Needs Analysis* found that women made up only 9% of heritage construction workforce in England.

In the first two phases of the TBSBS the ambition was to award at least 40% of bursaries to women and 6.9% to people from black and minority ethnic (BAME) backgrounds. The figures achieved were 15% and 0.6% respectively.

The focus, in this phase of the scheme, on displaced apprentices who were already enrolled on an apprenticeship framework and the volatile economic climate, made it even less likely that women and apprentices from BAME backgrounds would be well-represented and it was agreed that no targets would be set. The scheme would, however, ensure that its equal opportunity recruitment process was fair. It would seek to promote diversity in the workforce, across occupations and attempt to engage with under-represented groups. There would be widespread publicity and promotional events; collaboration with the CITB's Construction Skills Diversity Manager; and support for regional initiatives by partners in the scheme.

The partners were aware that the majority of craftspeople in the heritage sector were aged 40+ and decided to prioritise applicants aged 16–24. The 2013 *Skills Needs Analysis*, which was based on a survey of 1,161 contractors in England, found that only 8% of employees were aged between 16–24 (compared with 12% in all occupations nationally),⁴ 54% were aged 25–49 (compared with 60%) and 34% were 50+ (compared with 26%).

⁴ The Labour Force Survey, Office for National Statistics

Outcomes

12% OF APPRENTICES TAKING PART IN TBSBS 2012-15 WERE WOMEN

76% OF APPRENTICES WERE AGED 16-24

THE SCHEME ACHIEVED WIDESPREAD COVERAGE THROUGH EVENTS AND SOCIAL MEDIA

THERE WERE SUCCESSFUL EFFORTS TO PUBLICISE THE SCHEME THROUGH CHANNELS USED BY WOMEN AND BY THE CONSTRUCTION SECTOR

INVESTIGATION INTO THE POTENTIAL OF THE SCHEME TO BENEFIT 'HARD-TO-REACH GROUPS' INCLUDED SEVERAL MEETINGS WITH HER MAJESTY'S PRISON SERVICE.

Women and applicants from black and minority ethnic backgrounds

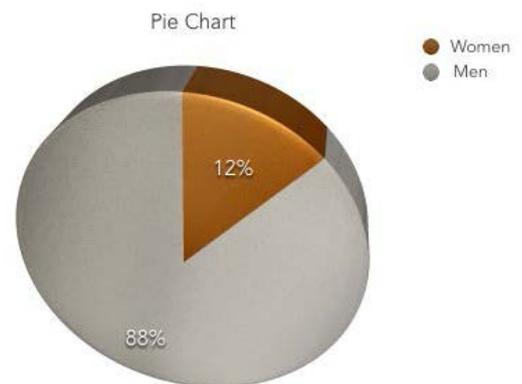
Three of the 41 placements were filled by individuals already known to the placement provider. The 38 that were open to application were advertised to the every construction class in the relevant trade and to every college within reasonable travelling distance of the placement. Roles were advertised on the bursary scheme website, through blogs and social media and through *Women in Construction*. The CITB advised on how to attract applicants from within our target groups and supported the scheme's participation in the National Exhibition Centre Skills Show, the largest vocational event in the country.

Ten women applied to the scheme in this phase and five were successful. This meant that 12% of the 2012-15 apprentices were women compared with 15% in the earlier phase. There was one applicant from a minority ethnic background. These figures highlight the challenge of setting and meeting diversity targets when recruiting from a pool defined by other, narrower criteria (in this case, displaced apprentices).



THREE OF THE TBSBS FEMALE APPRENTICES: ALICE WARD (LEFT), ABBY EVANS (MIDDLE), JENNY SIBLEY (RIGHT)

Gender	Number of Placements
Women	5
Men	36



Hard to Reach Groups

The Management Board defined hard to reach, in this context, as people with little or no awareness or experience of the heritage sector, who might not have thought of training in the heritage sector. Following consultation with the manager of the National Trust's *Passport to Your Future* (which offers work placements to people under-represented on its staff) about its recruitment process, the Management Board recognised that for potential applicants with little hands-on experience, it would be important to look for evidence of interest and potential, alongside a basic aptitude.

As a result of an approach by the South West Head of Learning of Her Majesty's Prison Service, at the NEC Skills Show, the Scheme Manager began to research the possibility of including ex-offenders in the scheme. Individuals who had enrolled on a construction course while serving a sentence were unable to complete their Diploma NVQ without a work placement. In some cases, even once released, their criminal record made it likely that a placement would be hard to come by.

Two prison visits and meetings were organised with the Regional Heads of Learning at HMP High Down in Sussex and HMP Guys Marsh in Dorset, two prisons of different grades that both offered

construction courses. A meeting also took place with West Midlands Police and the officer responsible for the Prince's Trust *Fresh Start* programme, which offers short-term work-based opportunities for former young offenders. While it was not possible to offer a placement to any former offender during the timescale of the scheme, these research visits and meetings did highlight the possibility of doing so in future, on condition that the applicants had a basic level of skill and a high level of motivation.

Apprentice Sarah's Ireland Trip



September 3, 2014

nt.admin

News

Apprentice Bench Joiner Sarah Hudson, who works for Red Builders in Abergavenny, recently went on a hands-on educational trip to Ireland. This was organised by the Grampus Heritage Trust and funded by the EU Leonardo Da Vinci programme. The Grampus Heritage Trust is a non-profit making organisation based in the North West of England. They [...]

[Continue Reading →](#)

TBSBS BLOG ON APPRENTICE JOINER SARAH HUDSON

The screenshot shows a Facebook interface. On the left, the page name is 'The Traditional Building Skills B...'. Below it are navigation tabs for 'Page', 'Messages', and 'Notifications'. The main content area features a post by Sarah Grantham. The post includes a photo of her in a high-visibility vest working on a wall, a photo of her with a dog, and a text update: 'Sarah Grantham Lindsey Rollings this is what i should be doing!!!! get me here'. The post has 1 reply and was made on November 17 at 11:09am. The page also shows a list of friends to invite and a 'Boost Page' button.

PROMOTING FEMALE ROLES THROUGH FACEBOOK

Young People

The scheme appealed strongly to younger people: 98% of apprentices were under 35 and 76% were 16-25. As already noted, the scheme was directly promoted through college visits, talks with students and tutors, through the bursary scheme website, blogs and social media. Significant interest was generated through posts on Facebook and Twitter by current apprentices. All apprentices were encouraged to share their stories through social media, to raise the profile of the heritage construction industry and the skills it needs to support the heritage sector. This can be seen in the social media views where a number of individual posts were shared by apprentices and viewed by a much larger audience than regular posts.

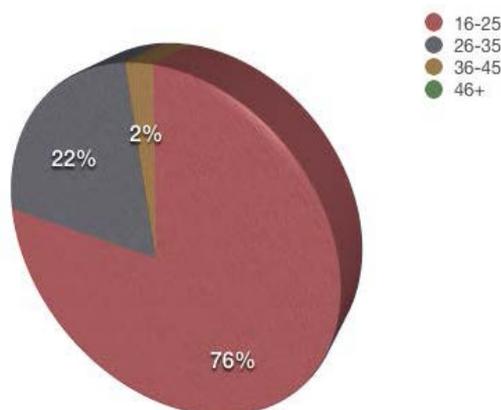
Speaking directly to learners in college proved to be the most effective method of recruitment. The Bursary Scheme Manager and Scheme Volunteer met students and tutors who had little to no understanding of conservation as a process or the heritage construction industry. By explaining the context, the skills shortages and the opportunities for training and employment directly and clearly with cohorts of construction students, they succeeded in sparking students' interest in finding out more, even if they did not plan to apply for a placement. The scheme went on to link many of these students with local heritage organisations, encouraging them to volunteer and learn more about heritage. The Scheme Volunteer continues to receive two or three enquiries a week about placements.

When assessed at the start of their placement, many of the apprentices said they had not considered a career in the heritage sector until the TBSBS had approached their college. This demonstrates the importance of advocacy work and of forming new partnerships with non-specialist as well as specialist training providers. The higher the level of public awareness of the heritage construction industry and its need for a skilled workforce, the more likely it is that young people will consider heritage construction as a career.

“One of the major impacts of the TBSBS is that it has got people to sit up and take notice of their heritage and of the heritage construction industry. Generally, people do not know there *is* a heritage construction industry. Because of the work we've done with colleges, more tutors and more young people are becoming more aware.” Roger Cayzer, Scheme Volunteer

Age of Scheme Participants - start of placement

Age Range	Number of Placements
16-25	31
26-35	9
36-45	1
46+	0



Aim 2: Promote diversity

Summary of lessons learned and recommendation

2.1. Greater diversity in the heritage construction industry workforce will only be achieved if the heritage construction industry and the opportunities it offers people of any and every background are more widely known and understood. The public profile of heritage construction is still low.

2.2. A direct and personal explanation of the heritage construction industry, its parameters, its needs and demands, delivered by people who know the industry well, is the most effective way to get the message across to students, their college tutors and potential partners

2.3. The use of apprentices' words and voices in describing their motivations and experiences and in promoting the scheme to their peers, through social media has proved popular and effective.

2.4. Women and members of minority ethnic communities made up a smaller proportion of this cohort of apprentices than their proportion in the construction industry as a whole. The focus on displaced apprentices reduced the size of the pool on which the scheme could draw.

2.5. The scheme has demonstrated that, with the right support, heritage construction is an attractive option for young people, but as noted in section one of this report, they will often need additional income in order to finance their participation in the scheme. Those working in rural areas may need to be able to drive and to have access to a car, and longer-term employment in the more affluent parts of the country is unlikely to be a viable option for a young person on a low wage.

Recommendations

R8. Set up more partnerships and build upon existing relationships with non-specialist as well as specialist training providers, plan more visits and talks at construction colleges across the country to raise awareness of opportunities in the sector

R9. Set up more partnerships between heritage organisations and their local construction colleges, encourage more interaction between these organisations to raise awareness of opportunities in the sector and to guarantee some continuity in employment direct from colleges.

R10. To achieve greater diversity in the next cohort of apprentices, the face-to-face promotion and explanation of the scheme may need to take place in colleges with a diverse student population.

R11. Consider taking specialist advice on recruitment, e.g. language and terminology used, and ensure that the scheme's website, blogs and other forms of advocacy feature a diverse group of contributors.

R12. Increase social media and online presence, handing over a greater level of responsibility to the apprentices. Incorporate online and social media interaction into the apprentice role profile and review process, whether this is writing regular blogs for the website or sharing their stories through the TBSBS social media channels

R13. Invite women and members of minority ethnic communities who are currently working in the heritage construction industry (e.g. Women in Manual Trades and Women in Roofing) to prepare and make presentations with the Bursary Scheme Manager and Scheme Volunteer.

R14. Identify placement providers who currently have a diverse workforce and who are actively seeking to maintain or increase that diversity; for example, by offering flexible or part-time working.

R15. Learn from the National Trust's Skills for the Future-funded Passport to Your Future programme, which exceeded its diversity targets through making the recruitment process easy, incorporating Taster Day sessions to widen up appeal to a broader audience, and also recruiting on the basis of 'those who would benefit the most'. We will also research other bursary schemes in the Skills for the Future Community where they have achieved their diversity targets.

R16. Identify at least some placement providers who have the capacity to take on an apprentice with evident motivation, aptitude and potential, but who has not yet had the opportunity to develop their skills to the level normally expected of an apprentice.

R17. Consider reserving, a year ahead, several places for a diverse group of candidates with the motivation and potential but who need a year to build up the basic level of skill required for an apprenticeship. The scheme could work with these individuals as a group, introducing them to the sector, taking them on site visits to meet employers and apprentices, etc.

R18. Build on the groundwork undertaken with the prison service to scope a scheme that could accommodate people who have enrolled on a construction course while serving their sentence and who need work-based training on their release.

Aim 3



SAM TINSDEALL APPRENTICE JOINER

Aim 3: Enable heritage organisations to work in partnership

Utilising the knowledge and skills of the partner organisations and working collaboratively with trade federations, training providers and placement providers to achieve a common goal

Five partner organisations were involved in the management of the scheme: the National Trust (lead partner), Cadw (lead partner), Historic England, the CITB and the NHTG. The partners came together to manage the scheme collectively for a common purpose: to look after our historic environment and secure its future by addressing the skills shortages and emerging needs in the sector. This would be achieved through working in partnership to train and retain the traditional skills required in the sector.

The Management Board, comprising one representative of each partner organisation, met quarterly to monitor and discuss the scheme's progress, project milestones, placement opportunities and areas for improvement. The information shared at these meetings could then be disseminated by the partner representatives to their individual organisations. The Management Board ensured that the scheme was addressing the recognised skills shortages at the time, both through quality, work-based placements and additional training.

The scheme instigated and/or developed relationships with placement providers (some of whom were known to some of the partners, some of whom were new) and ensured that they continued to offer relevant experience for their existing apprentices and offered new opportunities for apprentices in the future. Placement providers were encouraged to maintain regular contact with the Bursary Scheme Manager and to take the opportunity to influence the direction of the programme, based on their experience of it. All of the partners were committed to learning from the experience of running the scheme for the benefit of the sector as a whole, as well as for their own organisations.

The scheme worked in partnership with construction colleges, specialist training providers and craft federations through college open days and vocational events, craft skills events and training opportunities. Networking and participation in these events and in federation heritage committee meetings enabled the scheme to talk about and promote its activities, share best practice and make new contacts that might help to further the apprentices' progress beyond the end of their placements.

Outcomes

£60,000 OF IN-KIND CONTRIBUTIONS FROM THE MANAGEMENT BOARD REPRESENTATIVES

54% OF IN-KIND CONTRIBUTIONS ON ADVOCACY OPPORTUNITIES AND PROMOTION EVENTS

REACHING AN AUDIENCE OF OVER **600,000** MEMBERS OF THE PUBLIC THROUGH TWO NATIONAL EVENTS IN 2013 AND 2014

SCHEME PROMOTED THROUGH NATIONAL TRUST, CADW AND HISTORIC ENGLAND WEBSITES

NEW BUSINESS COURSE DESIGNED AND DELIVERED IN PARTNERSHIP

FREE TRAINING DELIVERED BY SPECIALIST TRAINING PROVIDERS TO BENEFIT THE APPRENTICES

PARTNERSHIP WORKING WITH THE SPAB, PRINCE'S FOUNDATION, SPECIALIST TRAINING PROVIDERS AND TRADE FEDERATIONS

Partnership working through the Management Board

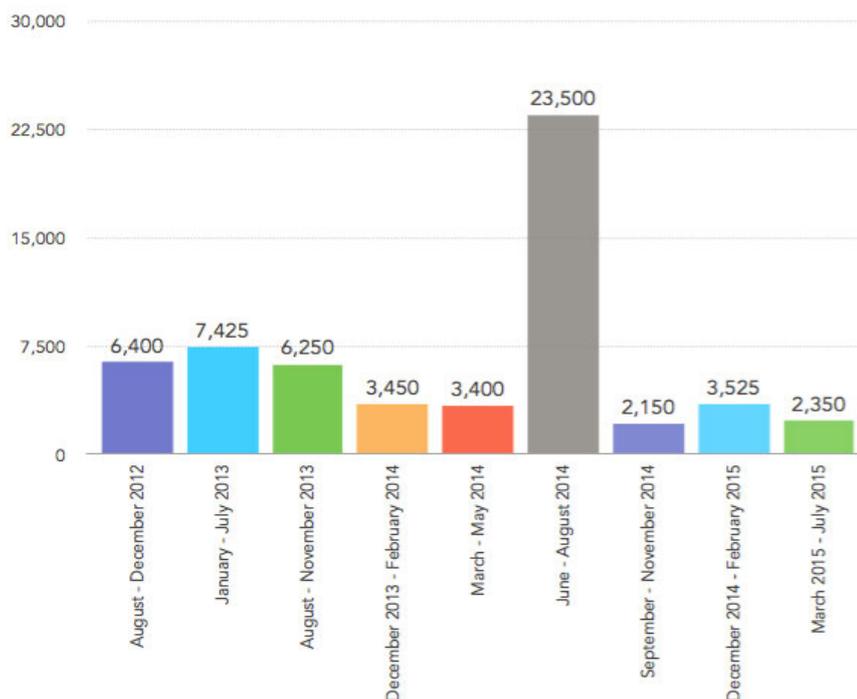
The Management Board contributed some 1,170 hours to the development and progression of the scheme, valued at £58,450.

“English Heritage was the lead partner for the first six years of the scheme and the National Trust has been lead partner for this phase of the scheme. We’ve always stressed the importance of partnership working – not just between the partners who have been running the scheme, but the placement providers and others too. The focus of the scheme this time has been different, but the partnership has remained valuable, important and positive.” Kate Gunthorpe, Historic England

“I joined the board, for Cadw, in the last 12 months of the scheme. It was clear right from my first Board meeting that the partnerships that had been developed, both between the organisations running the scheme and with the colleges, training providers and others, were strong and that this was a great asset to the scheme.” Jill Fairweather, Cadw

Partner In-kind Contributions

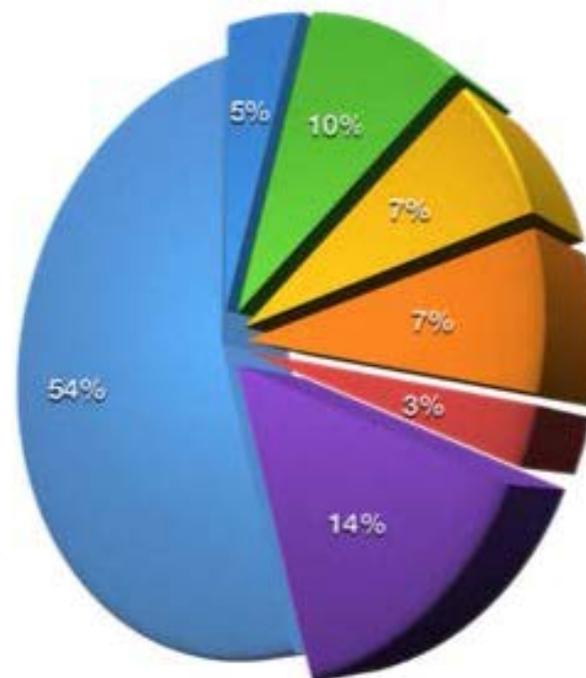
Period	Cost equivalent
August - December 2012	6,400
January - July 2013	7,425
August - November 2013	6,250
December 2013 - February 2014	3,450
March - May 2014	3,400
June - August 2014	23,500 (Figure includes The Skills Show)
September - November 2014	2,150
December 2014 - February 2015	3,525
March 2015 - July 2015	2,350
Total	58,450



This table illustrates the distribution of the partner representatives' time broken down into seven groups of activities according to their in-kind expenses forms. From this analysis the partner representatives spent most time supporting advocacy opportunities and events, and using their expertise to organise and deliver training for the apprentices. A quarter of their time was spent on managing scheme staff, attending and advising at Management Board meetings, promoting the scheme at external events, interview participation and preparation and assisting in the organisation of placements.

Distribution of in-kind contributions

Activity	Hours	Cost equivalent
TBSBS staff interviews & preparation	47	2,350
Line management of TBSBS staff	94	4,700
Attending/advising at TBSBS meetings	270	13,475
Promoting the TBSBS (partner websites, external meetings and conferences)	27	1,325
Assisting in the organisation of placements	134	6,700
Organising/delivering training to the apprentices	70	3,500
Supporting advocacy opportunities and apprentice events	528	26,400
Total	1,169	58,450



- TBSBS staff interviews & preparation
- Line management of TBSBS staff
- Attending/Advising at TBSBS meetings
- Promoting the TBSBS
- Assisting in the organisation of placements
- Organising/delivering training to the apprentices
- Supporting advocacy opportunities and events

CITB recognised the need to promote heritage and specialist construction opportunities at mainstream construction events, raising awareness of and interest in the range of opportunities available to learners. CITB provided significant in-kind support in the form of stands for the TBSBS at the NEC Skills Show, the Royal Welsh Show (together reaching an audience of 600,000) and a number of smaller events and conferences to promote opportunities in the heritage sector. The National Trust also supported the scheme's participation in events across the country.

These events generated interest from potential apprentices, placement providers and partners. Two apprentices were appointed as a direct result of finding out about the scheme at these events: joiner Andrew Barnes and stonemason Jake Baughan. Placement providers who learned about the scheme included Owlsworth IJP and Wells Cathedral Stonemasons, both of which subsequently provided quality work placements for two apprentices. Two examples of partnerships that grew out of these events were with the Lead Sheet Association and E I Flood & Sons, specialist heritage plasterwork and training providers, both of which offered to train apprentices free of charge.

The scheme's budget for promotional activities was £20,000. Most of this was spent on a new website, promotional leaflets and a trade stand, which were considered the highest priorities at the time.

The partners' time could have been distributed over the seven activities more evenly if more of the initial budget had been allocated towards advocacy and training opportunities. The small budget for promotional activities and additional training meant that a significant amount of the partners' time had to be invested in the search for additional support, when perhaps the scheme would have benefited from more time spent on improving the quantity and quality of placement opportunities.

The Management Board spent 14% of their time organising and delivering additional training for the apprentices. This was of significant benefit to the scheme as new courses were trialled, additional individual training opportunities set up and new relationships formed with specialist training providers and trade federations. This included:

- Training on the Induction Course

Rory Cullen, Head of Buildings for the National Trust and its partner representative (project sponsor) attended every induction course to explain the role of the partner organisations in addressing the skills shortages in the sector and to deliver training in conservation. This in-kind contribution directly benefited the apprentices' training and explained the purpose of the scheme in context.

- Trialling a new business course

Several of the apprentices indicated their intention to become self-employed in the future and to develop their own business. Although some of the apprentices were exposed to this element in their work placement, there was no formal training in business skills either on their vocational course or as part of the scheme. After initial discussions on this topic at a Management Board meeting, the Cadw partner representative Jill Fairweather took this forward and, in collaboration with a number of heritage professionals in Wales, coordinated and trialled a business course at the Twyi Centre. The course contents covered business models, PAYE, NI and VAT, costing jobs and tendering for work, responsibilities of main contractors and sub-contractors, record-keeping and accountancy. Fourteen TBSBS apprentices attended the course and the feedback forms gave it an overall rating of 4/5. Recommendations included extending the course to include more material (specifically in tendering for work), simplifying some of the content and incorporating some interactive exercises. A future scheme could improve the delivery of this course reflecting this feedback and be introduced as a formal element of the training programme.

- Delivery of the Heritage Level 3 Award

The first Heritage Level 3 Award to be trialled on the scheme was set up in partnership with the NHTG partner representative. The course was delivered at Fountains Abbey & Studley Royal in North Yorkshire and was successful in delivering accredited training in conservation. This was of benefit to the apprentices as the award demonstrated they had the knowledge to continue a career in the sector. Feedback from the apprentices and bursary scheme staff suggested that the course was not as well-managed as it could have been and the recommendation was that future training should be delivered by a different provider. Subsequent courses received excellent feedback, an average rating of 4-5/5 per cohort, and it became an essential element of the apprentices' training.

- Specialist apprenticeship and upskilling training

Through Cadw and CITB connections the scheme offered additional specialist apprenticeship and upskilling training towards the apprentices' Level 3 NVQ Diploma in Heritage Skills. Two of the apprentices completed a specialist apprenticeship programme (SAP) and two a specialist upskilling programme (SUP) in stonemasonry and wood occupations with the Traditional Building Company in Hay-on-Wye. One apprentice completed additional SAP in plasterwork with E I Flood & Sons. Each apprentice was assigned a CITB apprenticeship officer to oversee his or her progress. Mixed feedback was received on this training. Jake Baughan, apprentice stonemason, commented that "there was a lack of variety in the training delivered by the Traditional Building Company." Ned Floyd, apprentice plasterer, concluded: "Six weeks with the Flood brothers taught me more about traditional plasterwork than two years at college. I can't speak highly enough of them" and he brought back new skills to his placement provider. At this time the SAP and SUP courses were new to the heritage sector and there were few training providers registered to deliver the courses. This meant additional funding had to be raised to support accommodation and travel costs as the training was only delivered in Wales. This training could be more cost effective and feedback improved if a greater selection of training providers are registered to deliver it.

- Working with specialist training providers and trade federations

CITB connected the scheme with Tŷ Mawr (a specialist heritage training provider) to promote heritage craft opportunities in Wales through participation in a national event – the Royal Welsh Show. Through this initial connection, Tŷ Mawr offered free training to the apprentices in lime: an introduction to lime, lime plastering, lime wash and traditional paints and limecrete floors. This was highly successful and received excellent feedback.

Through partnership working, positive relationships were formed with the Society for the Protection of Ancient Buildings (SPAB), E I Flood & Sons and the Lead Sheet Association. These organisations provided their services for free for the benefit of the apprentices. In May 2015 they worked alongside each other to deliver a series of practical workshops at the Weald and Downland Museum to the TBSBS apprentices and Prince's Foundation apprentices. The additional costs to deliver this training, e.g. venue hire and catering, were covered by a grant from the National Trust Volunteering Team. This demonstrates the degree to which the scheme relied on goodwill and the desire of heritage craft professionals to support the next generation and retain specialist skills in the sector.

Working in partnership with other heritage organisations

The scheme benefited from partnership working with heritage organisations, through participation in events and committee meetings.

The SPAB initially took a group of the TBSBS apprentices on a conservation site visit as part of their induction. Following on from this, seven apprentices volunteered at the SPAB working party in 2014 and three apprentices volunteered in 2015, training alongside SPAB scholars and fellows. At the working parties, the apprentices were encouraged to network with other conservation professionals and talk to members of the public about working in the heritage sector. The apprentices also ran skills demonstrations for school groups. This increased their understanding of conservation, and demonstrated their practical and interpersonal skills. The Bursary Scheme Manager sat on the SPAB training committee; as a result, she was able to identify opportunities for additional training with highly skilled craftsmen.

Aim 3 Promote partnerships between heritage organisations

Summary of lessons learned and recommendations

3.1. The partnership between the National Trust, Cadw, Historic England, NHTG and CITB operated professionally and well, with each partner contributing what it reasonably could. The Management Board monitored the delivery of the programme and the achievement of its aims but individual partners provided practical, hands-on support in areas (such as business training) where it was equipped to do so.

3.2 During phase 3, English Heritage split to become two new organisations: Historic England, the public body that advises on the historic environment, was the partner in phase 3, and the new charity, English Heritage Trust. Both are supportive of the aims of the partners and the bursary scheme, and will be working with the partners going forward.

3.3 There were advantages gained from the National Trust being lead partner and the employer of the apprentices. The National Trust brought a range of staff resources, particularly in fundraising, and its Direct Labour Team which, with its network of contacts with contractors, created numerous opportunities for apprentices.

3.4. There is a significant amount of motivation and goodwill in the heritage sector to train a new generation of craftspeople for the heritage construction industry. Collaboration enables wider opportunities, such as a business course, to be offered.

3.5. Participation in national events enabled the scheme to seed new partnerships with placement providers, training providers and contractors who, in some cases, would become supporters of the scheme, and to increase awareness and understanding of the heritage construction industry within the mainstream construction industry.

Recommendations

R19. The positive relationships established between the scheme's partners, trade federations and specialist training providers need to be nurtured and maintained while the scheme is not running, so that they can be picked up again.

R20. Links with heritage organisations, such as the SPAB and the Prince's Foundation, should be maintained to ensure good practice is shared in the sector and promote networking amongst the apprentices and conservation professionals

R21. The business course could be incorporated as a formal element of a new training programme. In response to the recommendations of the participants in the first course, it should be extended to two days. The *introduction to lime* training day trialled with Ty Mawr was highly successful and could be introduced in to the training programme for a new scheme.

R22. Specialist training providers and trade federations could be further utilised in a future skills programme to deliver exceptional training for apprentices who need it, but additional funding will be needed to cover the additional costs of delivering and participating in that training (e.g. for accommodation, travel and venue costs).

Aim 4



NED FLOYD APPRENTICE PLASTERER

Aim 4: Share lessons learned about good practice in running such a scheme

Promote and publicise opportunities in the heritage sector and produce a useful resource for future skills initiatives

The National Trust, Cadw, Historic England, CITB and the NHTG were committed to learning from the experience of running the TBSBS and to sharing what they learned. Feedback from the partners, apprentices and placement providers informed the delivery of the scheme while it was underway and the partners' thinking about the development of this scheme. The aim was that it would also serve as a learning model and as an example of best practice that could be used to guide other future skills programmes for the sector. This report is part of that process, summarising lessons learned in relation to each of the five aims and making recommendations for the future.

While delivering the scheme, the Management Board reported and reflected on the achievement of project milestones

- It asked for and discussed feedback from the apprentices, placement providers and other supporters of the scheme.
- It made adjustments to elements of the scheme in response to feedback.
- The partner representatives shared information with colleagues in their individual organisations.
- The Board looked at the impact of volunteering and in what capacity – adjusting the scheme to most effectively use the skills sets of volunteers to improve apprentice placements.
- Successes were publicised through newspaper, magazine and on-line articles, through websites and social media and through the scheme's participation in events and conferences.
- Levels of professional and public interest in the scheme were informally monitored and there was a constant lookout for opportunities to raise the profile of the scheme and its purpose.

Outcomes

NEWSPAPER AND ONLINE ARTICLES PUBLISHED ON THE SCHEME

REACHING AN AUDIENCE OF **OVER 4 MILLION MEMBERS** THROUGH PARTNER MAGAZINES

REACHING AN AUDIENCE OF **JUST UNDER 1 MILLION READERS** THROUGH A NATIONAL NEWSPAPER

FEATURE ON NATIONAL TELEVISION REACHING AN AUDIENCE OF **7 MILLION VIEWERS**

COST SAVING OF **JUST UNDER £80,000** THROUGH THE SERVICES OF PROFESSIONAL VOLUNTEERS

NEW SCHEME WEBSITE

NEW SCHEME BLOG

NEW FACEBOOK AND TWITTER PAGES

NEW PROMOTIONAL LEAFLETS

NEW TRADE STAND

PRESENCE ON NATIONAL TRUST, CADW AND HISTORIC ENGLAND WEBSITES

COVERAGE IN INTERNAL NEWSLETTERS

PRESENCE AT CIOB, IHBC, NHTG AND NATIONAL TRUST NATIONAL CONFERENCES

Methods we used to disseminate best practice during the programme included the following:

Producing new documentation

The initial structure of this phase of the TBSBS was based on a manual produced at the end of the previous phase. This included guidance on the recruitment procedure, monitoring process and evaluation of placements. During the course of the three-year period of the scheme, new procedures were created, adopted and refined to meet the demands of the new focus of the programme and these have been recorded. Having documented the alterations made to the scheme, the manual can now be updated and used as a guidance document for future programmes.

New leaflets were used to promote the scheme to its target audience. A new website, blog, social media channels as well as guides for potential placement providers were produced. Documents used in the new induction programme, Heritage Level 3 Award and all the additional courses (listed in Aim 1) can be viewed in the appendices of this report.

Sharing milestones through partner organisations

Progress towards project milestones was shared at Management Board meetings and disseminated across the partner organisations through meetings, internal newsletters, websites and social media. The National Trust, Cadw and Historic England promoted the scheme through their individual websites, member newsletters and social media channels.

In summer 2014, both the National Trust and Cadw published in their member magazines a three-page article about the scheme, which reached 4 million National Trust members and 25,000 Cadw members.

In the 2013 South West Heritage Counts report, Historic England used Luke McEnroe Apprentice Joiner as a case study for bursary schemes and public sector skills support.⁵

In August 2013, RICS, the Royal Institution of Chartered Surveyors, published an article about the scheme written by Kate Gunthorpe of Historic England in its *Building Conservation Journal*.

This kind of coverage was a significant in-kind contribution to the promotion of the scheme to the public and to heritage sector professionals.

An invitation

To join us in training apprentices in traditional building skills

Explaining the scheme

The scheme was set up in 2006 by the National Trust, Cadw, English Heritage, CITB-Construction Skills and the National Heritage Training Group, to address the skills shortages in the Built Heritage sector. It is funded by the Heritage Lottery Fund under the 'Skills for the Future Programme'.

We are able to offer funding and work placements for learners partway through their training in a traditional building trade, allowing them to complete their vocational qualification whilst learning and developing new skills to work on historic buildings.

How it works

- Operates in England & Wales
- Will provide 40-55 training places
- Duration of placements can range from 6-24 months
- These training places will be funded by individual bursaries provided by the scheme
- Will cover salary (national minimum wage), basic tools, PPE and, if required, tuition fees
- Additional training will be provided

The deal for apprentices

- Develop their existing skills in the relevant trade
- Build up on site experience
- Learn new practical skills to work on historic buildings and structures
- Improve their knowledge and understanding of traditional materials and methods used in the conservation and repair of historic buildings
- Be supervised by experienced craftspeople

Trades included

Carpentry, roofing, joinery, plasterwork, stonemasonry, painting, decorating, metalwork, brickwork and plumbing.

Support for placement providers

Sound support is provided through each stage of the process: recruitment, monitoring and evaluation, funding and additional training.

If you're interested in hosting a placement, we'd love to hear from you. Elizabeth Long, the Bursary Scheme Manager, 07824 545187 or elizabeth.long@nationaltrust.org.uk Mohammad Samin, Scheme Support Co-ordinator, 07824 547364 or mohammad.samin@nationaltrust.org.uk There's also more information on www.buildingbursaries.org.uk

Traditional Building Skills Bursary Scheme

Leading to a great career in building



buildingbursaries.org.uk

The Traditional Building Skills Bursary Scheme

Our aim: to safeguard the future of our historic buildings and see the legacy of knowledge and skills of our current master craftsmen passed on to the next generation

Cynllun Bwsariaeth Medrau Adeiladu Traddodiadol

Ein nod: i warchod dyfodol ein hadeiladau hanesyddol a sicrhau bod yr etifeddiaeth o wybodaeth a medrau ein meistri grefftwyr presennol yn cael eu trosgwyddo i'r genhedlaeth nesaf

Gwahoddiad

I ymuno â ni i hyfforddi prentisiaid mewn medrau adeiladu traddodiadol

Egluro'r cynllun

Sefydlwyd y cynllun yn 2006 gan yr Ymddiriedolaeth Genedlaethol, Cadw, English Heritage, Medrau Adeiladu CITB a'r Grŵp Hyfforddi Trefnadaeth Genedlaethol, i fynd i'r afael â'r prinder medrau yn y sector Trefnadaeth Adeiledig. Fe'i hariennir gan Gronfa Dreftadaeth y Loteri o dan y 'Rhaglen Medrau ar gyfer y Dyfodol'.

Rydym yn gallu cynnig arian a gosodiadau gwaith ar gyfer dysgwyr am gyfnod yn ystod eu hyfforddiant mewn crefft adeiladu draddodiadol, sy'n eu galluogi i gwblhau eu cymhwyster gyrfaol wrth ddsygu a datblygu medrau newydd i weithio ar adeiladau hanesyddol.

Sut mae'n gweithio

- Ar waith yn Lloegr a Chymru
- Yn darparu 40-55 o leoliadau hyfforddi
- Fe all hyd y gosodiadau amrywio o 6-24 mis
- Ariennir y manau hyfforddi hyn gan fwsariaethau unigol a ddarperir gan y cynllun
- Bydd yn cynnwys cyflog (isafswm cyflog cenedlaethol), offer sylfaenol, offer diogelwch personol a, phe bai angen, ffoedd hyfforddi
- Darperir hyfforddiant ychwanegol

Y manteision i brentisiaid

- Datblygu eu medrau presennol yn y grefft berthnasol
- Datblygu profiad ar-safle
- Dysgu medrau ymarferol newydd er mwyn gweithio ar adeiladau a strwythurau hanesyddol
- Gwella eu gwbyodaeth a'u dealltwriaeth o ddeunyddiau a dulliau traddodiadol a ddefnyddir wrth warchod a thrsio adeiladau hanesyddol
- Cael eu harolygu gan grefftwyr profiadol

Ymysgy crefftau mae

Gwaith coed, to, saerïaeth, plastro, saer maen, peintio, addurno, gwaith metel, gwaith brics a phlym.

Cefnogaeth i ddarparwyr gosodiadau gwaith

Darperir cefnogaeth gadarn drwy bob cyfnod o'r broses: recriwio, monitro a gwerthuso, ariannu a hyfforddiant ychwanegol. Os oes genrych ddiddordeb mewn cynnal gosodiad, byddem yn falch iawn o glywed oddi wrthyd. Elizabeth Long, Rheolwry Cynllun Bwsariaeth, 07824 545187 neu elizabeth.long@nationaltrust.org.uk Mohammad Samin, Cydlynnydd Cefnogaeth y Cynllun, 07824 547364 neu mohammad.samin@nationaltrust.org.uk Cewch fwy o wybodaeth hefyd ar www.buildingbursaries.org.uk

Cynllun Bwsariaeth Medrau Adeiladu Traddodiadol

Yn arwain at yrfa wych mewn adeiladu



buildingbursaries.org.uk

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Glasshouses
Bridges
Monuments
Ruins

Try a Traditional Building Skills Bursary




The Traditional Building Skills Bursary Scheme

Leading to a great career in building



Case study



I'm 19 and started off labouring for a few months in the bursary. I was then offered an apprenticeship and I was first to be let go. I continued to go to college where I heard about the Traditional Building Skills Bursary Scheme and was accepted. It mostly involves working on the roof of a house in Oxfordshire, such as renovating windows, making sure there are as close to the original as possible – also doors, gates and rebuilding some of the bell tower.

It was an achievement for me to get to the stage I'm at now – I feel more confident about being given a job and getting on with it by myself. When you can do a job, from start to finish, that is what I enjoy most. It's a real sense of achievement when you've produced something and did it with skill.

The Scheme has completed the on site work I needed to finish my NVQ level 2 in Brickwork and now I'm working towards a qualification in Heritage Skills. When I finish I'll be able to continue working on historic buildings to broaden my skills and experience.

Luke McEneaney
Apprentice Joiner

Find out more

Useful contacts
For more information on the bursary Scheme contact:
Elizabeth Long, 07824 54587 or elizabeth.long@nationaltrust.org.uk
or
Scheme Support Centre, 01934 66164 or scheme.support@nationaltrust.org.uk
www.tbskillsbursary.org.uk

Useful websites
The Skills for the Future
www.skillsforthefuture.gov.uk
Page 33 of 34 on the future
www.skillsforthefuture.gov.uk
Partner websites
www.skillsforthefuture.gov.uk
www.organic-heritage.org.uk
www.tbskillsbursary.org.uk
www.ctfb.co.uk

Traditional Building Skills Bursary Scheme
Leading to a great career in building



A real job

Experience, training, qualifications, salary, tuition fees if need be and a real future...



Explaining the scheme
The scheme has been set up to address the skills shortage in the traditional building sector. The organisations involved are the National Trust, Cadw, English Heritage, Historic England and the National Heritage Training Group and it's funded by the Heritage Lottery Fund under the Skills for the Future Programme.

A career built to last

There are 6 million historic buildings in the UK and over 1/2 million other places that are listed...

And these amazing buildings need another 6,500 people with specialist skills...

After a degree in social management I got in to my first job in stock management which was from a listing organisation for how these incredible old buildings looked and were created using limited technology. The thought that I could be involved in listed buildings to take up the profession. It was always appealing. To be able to take a saw piece of stone and create intricate mouldings seemed impossible. To undertake how to create something proper, also how you can bring physical shape and creative. When taking stock management was the obvious answer.

During my training I have been based at the National Trust, Cadw, English Heritage, the Midlands region in all aspects of stone conservation: from being in High Peak reporting in Conitham, you report in High Peak to High Peak. It's not just about the stone but also the people who work on the stone. I also attend college in York to get my NVQ qualification in Stonemasonry. The best part is learning from experts in their field. No job is the over the same and different approaches are always required. Depending on the job you can work on the job but cannot substitute the method of learning.

David Wilkins, Apprentice Mason, Herwick Hall, age 37

The next step

Minimum entry requirements
You must have completed part of your training and vocational qualification in a traditional building site and be interested in learning new skills to work on historic buildings. For more information visit www.tbskillsbursary.org.uk

Valuable skills, experience and qualifications

- New skills to work on historic buildings
- Your Heritage Skills NVQ Level 3 or credit towards this

The experience, knowledge and skills gained through a placement with the Traditional Building Skills Bursary Scheme will allow you, as an Apprentice, to go on to complete your training and progress in the Built Heritage Sector.

Opportunities for progression after your placement

- NVQ level 4 & 5 leading to a Master Crafts Status
- Progression to supervisory/management roles

For more information on qualifications and training in the Heritage Sector and the Heritage Skills NVQ, Level 3 and CSIS, contact the National Heritage Training Group or CTFB.
www.nhtg.org.uk or www.ctfb.co.uk/

A quick eligibility test
Have you completed a level 1 qualification in a traditional building trade? Are you currently working on historic buildings in the future?
YES great, please go to the website, explore more and seriously think about applying.
NO sorry, maybe come back to us another time when you can answer yes.

Skills for life

The traditional building trades we include are:

- Carpentry and joinery
- Brickwork
- Stone masonry
- Painting and decorating
- Tiling
- Roofing
- Plasterwork
- Plumbing





Try a Traditional Building Skills Bursary



National
Trust

Waffle & Daub

A quarterly round-up of what's going on in the Building Profession



Nick Randall, HLF, and Liz Long with the new apprentices; full story on p.10

Welcome from Rory Cullen, Head of Buildings

Welcome to the Autumn Waffle & Daub, a bumper edition packed with information. You'll notice a slightly revised format: it's time we recognised the work of our craftsmen more so from now on we will dedicate some space to articles that highlight the excellent work of our teams. Thanks to all our contributors, we've also got some great articles on changing legislation, asbestos, working around wildlife and what our interns and apprentices are up to.

With 2013 coming to a close, we are now planning for the year ahead, which for us will have a main focus on training and development. You will soon see some serious improvements to our intranet training pages, giving you quick access to an A-Z of all the relevant external building and heritage courses that we know of. The bids for next year's central training courses are now in (more in the next edition) and we are looking at ways to enhance our provision externally to raise our buildings conservation profile.

As usual, there's much more going on than I've got space for here. For example, we're looking at developing our well-used and much-admired Building Design Guides. At a recent meeting of Senior Project Managers and Heads of Consultancy, they were cited as a solution which should be extended to other projects (see [Colette's Consultancy Blog](#)). The same meeting also acknowledged that Building Surveyors are too often used as default project managers, stretching them too thinly...

Finally, hot off the press is the [proposed re-structure](#) of the Executive Team and changes in line management for the Heads of Profession. As yet we don't know the full implications of this, but I will update you in due course.

So, those are some teasers for the next Waffle – in the meantime, enjoy this one!

Rory Cullen

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Meet the apprentices using ancient techniques set in stone

Wednesday 05 March 2014



Cadw apprentices

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Meet the apprentices using ancient techniques set in stone

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Heritage sector seeks displaced apprentices for traditional building skills programme



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Meet the... stonemason



I want to give something back, and to leave a legacy. One day I want to be able to take my grandchildren to these places and tell them: 'I made that'.

Building our future with techniques from the past

Would you like to train in a traditional skill?

The Traditional Building Skills Bursary Scheme began in 2006. It is a partnership between the National Trust, English Heritage, Cadw, Construction Skills and the National Heritage Training Group and is funded by the Heritage Lottery Fund. It provides apprenticeships with work-based placements in vocations ranging from blacksmithing to thatching and

I've always had an interest in the history and architecture of buildings. I was working in an office in Southampton and knew it wasn't really what I wanted to do. Four years ago, I told a friend that I was thinking about becoming a stonemason, and he introduced me to Piers Merry, a stonemason and sculptor, who invited me to work with him on a life-sized sculpture of a baby elephant. He inspired me, steered me in the right direction and gave me confidence to follow my dream.

I applied for the apprenticeship at Hardwick Hall two years ago when I was a year into my three-year stonemasonry course at Weymouth College. You can't beat learning in the working environment alongside people who are experts in their field. The other great thing about training on the Hardwick Estate is that it is one of the few places in the country where the whole stonemasonry process is carried out on site, from quarrying the stone to carving it.

I was the most excited person in the world when I was offered the job! It was a big move from Hampshire to Derbyshire, but this is the job that I've always wanted to do and I was prepared to move anywhere in the country to do it. With stonemasonry, once repairs are complete on one building, work must start on a building somewhere else, so you need to be prepared to move around.

I am most interested in the carving of the stone - the addition of ornate detail - but I am also trained in bunker stonemasonry, which is the shaping of stone in a workshop to create the architectural features of a building, and being able to do a bit of carving and masonry on the same project is great. I am currently working on my favourite piece so far for the National Trust. Some stone urns at Belton House were used as planters for many years and water has irreparably damaged the stone, so we're working on replicas.

The apprenticeship teaches original techniques used by the stonemasons who built the Trust's properties. Everything was hand-tooled, which means that each piece of work has its own characteristics and is unique. Doing everything by hand takes more time and care, but it allows us to conserve and restore Trust places while still maintaining their character.

In the summer, we start at 7.30am every day and make the most of daylight hours. This year we'll be repairing the boundary walls of Belton Estate, Lincolnshire. Once we get there we'll prepare mortar mixes, select the stone and set out trowels, buckets, string lines and levels. We'll work solidly until we need to stop to allow the lime time to breathe and start setting. So a couple of hours before the end of the day, we'll brush off the mortar and leave it to dry.

In June, I will complete my heritage masonry training. This will qualify me to work on historic structures, carrying out wall and building repairs. I want to give something back, and to leave a legacy. One day I want to be able to take my grandchildren to these places and tell them: 'I made that'. I definitely hope to stay with the National Trust. I'm proud to work here and to be involved in what it does to conserve our heritage and our history. It makes me really happy to be a part of that.

Hear more from David on our audio magazine at www.soundcloud.com/nationaltrustmagazine

Illustration by Michael Henson, photography by National Trust Heritage Centre, Leahy

52 NATIONAL TRUST MAGAZINE

NATIONAL TRUST MAGAZINE 53

ARTICLE IN THE NATIONAL TRUST SUMMER 2014 MAGAZINE



Above: The conservation of St David's Bishop's Palace by Cadwraeth Cymru was officially recognized as some of the best conservation work undertaken in Europe.
Right: Apprentice Jake Baughan applying his newly acquired stonemasonry skills to conserve Flint Castle.

Another apprentice, Jake Baughan, 18, feels the same way. He is studying stonemasonry and travels from his home outside Denbigh to work at Flint Castle.

It's great being able to work on a building that's going to be around longer than you are! he says. 'Flint Castle is such an incredible place to be learning my trade. It's work that I will be able to come back to see and enjoy years from now.'

As stonemasons, he and Adam are being taught a wide range of skills, from re-pointing to stone carving, sometimes working with stones that can weigh as much as half a ton each and to accuracies of one-eighth of an inch.

Cadwraeth Cymru's stonemasons mix their own lime mortars, instead of using modern cement that can damage ancient buildings. They even use crumbled stone and dust to get the right mix for colour and consistency.

Jake joined Cadwraeth Cymru through a bursary scheme, managed in partnership by lead partners Cadw and National Trust, English Heritage, Construction Industry Training Board (CITB) and National Heritage Training Group, and funded by the Heritage Lottery Fund.

The scheme shows the importance of traditional building skills to specialist bodies; it also enables Cadw's apprentices to learn skills that can be applied further afield.

Cadw believes that many of these traditional building skills should be applied to all old buildings, not just to our finest historic sites and listed buildings. One in three buildings in Wales is traditionally built, compared to about one in five in England and Scotland.

That's why Cadw is working with CITB on getting traditional building skills mainstreamed, so that far more construction workers and craftspeople are familiar with historical techniques.

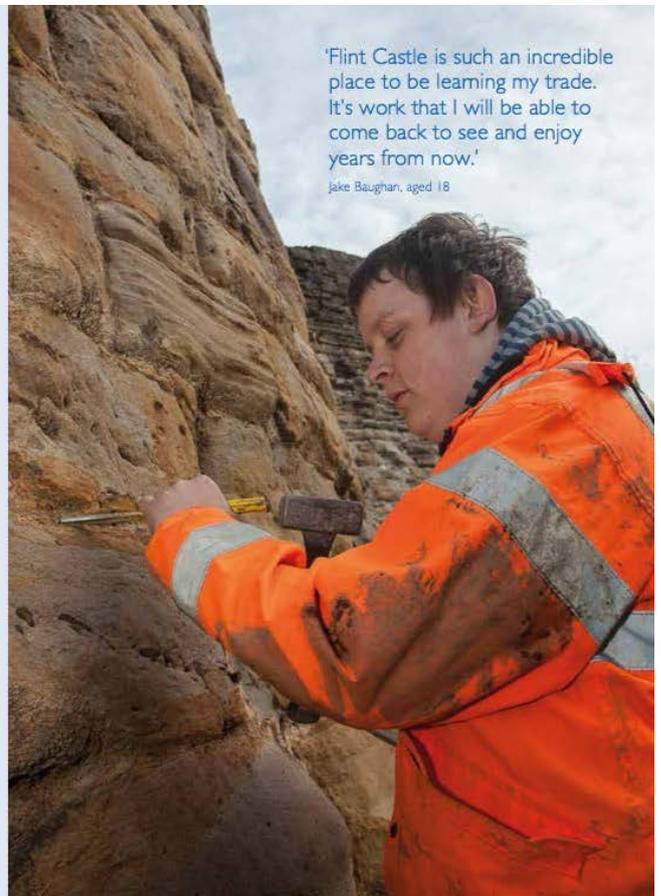
It's a point borne out by Gwynfor Olsen, Cadwraeth Cymru's conservation work supervisor in north Wales: 'It's important that Cadw is leading the field in demonstrating best practice in heritage conservation', he says.

An apprentice himself 20 years ago, he has seen ideas changing. 'There's more of a philosophy behind conservation these days. We are far more aware that what we are doing may be improved upon in the future and we use materials that will have minimal impact on the historic fabric.'

Taking the long view — the very long view — is one of the features that makes Cadwraeth Cymru special.

'Cadw's commitment to recruit, train and support conservation apprentices is vital if our rich and diverse heritage assets are to be enjoyed by others — in another 500 years' time,' says Neal O'Leary, head of Cadwraeth Cymru.

'Without these craft skills, or a detailed understanding of local materials and how conservation techniques are put into practice, Wales would not have the magnificently conserved monuments which receive world-wide recognition.'



'Flint Castle is such an incredible place to be learning my trade. It's work that I will be able to come back to see and enjoy years from now.'

Jake Baughan, aged 18

ARTICLE IN THE CADW SUMMER 2014 MAGAZINE

SKILLS IN THE SOUTH WEST

The South West has a rich and distinctive historic environment, including a quarter of England's listed buildings and a third of its scheduled monuments. Managing and protecting this precious resource requires a wide range of skills, from professional and technical, to business enterprise and visitor services management. Investing in these skills not only protects the environment, but maintains the South West's highly skilled workforce - a key economic asset. Fifty seven per cent of working age people in the region are qualified to NVQ level 3 or above, and 34 per cent to NVQ level 4. Only London and the South East have higher attainment rates.

Here, we consider recent research findings and highlight some current heritage skills issues in the South West.

TRADITIONAL CONSTRUCTION CRAFT SKILLS IN THE SOUTH WEST

In 2005, the National Heritage Training Group (NHTG) completed the first skills needs analysis of the built heritage sector in England. It found that just over half of the 2,344 traditional building crafts practitioners in the South West were struggling to recruit due to a lack of applicants and a lack of skills, with shortages of carpenters, slate and tile roofers and stonemasons. New research carried out for English Heritage, Historic Scotland and the NHTG shows that the subsequent economic downturn has compounded these issues, not least

Public sector skills support: bursary schemes

The Heritage Lottery Fund's Skills for the Future programme has funded a number of bursary schemes, including the Traditional Building Skills Bursary Scheme (TBSBS). Luke McEnroe is a trainee bench joiner, one of 20 apprentices currently enrolled on the scheme. He is gaining experience from working with a team of highly skilled craftspeople to maintain the National Trust's Buscot and Coleshill estate on the Wiltshire and Oxfordshire border, and has already completed an NVQ level 2 in his chosen trade. He is now working towards a Heritage NVQ Level 3 in Wood Occupations.

For the full story go to www.heritagecounts.org.uk and see www.buildingbursaries.org.uk.



Trainee bench joiner Luke McEnroe working on traditional windows at the National Trust's Buscot and Coleshill estate. © National Trust TBSBS.

I | HERITAGE COUNTS 2013 SOUTH WEST

CASE STUDY ON APPRENTICE JOINER LUKE MCENROE IN HERITAGE COUNTS 2013

Making the most of an on-line presence

To further promote the scheme and disseminate information during the lifetime of the programme, a new website and social media channels were created. This was specifically designed to appeal to a younger audience of school leavers and construction students and presented relevant case studies through a live blog, Facebook and Twitter. The website received over 710,000 visitors, 21% of whom revisited.

On-line articles were produced for other heritage and construction websites including Heritage Open Days, the NHTG website, and Women in Construction. Short videos were created such as How to Gild with Jenny Sibley <http://www.youtube.com/watch?v=z9DXpgB6We0>

The social media channels enabled the scheme to link up with heritage organisations across the sector, including the HLF, the SPAB, other bursary schemes, placement providers, and specialist and non-specialist training providers.

This enhanced the on-line presence of the scheme and not only raised its profile but created a platform for the discussion of issues around the shortage of skills in the sector, the availability of training for construction students and the need for more courses or at least modules in traditional building skills and conservation in colleges of further education.



Trainee Blacksmith James



Apprentice Carpenter Joiner Ed Jones



March 13, 2015
nt_admin
News

My name is Ed Jones and I am 20 years of age. I am currently an Apprentice for the National Trust based at the Kingston Lacy Estate in Dorset. Previously before my employment I studied carpentry and joinery at college. Starting with the basic level 1 carpentry, I continued to stay on and did a [...]

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Multiskilled Apprentice Ryan Winters



The reach of national print and broadcast media

On Thursday 5 March 2015 an article was written on the bursary scheme for *The Times* newspaper, which has an average daily audience of just under one million readers. Emma Bridgewater featured Fergus Murphy, apprentice carpenter/joiner, in her column for *The Telegraph* (over two million readers) on Saturday 7 June 2014.

In March 2015 Apprentice Joiner Tony Williamson based with the National Trust at Quarry Bank Mill and the Styal Estate was introduced to the nation in *Countryfile*, which boasts an average audience of over seven million viewers.

This kind of national exposure advertised the scheme to a far greater, non-specialist audience, most without any prior knowledge of heritage apprenticeships.

Raising awareness through events, conferences and committees

The partner representatives and the Bursary Scheme Manager were able to promote the scheme through their participation in a number of committees: for example, the Chartered Institute of Building (CIOB) and its annual conference; the NHTG Training Committee and its annual conference; the Institute of Historic Building Conservation and its annual conference; the SPAB Training Committee and participation in its annual working party and fellowship events.

Bursary scheme staff gave presentations to a number of associations and groups including the Women's Institute and the University of the Third Age. A new trade stand was produced for promotion at these events.

The apprentices ran demonstrations at a number of vocational and craft skills events (Aim 5) and in some cases were invited to join committees. James Palmer was the youngest member of the British Artist and Blacksmith Association to be voted on to its training committee. Apprentice stonemason Alice Ward joined the SPAB Church Maintenance Cooperative in the Midlands.

Involvement in committees, events and conferences increased professional and public awareness of apprenticeship placements at a regional and local level, and of the investment being made by the partners and HLF in addressing the skills shortages in the sector on a national level.

How to make your mark on history

A new generation of stonemasons is needed to preserve Britain's heritage, writes Nick Wyke

Not many apprentices can say they have played a part in setting the scene for *Wolf Hall*, the BBC's much-feted adaptation of Hilary Mantel's novel. Neil Marchant, an apprentice stonemason on the National Trust's heritage building scheme, has been stationed at Gloucester Cathedral for the past 15 months where he has been preserving the original stonework of the building that featured in week one of the historical drama.

Marchant is one of a handful of trainee building specialists who is helping to shore up a crumbling industry. There are six million historic buildings (pre-1919) in the UK and only a small proportion of craftsmen who are qualified to work on them. "It's a drop in the ocean compared to what we need," says Elizabeth Long, head of the National Trust's traditional building skills bursary scheme.

With 40 per cent of the trust's 150 craftsmen due to retire in the next 10 years, Long is keenly aware of the need to train the next generation. "Most students tend to go into modern construction and are not aware of the career opportunities that exist in heritage building," she says.

The trust will take on up to 12 school leavers a year to be trained as specialist carpenters, joiners, stonemasons, decorators and even blacksmiths. One apprentice blacksmith is currently helping to restore the 17th-century "golden gates" at Chatsworth House, Derbyshire.

Those who embark on a career in traditional building skills often spend a lifetime in the heritage industry.

"When they start out we always stress the difference they are going to be making by working on buildings that are hundreds of years old," Long says. "Whether it's a holiday cottage or a building of national importance, they take a real satisfaction and pride in their work, knowing that one day they can bring their grandchildren to see it."

When he started his stonemason apprenticeship with the trust, based at Hardwick Hall, an Elizabethan mansion in Derbyshire, David Wilkins had always dreamed of "creating a piece of masonry that would help preserve our heritage and allow future generations to appreciate our history and the craftspeople that helped make it."

Recently, he has been using traditional hand tools and materials such as lime mortar to seal the joints on 19th-century ornamental urns in the Italian water garden at Belton

House, Lincolnshire. "It was important to use hand-tool techniques, as you cannot replicate the original using a machine which would make the work look too pristine, new and out of character," Wilkins says.

Long says the apprentices work to a high standard. "There are plumbers and then there are heritage plumbers. We look for students with a strong aptitude for

craftsmanship, a sensitivity to conservation and a passion to make a difference in heritage."

Trust apprentices receive the minimum national wage and have their tuition fees paid while they work towards a heritage NVQ level 3 qualification, which can take up to four years. Then come NVQ levels 4 and 5, leading to a master craft status and supervisory and management roles on historic building projects.

As well as the National Trust, organisations such as the Art Workers' Guild, The Prince's Foundation and the Heritage Craft Alliance offer apprenticeships in traditional crafts.



Tapping into the past: trainee Neil Marchant at work



NEW TBSBS TRADESTAND

Learning from feedback

To monitor each apprentice's progress throughout their placement and identify areas where further training was required, the Scheme Manager and volunteers carried out regular development reviews. Each apprentice's level of knowledge and skills was assessed at the beginning of their placement. The mentor and line manager was then able to determine what tasks the apprentice was capable of carrying out and to what standard at the start of their placements, and could determine the level of progression at the end of their placement. The line manager incorporated tasks into their training to improve the efficiency of the apprentice's practical skills.

The Bursary Scheme Manager collated feedback from the additional courses trialled to improve them for new cohorts and to inform future training courses.

Best utilising the specialist skill sets of volunteers

As the scheme was managed by the National Trust, it was possible to draw on the charity's extensive volunteering resource (a network of 70,000 volunteers). The scheme benefited greatly from the time and skill given by volunteers throughout the lifetime of the programme. An estimated 238 days of volunteer time were donated, predominantly at a professional level.

Roger Cayzer, a construction and heritage professional and a mentor, gave at least 216 days to the programme. His involvement ranged from liaising with heritage professionals and organisations to identify suitable placement opportunities and carry out placement provider interviews, to delivering specialist training during the induction programme and additional short courses. He carried out the role of an independent mentor for apprentices in need of further guidance and encouraged a wide audience to engage with their heritage by attending craft skills, vocational and

promotional events and carrying out presentations to groups, associations and supporters.

This extensive role made the most of the skill set of a retired heritage professional with a lifetime of experience in the heritage and construction industry, most recently working for the National Trust as a Regional Building Manager and prior to this as a Project Manager for the Palace of Westminster. Working with volunteers with relevant expertise considerably enhanced the resources on which the Bursary Scheme Manager and Management Board could draw and enhanced the quality of the service delivered.

The scheme also benefited from the support of a social media volunteer, Kelly Jobanputra, a professional journalist, who dedicated her volunteer hours to setting up a Facebook and Twitter page, writing up blog articles for the website and continuing their maintenance. The scheme also benefited from the support of administrative volunteers in the lead up to specific events and courses.

As well as volunteer participation in the day-to-day running of the scheme, volunteering and engagement with the heritage sector were encouraged and supported in other ways. Students were encouraged to volunteer with local placement providers to find out more about traditional construction. They often volunteered at locations alongside existing apprentices or where they looked to recruit an apprentice in the future. Through volunteering they could understand the knowledge and skills required working in the sector and the scheme could nurture an appreciation of heritage construction, heritage buildings and sites.

The scheme made a cost saving using volunteering as a source of expertise as well as benefiting from their knowledge and skills. Using the financial value of in-kind support stipulated by the HLF (£350 per day for professional volunteers and £150 per day for skilled volunteers), the value of volunteers' contribution to the scheme (or cost saving) was £78,900 (£75,600 from professional volunteers and £3300 from skilled volunteers). This excludes the in-kind contributions of specialist training providers. (Note: the expenses of Roger Cayzer, Scheme Volunteer, estimated at c.£3000 for travel and accommodation, were met by the National Trust.)



VIDEO OF VOLUNTEER ROGER CAYZER ON TBSBS FACEBOOK PAGE

Aim 4 Share lessons learned about good practice in running such a scheme

Summary of lessons learned and recommendations

4.1. The decision to collect feedback from the outset, reflect on it and respond to it while the scheme was underway promoted an expectation among the Management Board members and staff that lessons would be learned and that these should be shared with colleagues.

4.2. The development and use of contemporary as well as traditional communication channels helped to ensure that apprentices would share their experience, particularly on line and through social media.

4.3. The strategic placement of a small number of articles in national print and broadcast media can provide a low profile scheme with valuable national coverage.

4.4. Managing a website, writing articles and updating social media are skilled and time-consuming activities and a small staff or volunteer team will not necessarily have the resources to make the most of the promotional opportunities available.

4.5. The identification of volunteers with directly relevant skills and experience can make a significant difference to a small staff team and to the participants in a scheme of this kind. The fact that a retired National Trust manager was willing and able to give considerable time to this programme was the scheme's good fortune and may not be available again or to other schemes, but the principle of looking for individuals with high levels of relevant skill and experience *and* availability is an important one.

4.6. Volunteers can become useful additional role models to apprentices and placement providers, especially if they have experience of the work being undertaken and the sector in which it is being undertaken.

Recommendations

R23. Future managers of similar schemes should adopt the practice of learning from experience and being willing to share that experience with colleagues.

R24. The TBSBS manual should be updated with revised documentation and guidance produced during the course of this scheme, so that it is as current as possible for the next iteration of the scheme and can be used by the organisers of other, future, skills initiatives.

R25. If on-line and social media are used to promote this or any scheme and to share findings, they must be constantly updated to retain their credibility and usefulness.

R26. A future scheme would benefit from a part-time digital and social media officer and apprentices could be more fully engaged in updating the scheme's digital and social media with new stories.

R27. A future scheme would benefit from the recruitment of a greater number of appropriately skilled volunteers with time to give.

Aim 5



NEIL MARCHANT APPRENTICE STONEMASON

Aim 5: Use advocacy to engage with potential new supporters of the scheme

Through writing and speaking about the scheme in different media, we aimed to raise the profile of the scheme and the issues it was addressing, with a view to attracting potential supporters (apprentices, colleges, placement providers and people and organisations who might support us in cash or in kind)

During the lifetime of the TBSBS it became apparent that by attending craft skills and vocational events, as well as through community engagement and local college visits, the scheme was beginning to make a significant impact on raising awareness of the importance of heritage craft skills on a local and national level.

Through vocational events and college visits, construction students with no prior awareness of opportunities in the heritage construction sector began to show a keen interest in apprenticeship opportunities, realising how it could enable them to take their skills to a high level.

The scheme also raised a significant amount of additional funding to support the scheme and further training by engaging with more supporters.

This aim was added to the four original aims of the scheme with a view to understanding better the impact of advocacy activity at a local, regional and national level. The lessons learned can be used to inform the partners' investment in advocacy activity in support of any future scheme.

Outcomes

APPRENTICES SHARED THEIR EXPERIENCE WITH NEW COHORTS

APPRENTICE PARTICIPATION IN LOCAL CRAFT SKILLS EVENTS AND HERITAGE OPEN DAYS

APPRENTICE PARTICIPATION IN REGIONAL **SKILLBUILD COMPETITIONS**

CAREERS ADVICE THROUGH COLLEGE OPEN DAYS, DEPARTMENTAL AND TRADE-SPECIFIC TALKS

NEW LINKS AND RELATIONSHIPS BETWEEN LOCAL HERITAGE ORGANISATIONS AND COLLEGES

VOLUNTEERING OPPORTUNITIES WITH LOCAL HERITAGE ORGANISATIONS

Engaging with the next generation

In order to save and protect our historic environment so that it can be appreciated and enjoyed by future generations it is essential to train the next generation of craftspeople. In the 2013 *Skills Needs Analysis* report, one of the key recommendations was to train more heritage apprentices. The survey revealed that only 8% of the workforce in heritage construction were under 25; 34% were over 50.

The key issues are that this age pattern has implications for succession planning in the medium and longer term, and highlights the importance of retaining and passing on traditional building skills *before* the older craftspeople retire, taking their knowledge and skills out of the sector. Many respondents to the 2013 survey acknowledge the high risk of losing skills and knowledge for good and suggest the most effective ways of retaining these include:

- Apprenticeships
- Education offered to stockholders to boost demand for skills and knowledge (and therefore supply of relevant training provision)
- Engagement with young people to stimulate interest in traditional building skills
- Provision of funding to enable employers to support trainees and apprentices
- More appropriate training provision

The scheme used a range of engagement activities to generate interest in a career in the sector:

- Best practice was shared with new cohorts of apprentices to ensure they understood the true value of their role in preserving our heritage and the investment being made in their future. This was achieved through an induction programme where the importance of the historic environment and their role in protecting and enhancing it were explained and illustrated. Apprentices were invited from previous cohorts to the induction to share their experience and their understanding of the value of our heritage assets.
- New links were made with local heritage organisations and construction colleges to encourage younger entrants to consider a profession in the sector. The scheme raised awareness of opportunities in traditional skills amongst local construction students, and the additional skills they could learn to become more accomplished and well-rounded in their trade. Students were then linked with local organisations that could provide experience in heritage skills. This was achieved through visits to construction colleges in close proximity to placement opportunities. The Bursary Scheme Manager was involved in discussions with construction tutors and students through open days, departmental and trade specific talks.
- The TBSBS engaged with school leavers considering a profession in the construction sector at national vocational events and through talks at local schools. This included working with the charity *Inspiring the Future*, an organisation established to provide careers advice, and annual participation in the NEC Skills Show, the largest vocational event in the country.

Engaging with new volunteers

The scheme benefited significantly from the professional skills and knowledge base of a small number of volunteers. The scheme also attracted more volunteers to engage with our heritage through setting up volunteering for students with local heritage organisations and National Trust craft teams. The TBSBS was able to nurture an appreciation for local heritage and traditional skills amongst construction students who volunteered with local placement providers.

Engaging with supporters on a local level

In the 2013 *Skills Needs Analysis* report, 75% of interviewed contractors working in the heritage sector that had not benefited from any training in traditional skills in the last four or five years; and only 13% had any formal heritage qualifications.

By employing craftspeople with inadequate training in heritage skills to work on traditional buildings and structures, there is a far greater chance that inappropriate materials and methods will be used, putting these assets at risk. To address this concern, as well as supplying the right skills to carry out heritage work appropriately, it is essential to educate property owners to understand their traditional buildings, to promote the use of skilled and qualified workforce and employ craftspeople with the right skills.

To drive a demand for the right skills, the scheme encouraged many members of the public to engage with our heritage and understand the value of traditional skills. This was achieved through apprentice participation in local community events and workshops, often held at National Trust properties.

Engaging with supporters on a regional level

It was possible to engage members of the public and potential candidates for the scheme with heritage through regional cooperatives and competitions.

Apprentice stonemason Alice Ward participated in her local SPAB Church Maintenance Cooperative. This involved working with regional conservation professionals, members of the Diocese Advisory Committee, volunteers and members of the public to maintain historic churches in the West Midlands.

In 2015, Apprentice Joiner Jonathan Bale was one of several apprentices who participated in his local college and then regional Skillbuild competition, winning first prize. Through apprentice participation in regional Skillbuild competitions the scheme was able to demonstrate the high standard of skills students were able to develop by working in the sector.

Engaging with supporters on a national level

Bursary scheme staff attended the NEC Skills Show in November 2013 and November 2014. Known as the nation's largest skills and careers event, it attracts an average of 80,000 visitors, mostly students attending with their school or college.

In 2013 and 2014 bursary scheme staff and apprentices attended the Royal Welsh Show, which had 241,781 visitors in 2013 and 237,694 in 2014. The apprentices gave demonstrations of craft skills (by apprentice joiner Luke McEnroe and apprentice painter/decorator Jenny Sibley in 2013, and apprentice stonemason Peter Crinnion in 2014). Although the scheme did not recruit from these events, they raised awareness of opportunities in the sector in Wales, encouraging applicants to apply and developed new partnerships with heritage organisations in Wales.

Other national shows and events in which TBSBS apprentices and placement providers participated included apprentice plasterer Ned Floyd attending the Grand Design Show (attended by over 111,000 people) in 2013 with his placement provider Strawhaus Ltd, and apprentice blacksmith James Palmer organising and participating in the British Artist Blacksmith Association's AGM in 2015 involving 600 members and visitors. Apprentice stonemason Ruairi Sweeney was invited to a reception at 10 Downing Street, and Fergus Murphy, apprentice carpenter, was shortlisted for an Historic England Angels Award.

Seven apprentices attended the SPAB working party in 2014 and three apprentices in 2015, working and training alongside SPAB Scholars and Fellows. The week included working with local school groups and the local community, educating members of the public in heritage skills.

Although a number of regional and national events were attended by scheme staff, volunteers and apprentices, there was scope for much more advocacy activity, if resources had allowed. Participation in a larger number and wider range events and more presentations to college audiences would raise the profile of the scheme, the opportunities it offers and the needs it seeks to address.



TBSBS PRESENCE AT THE NEC SKILLS SHOW IN 2014



PETER CRINNION DEMONSTRATING AT THE ROYAL WELSH SHOW IN 2014



SPAB WORKING PARTIES - LEFT: ABBY EVANS TEACHING SCHOOL GROUPS IN 2014 AND RIGHT WORKING PARTY 2015

Aim 5: Use advocacy to engage with potential new supporters of the scheme

Summary of lessons learned and recommendations

5.1. Carefully targeted advocacy activity pays dividends both in raising the profile of a scheme such as the TBSBS and recruiting participants and supporters.

5.2. Few local heritage organisations have a strong, mutually beneficial relationship with their local college(s). This is a missed opportunity to encourage new entrants to the heritage construction sector.

Recommendations

R28. Advocacy should be a budget line in the next version of the scheme. This will enable the Bursary Scheme Manager, appropriately experienced volunteers, apprentices and placement providers to speak about their experience to others. While written material is undoubtedly valuable for promotional purposes, advocacy is most effective face to face.

R29. There is considerable potential for apprentices to act as advocates of investment in heritage skills and of the heritage sector as a whole. In a future scheme, specification for their role could include participation in events, sharing their experience through on-line media, and participation in induction programmes for new cohorts. Encourage apprentice participation in regional and national competitions in their trade to further promote heritage opportunities and skills development

R30. More apprentice participation in local craft skills events and heritage open days could increase the awareness of local property owners (home and business) of the importance of heritage construction skills and could increase the demand for those skills locally.

R31. The next iteration of the scheme could invest more time in encouraging students to volunteer for local heritage organisations and to familiarise themselves with heritage construction as a possible career.

R32. Local colleges with construction departments and heritage organisations should be encouraged to find out more about each other, for the benefit of both parties and the sector. As knowledge and trust grow, so will the opportunities for the colleges, their students and tutors and for a heritage sector.

Case Studies



JAMES PALMER APPRENTICE BLACKSMITH

Neil Marchant



NEIL MARCHANT AT THE BANKER MASONRY WORKSHOP AT GLOUCESTER CATHEDRAL

Neil was working as a general builder “with a bit of experience of stonemasonry, thatching and wattle and daub” when he enrolled on the Diploma course in Construction and the Built Environment at the Building Crafts College in Stratford, London. He’d always been interested in historic buildings and landscapes and the idea of becoming a stonemason appealed strongly, but without a qualification he knew it would be impossible to “break in”. He completed his Level 2 and 3 Diplomas but didn’t have the necessary work experience to achieve an NVQ and went back to work as a builder. “I’d got a job making sills and jambs, alongside my college tutor and one day he told me to telephone the National Trust because there was a placement going for a stonemason at Gloucester Cathedral. I’d always been interested in ecclesiastical work and I knew the area, so I went for it.”

The apprenticeship in the cathedral’s stonemason’s yard lasted 17 months and Neil finds it difficult to begin to describe the impact it made on him. “It was very daunting at first. Pascal [Mychalysin] is a true Master Mason, a hive of information and a phenomenal teacher. He said I had to forget what I’d learned at college. I had to empty my mind and start again. He wasn’t saying what I’d learned was wrong or no good, he was saying that cathedral masonry requires a different set of skills, a different mindset. I had to completely re-think what I was doing and that was a battle at times.

He is clear about the difference between his experience of working in the heritage and contemporary construction sectors. “There are passionate people in the contemporary construction sector, of course there are, but very often the work is about speed and costs. It has to be. In cathedral masonry, you take your time. You only work on what you need to work on and you leave the rest.”

He describes his participation in the TBSBS as life changing. At the end of his placement he was a qualified stonemason with an additional heritage stonemasonry NVQ Level 3.

Gloucester Cathedral found the funds to keep him on for a further three months and in March 2016 they offered him a three-year contract. "I'm gaining fantastic skills and I still have a long way to go, but this has set me up for life." So what would he say to a young person considering a career in heritage stonemasonry? "I'd tell them to go into it with an open mind. I'd tell them it's massive task, with great responsibility attached to it and that it brings massive rewards."



NEIL WORKING ON A QUATREFOIL WINDOW (LEFT) IN SITU IN THE CATHEDRAL (RIGHT)

Sarah Hudson

Sarah Hudson crossed Britain from Norfolk to Wales during a two year placement with the TBSBS. With a Level 1 in Carpentry and Joinery from City College, Norwich, she started the scheme as an apprentice at The Joinery Workshop in Cromer, North Norfolk. The company works in contemporary as well as heritage settings and she gained valuable experience for her Level 2 in Joinery, but there was little opportunity for on-site experience. To address this she anticipated a new placement with the National Trust in East Anglia but the Trust no longer has a Direct Labour Team in the region and there were no carpentry placements on offer. But there was one with Red Builders in Abergavenny.

This busy family company does building work of all kinds on private and commercial properties and Sarah accumulated a wealth of experience. "I said what I was interested in and they did everything they could to support me. Employers of apprentices have to be patient and give them time to get their head around things and Red Builders was good at that. You try to do the work as well as you can and as quickly as you can, but it takes time to learn the skills. I worked on greenhouses on the Clytha Estate (a National Trust property), on damp-proofing, whatever was asked of me. I just kept learning. I also gained experience working at Mount Stewart House in Northern Ireland, working on one of the National Trust's biggest restoration projects at that time. I joined in all the courses with the other apprentices and I had a month in Ireland working with a forester and woodworker (Steven Burke) practising traditional mortise-and-tenon and other joint methods and green woodworking. It was amazing."

Sarah completed her Heritage NVQ Level 3 in Wood Occupations and returned to Norwich. Unable to afford to set up on her own, yet, she is working as a bench carpenter for Dominic Sayer at Sayerwood Joinery. "It's a very small company doing high quality work. There are just two of us

and I've helped him to get more work in. We do restoration – a lot of sash window repairs – and bespoke work too. I'm thinking of it as another training year. My first year was predominately machine work, Wales was mostly on site work and now I'm back in bench mode, but I know a lot more.

Reflecting on her two years on the scheme she says, "Apart from the skills side, meeting all those people, seeing different places, visiting estates, and doing the different short courses has taught me so much about what is involved in heritage. I really like the fact that you are fixing or replacing something someone has made in the past. It's a good feeling. I like being able to do traditional and modern joinery. The combination is good. It means I can be flexible. I can problem solve."



SARAH HUDSON CONSTRUCTING REPLACEMENT PANELLING FOR GRADE 1 LISTED MOUNT STEWART HOUSE



SARAH HUDSON REINSTATING A REPAIRED SASH WINDOW AT MOUNT STEWART HOUSE, NORTHERN IRELAND

James Palmer



JAMES PALMER WORKING ON CARDIGAN CASTLE GATES FOR HERITAGE BLACKSMITHS

James Palmer completed a degree in forensic science before he acknowledged his passion for blacksmithing at the age of 24. He studied full time for two years at Hereford College of Technology and was then an apprentice for a further two years, attending college on block release.

James spent just over a year on his first placement with artist blacksmith Ian Moran and two months on his second with Heritage Blacksmiths. He valued these opportunities highly. "If I'd been employed by a blacksmith, they couldn't have given me the time and the space that my placement providers did to learn and to make mistakes. Blacksmiths just don't earn enough to take on someone who is going to be making mistakes as they learn on the job."

He thinks the scheme would be even more useful to an apprentice blacksmith if it offered the opportunity of several placements. "No one can learn everything from just one person or company because everyone does things in their own way. A variety of teachers and influences is essential for apprentices to develop their own opinions, styles and skill sets and you develop as you go, like with the old journeyman training. You start with a master, then travel and come back with more experience."

James relished the opportunities provided by the TBSBS to learn in the company of other apprentices and to build a network of friends and colleagues from all over the country. Knowing that work comes through contacts, he has got involved with the British Artist Blacksmiths Association and his most recent smithing job, on gates at Chatsworth, was passed on by a contact who had too much work on. "A full-time job as a blacksmith is very unlikely, so I registered as self-employed as soon as I finished my second placement and I'm always studying. I can't afford not to as the construction and heritage sectors are dynamic and require up to date knowledge. This is done on the job and in the evenings after work."

He cannot yet afford a workshop of his own and without a workshop he cannot advertise his services but he remains 100% committed to blacksmithing. "I've done industrial smithing – components for industry, bolts, anti-roll bars, that kind of thing – and artist blacksmithing. I'm fascinated in working the materials, in the feedback you get from the iron. It's almost as if it speaks to you." Meanwhile he earns some of his living as a builder, which pays almost twice as much as smithing, "even though we have much more knowledge and a far more refined skill set. If workers

in the heritage sector were paid twice that of the general construction sector then I'm sure there wouldn't be a skills shortage and there'd be no need for a scheme like the TBSBS."

Toby Webb



TOBY MAKING A TILE REPAIR ON THE SPAB WORKING PARTY 2015 (LEFT) ON SITE AT INSOLE COURT (RIGHT)

Toby Webb joined the TBSBS in April 2015, with only two months to run until the end of the scheme. In this short time he undertook two placements, the first with Architectural Stone in Cardiff and the second with Ellis & Co (Restoration and Building) Ltd. His experience highlights the important role of the placement provider in helping the apprentice to make the most of the opportunity.

Toby completed a foundation degree in architectural stonework and conservation at Weymouth College. He went on to complete a degree in Archaeology, but part way through he realised his real passion remained working with stone. After finishing his degree he found some short-term work experience with Owlsworth IJP and Salisbury Cathedral, before applying for a placement on the scheme. He wanted to find a work placement to improve his practical skills in all aspects of stonemasonry, but particularly banker masonry work, and hoped the scheme would enable him to gather relevant experience and continue a career in the craft.

He was given a lot of different kinds of work to do in a short space of time – fixing techniques, lime plaster work and a bit of stone work – and experienced different kinds of site: Insole Court, a Victorian house that is being converted into a building for the local community, Bath University and a private house near Newbury. "It was easy to slot in and all the guys helped me but for a lot of the time I felt I was working as a labourer and doing unskilled or low skilled jobs, sometimes on my own and unrelated to masonry. I think it's important that the company understands its training role and provides a structured experience. I didn't know any better at first, but once I raised it with the Bursary Scheme Manager she found me my second placement."

With Ellis & Co Ltd he worked with a small team with two other masons. "It was great. I was involved with all the masonry elements of a restoration project and I am now employed by the same company eight months later."

Although Toby's time on the scheme was short, it provided him with valuable experiences, knowledge and contacts. "I would highly recommend keeping involvement with SPAB annual Working Party, which is great for networking and helps you concentrate on the conservation aspects of heritage work."

Conclusion



APPRENTICES AT FOUNTAINS ABBEY, NORTH YORKSHIRE

Conclusion

The purpose of this evaluation was to understand the success of the extension (phase three) to the TBSBS, and areas for improvement and further development, that could be used and refined in future skills initiatives. The findings could be summarised as follows:

Successes

A Rich Learning Experience

The scheme was highly successful at providing a rich learning experience for displaced apprentices, and led to a high employment rate at the end of their placement: 95% were offered a position in the heritage sector when their placement came to an end.

The scheme enabled the majority of learners to complete their standard apprenticeship framework, and all the apprentices to gather relevant heritage experience and qualifications to enable them to continue a career in the sector.

The scheme also raised a large amount of additional funding to meet the target number of placements and support training. This additional support, along with the flexible nature of the placements, ensured the success of the programme. This led to the development of several new courses and allowed for additional opportunities to enhance the apprentices' experience.

Addressing the shortages in the sector

The scheme targeted skills where there were recognised shortages and so it correlated with the greatest needs in current research, yet also delivered in progressing specialist heritage and interpersonal skills. In addition to this, the project was successful at appealing to a wide audience and attracting a young demographic to the sector, employing a high percentage of learners aged 16-25.

Heritage organisations working in partnership

The scheme was particularly successful at enabling heritage organisations to work in partnership. The partner representatives on the Management Board dedicated many hours to the scheme, predominately in advocacy and promotional activities and in organising and delivering training. The scheme worked with specialist and non-specialist training providers, trade federations and a number of key heritage organisations in the sector. Hence it was able to provide an exceptional standard of training through collaborative working and set up new links that could be maintained and built upon in the future.

Refined processes

Processes and recruitment were refined and documents and online material updated; this made the scheme more relevant to its current audience.

Sharing good practice and new opportunities

Good practice was disseminated throughout the lifetime of the programme through learning from participant feedback and adapting the programme when appropriate. In the process a well-structured training programme was established.

Apprentices were able to share their experiences with new cohorts of students and could promote their skills and future placement opportunities through presence at events, on-line platforms, and national media.

Advocacy opportunities enabled us to share the value of traditional skills in the maintenance of our historic buildings at a local and national level: reaching homeowners and members of the public as well as potential candidates.

Improvements

Further Investigation

The scheme could have made a greater impact in addressing the shortages by carrying out more initial research into the skills gaps in specific regions to determine a more effective geographic spread of placements.

Further improvement could have come from offering more placement opportunities across a wider range of trades, such as painting and decorating, plasterwork and blacksmithing.

The scheme would also have been more effective if more funding had been budgeted for placements during the development phase to account for the higher bands of national minimum wage and a contingency set aside for course fees.

Diversity

Diversity targets were not set for this phase of the scheme, due to the limited eligibility criteria. The proportion of women and members of minority ethnic communities securing a place on the scheme was disappointingly low, relative to the previous phase.

Recommendations

The TBSBS met the main objectives of the project and was successful at exceeding several expectations, and therefore could be used as a learning model and considered an example of best practice for a future programme. The evaluation has also highlighted how the scheme could have been improved to make a greater impact in the sector. From these successes and lessons learnt we can draw recommendations for future skills applications; these recommendations are listed in the next chapter.

Future ambition

In 2016, the National Trust, in partnership with Cadw, Historic England and English Heritage Trust, will be using the lessons learnt and recommendations from this evaluation to refine the scheme and make one more application to HLF. The ambition of the four TBSBS partners is then to roll out the scheme across England and Wales, to create more opportunities for people who have little or no awareness of the heritage sector and its need for skilled craftspeople, to increase public awareness of the trades, the skills, the processes and the training involved, to attract more supporters to the scheme and create sustainable apprenticeship programmes.

CITB will support the partners in their aim of increasing training and qualified among the workforce with specialist advice. The NHTG will deliver bursary placements and a range of training opportunities through their HLF-funded Building Traditional Skills bursary scheme in England.

Recommendations



HARRIET LODGE APPRENTICE STONEMASON

Recommendations

Recommendations for a future programme can be summarised as follows:

R1. The scheme has evolved over its ten-year lifespan to meet the needs of the heritage sector. The benefits accumulated in its last iteration should be given an opportunity to be developed further to reach the scheme's full potential and enable it to become self-funding. The infrastructure is in place, but further funding is required to drive the scheme to achieve this ambition.

R2. The next iteration of the TBSBS should be widely advertised, by the partners, by the colleges and in local media, so that a larger number of potential candidates become aware of the opportunity and can compete for places. Provision will need to be made to manage a larger number of applications.

R3. However the scheme is advertised, the process used to select individual placement providers and apprentices was effective and should be repeated.

R4. The TBSBS should offer places in trades and skills that relate directly to the shortages identified in different parts of the country, but open these opportunities to all – including those willing to relocate for the placement.

R5. Additional funds need to be raised to cover the travel and accommodation costs of apprentices who need additional training to achieve their qualifications or to make the most of their developing skills. The budget needs a contingency for unforeseen expenses.

R6. Apprentices should be encouraged to record their experience in written or oral form, at the time, for the benefit of themselves and future apprentices and future organisers of this kind of scheme. Individual stories would also help the efforts of the National Trust, Cadw and Historic England to attract individual supporters of apprenticeships.

R7. Conservation accreditation in the form of the Heritage Level 3 Award allowed some formal recognition for the apprentices in the additional knowledge they picked up through their work placement. This should be incorporated into any future training programmes as a formal element to ensure continuity, unless a more suitable accredited training course is developed.

R8. Set up more partnerships and build upon existing relationships with non-specialist as well as specialist training providers, plan more visits and talks at construction colleges across the country to raise awareness of opportunities in the sector

R9. Set up more partnerships between heritage organisations and their local construction colleges, encourage more interaction between these organisations to raise awareness of opportunities in the sector and to guarantee some continuity in employment direct from colleges.

R10. To achieve greater diversity in the next cohort of apprentices, the face-to-face promotion and explanation of the scheme may need to take place in colleges with a diverse student population.

R11. Consider taking specialist advice on recruitment, e.g. language and terminology used, and ensure that the scheme's website, blogs and other forms of advocacy feature a diverse group of contributors.

R12. Increase social media and online presence, handing over a greater level of responsibility to the apprentices. Incorporate online and social media interaction into the apprentice role profile and review process, whether this is writing regular blogs for the website or sharing their stories through the TBSBS social media channels.

R13. Invite women and members of minority ethnic communities who are currently working in the heritage construction industry (e.g. Women in Manual Trades and Women in Roofing) to prepare and make presentations with the Bursary Scheme Manager and Scheme Volunteer.

R14. Identify placement providers who currently have a diverse workforce and who are actively seeking to maintain or increase that diversity; for example, by offering flexible or part-time working.

R15. Learn from the National Trust's Skills for the Future-funded Passport to Your Future programme, which exceeded its diversity targets through making the recruitment process easy, incorporating Taster Day sessions to widen up appeal to a broader audience, and also recruiting on the basis of 'those who would benefit the most'. We will also research other bursary schemes in the Skills for the Future Community where they have achieved their diversity targets.

R16. Identify at least some placement providers who have the capacity to take on an apprentice with evident motivation, aptitude and potential, but who has not yet had the opportunity to develop their skills to the level normally expected of an apprentice.

R17. Consider reserving, a year ahead, several places for a diverse group of candidates with the motivation and potential but who need a year to build up the basic level of skill required for an apprenticeship. The scheme could work with these individuals as a group, introducing them to the sector, taking them on site visits to meet employers and apprentices, etc.

R18. Build on the groundwork undertaken with the prison service to scope a scheme that could accommodate people who have enrolled on a construction course while serving their sentence and who need work-based training on their release.

R19. The positive relationships established between the scheme's partners, trade federations and specialist training providers need to be nurtured and maintained while the scheme is not running, so that they can be picked up again.

R20. Links with heritage organisations, such as the SPAB and the Prince's Foundation, should be maintained to ensure good practice is shared in the sector and promote networking amongst the apprentices and conservation professionals.

R21. The business course could be incorporated as a formal element of a new training programme. In response to the recommendations of the participants in the first course, it should be extended to two days. The *introduction to lime* training day trialled with Tŷ Mawr was highly successful and could be introduced in to the training programme for a new scheme.

R22. Specialist training providers and trade federations could be further utilised in a future skills programme to deliver exceptional training for apprentices who need it, but additional funding will be needed to cover the additional costs of delivering and participating in that training (i.e. for accommodation, travel and venue costs).

R23. Future managers of similar schemes should adopt the practice of learning from experience and being willing to share that experience with colleagues.

R24. The TBSBS manual should be updated with revised documentation and guidance produced during the course of this scheme, so that it is as current as possible for the next iteration of the scheme and can be used by the organisers of other, future, skills initiatives.

R25. If on-line and social media are used to promote this or any scheme and to share findings, they must be constantly updated to retain their credibility and usefulness.

R26. A future scheme would benefit from a part-time digital and social media officer and apprentices could be more fully engaged in updating the scheme's digital and social media with new stories.

R27. A future scheme would benefit from the recruitment of a greater number of appropriately skilled volunteers with time to give.

R28. Advocacy should be a budget line in the next version of the scheme. This will enable the Bursary Scheme Manager, appropriately experienced volunteers, apprentices and placement providers to speak about their experience to others. While written material is undoubtedly valuable for promotional purposes, advocacy is most effective face to face.

R29. There is considerable potential for apprentices to act as advocates of investment in heritage skills and of the heritage sector as a whole. In a future scheme, specification for their role could include participation in events, sharing their experience through on-line media, and participation in induction programmes for new cohorts. Encourage apprentice participation in regional and national competitions in their trade to further promote heritage opportunities and skills development

R30. More apprentice participation in local craft skills events and heritage open days could increase the awareness of local property owners (home and business) of the importance of heritage construction skills and could increase the demand for those skills locally.

R31. The next iteration of the scheme could invest more time in encouraging students to volunteer for local heritage organisations and to familiarise themselves with heritage construction as a possible career.

R32. Local colleges with construction departments and heritage organisations should be encouraged to find out more about each other, for the benefit of both parties and the sector. As knowledge and trust grow, so will the opportunities for the colleges, their students and tutors and for a heritage sector.

Appendices



JORDAN PANI TROWEL OCCUPATIONS APPRENTICE



Apprentice Induction Agenda

Date
 Subject Traditional Building Skills Bursary Scheme Induction
 Location 20 Grosvenor Gardens, London

Timings	Topic	Lead
Day 1		
National Trust London Office		
9.00	<p>Welcome to London Office</p> <ul style="list-style-type: none"> Set out Agenda for the next two days LL to introduce the Apprentices to MS, RC and RSC 	LL
9.15	<p>The Traditional Building Skills Bursary Scheme</p> <ul style="list-style-type: none"> Background – why the TBSBS was set up Significance of our historic environment About the Partners and the HLF The extension to the TBSBS What's ahead – What we expect from the apprentices and what they can expect from the Bursary Scheme Apprentice Packs – HLF forms, reviews 	LL
10.00	<p>The National Trust</p> <ul style="list-style-type: none"> Overview of the wider organisation – different disciplines in the Trust, NT strategy. Houses and Buildings – variety of buildings and structures we look after, guiding conservation principles and taking the same approach 	RC
10.45	Tea & Coffee break	
11.00	<p>Conservation Principles</p> <ul style="list-style-type: none"> Difference between Modern & Traditional Construction Pre-1919 Buildings & Listing Importance of Repair & Maintenance Definitions - Conservation, Restoration and Preservation NT Conservation Principles Case Studies 	LL RSC

12.30	Lunch	
13.30	Leave for Conservation Visit	
	<p>SPAB Visit – 285 Kennington Road</p> <ul style="list-style-type: none"> • Split in to two groups • Tours by Stephen Bull, Vice Chair of SPAB Technical Panel & Colleague • Property – 1770s house where they are carrying out structural repairs, timber panelling repairs, plaster repairs and reinstatement of 3 coat lime ceilings and cornice 	
15.30	Return to GG	
16.00	<p>What to Expect: The National Trust Building Apprentices</p> <ul style="list-style-type: none"> • David Wilkins, Apprentice Stone Mason at Hardwick Hall (Year 2) – description of role and Hardwick team and Estate, presentation on project of particular interest – arch at Clumber, his positive and negative experiences, college work • Jenny Sibley, Apprentice Painter Decorator at Cotehele (Year 1) – description of role and Cotehele estate, presentation on range of refurbishment and maintenance project, different skills required to work on historic buildings, college work and skill build competitions 	DW & JS
17.15	Q&A	
17.30	Finish	
Day 2		
National Trust London Office		
9.30	Social Media – promoting their work	KJ
10.00	Preparing for Reviews	MS
10.30	Quiz	All
12.00	Finish	

Heritage Level 3 Award: Agenda

Cskills Awards Level 3 Award in Understanding Repair & maintenance of Traditional pre-1919 Buildings

Unit of training: CC 3500K

06-07 October 2014 NT Cohort

Ser	Date/approx. start time	Approx. Duration	Unit criteria	Activity	Location	Sources	Resources
1	06/10/14 0930	1 hour		Registration & induction: Introduction by the course tutor, Terrence Lee. Registration, explanation of course aims & content, standards, admin, hand outs, exam explanation, pre course work.	Study room Fountains Abbey		IT, projector, internet connection White board
2	06/10/14 1030	2 hours	Trans criteria	Guided walk around Fountains Abbey with Henry Rumbold & tutor, Terrence Lee: Inspect & discuss various examples of course syllabus	Fountains Abbey grounds		Students require suitable walking attire
3	06/10/14 1230	1 hour		Lunch			
4	06/10/14 1330	1.5 hour	1.1, 1.2, 1.4 4.1, 4.2, 4.3, 4.5, 4.6	Presentation 1: The context: Pre 1919 buildings & their place in the built environment. The skills shortage and the crisis for historic buildings. To save or not to save – the accepted reasons & important consideration for preservation & associated values of buildings – significance which cannot be regained Sources: Plans, documents, reports, secondary & primary	Study room Fountains Abbey	NHTG Survey 2008 pp 34-36 EH, pp 27-32 Principles 2008 Demesne Farm Conservation plan example condition report example	Internet access IT, projector, internet connection White board

5	06/10/14 1500	1.5 hours	1.3, 1.5, 3.1, 3.4, 3.5	<p>Presentation 2: Materials & methods in historic construction. The differences between traditional & modern buildings, vernacular buildings, sustainable practices and approach to conservation repairs-minimum intervention & retention of fabric.</p> <p>Discussion & viewing of selected student examples of repair experience.</p> <p>Discussion of examples of carpentry & masonry/brickwork used to demonstrate & discuss key principles</p>	Study room Fountains Abbey	Selected secondary sources	<p>IT, projector, internet connection White board</p> <p>Building Regs Part L</p> <p>Student pre course work</p> <p>Materials assessment reports: Carpentry & brickwork/ masonry</p>
6	06/10/14 1630			Dispersal			

Ser	Date/approx. start time	Approx. Duration	Unit criteria	Activity	Location	Sources	Resources
7	07/10/14 0930	.5 hour		Registration, admin	Study room Fountains Abbey		Course paperwork
8	07/10/14 1000	1 hour	2.1, 2.2, 2.3, 3.4, 3.5	<p>Presentation 3: The Roles of the Heritage/conservation orgs. SPAB, EH, NT & the importance of historic buildings, Listings, legislation, regulations, planning laws & application, role of the conservation officer, & intended outcome for consent, enforcements & controls. Definitions of terms: Conservation, restoration, repair & maintenance, reversibility</p>	Study room Fountains Abbey	Conservation Directory, R Maddison 2011. NHTG Survey 2008. Conservation plan example Listing details	Internet access required IT, projector, internet connection White board
9	07/10/14 1100	1.5 hours	5.1, 5.2, 5.3, 5.45.1, 5.3	<p>Presentation 4: Decay & Remediation: What is Maintenance & how is it conducted? Maintenance checks, prior research, equipment, methodology.</p>	Study room Fountains Abbey		Internet access required IT, projector, internet connection White board
10	07/10/14 1230	1 hour		Lunch			
11	07/10/14 1330	1.5 hours	5.1, 5.2, 5.3, 5.45.1, 5.3	<p>Group work Identification of decay & subsequent maintenance checks, followed by debrief Guided discussion of student decay examples</p>	Selected (local)buildings on Fountains abbey grounds		Building maint hand outs
12	07/10/14 1430	1 hour	All criteria	Guided revision on all aims & objectives			
13	07/10/14 1500	1.5 hours		<p>Summative examination followed by debrief & Q&A. Further examples of student work as time permits.</p>			Exam sheets, pencil/pen
14	07/10/14 1630			Dispersal			

Business Course: Agenda

BUSINESS COURSE - Tuesday 24th March 2015, Tywi Centre, Llandeilo

- 9.15 **Welcome, housekeeping and introductions - Jill Fairweather, Cadw**
- 9.30 **Different models for setting up in business - Richard Jones, Antur Teifi Business Advisor, Business Wales**
Sole trader, limited company, Limited Liability Partnership; introduction to income tax, NI, PAYE and VAT
- 10.15 **CITB - Roy Jones, CITB**
- 10.45 **Tea Break**
- 11.10 **Costing Jobs - Mike Williams, Taliesin Conservation Ltd**
Calculate your hourly rate, additional costs – materials, subcontractors, cleaning, and organisation and project management, adding on profit to materials and plant hire, pricing the specification, preliminaries, insurance work, “extras”
- 12.10 **Lunch**
- 13.00 **Tendering For Work – Mike Williams**
Getting on tender lists, the tender process, writing a tender, gaining feedback, getting the right price
- 14.00 **Responsibilities of contractors and subcontractors – Geraint Roberts, Associate Director B3 Architects**
Contracts, project management, dos and don'ts as a subcontractor, formal agreements, verifying subcontractors, deductions from subcontractors and payment status
- 14.30 **Your clients - Geraint Roberts**
Dos and don'ts, keeping them informed, what to do when things go wrong
- 15.00 **Tea break**
- 15.20 **Statutory approvals – Geraint Roberts**
Building Regulations, planning approvals, ecology and CDM Regulations
- 15.50 **Recordkeeping and accountancy – Gill Hall, National Trust**
Cash flow, deposits, retainers and billing clients, expenses, finding the right accountants, record keeping
- 16.20 **Insurance – Gill Hall**
Public liability, contracted works, materials and tools, employer's liability, activities outside the standard insurance package
- 16.50 **Q&A**
- 17.20 **Close**

Weald & Downland Practical Workshops: Agenda



Agenda

Date	17 th , 18 th & 19 th May 2015
Subject	Apprentice Training
Location	Weald & Downland Museum, & Petworth House

Timings	Topic	Lead
Sunday 17 th May		
Slindon		
15.00	<i>Apprentices arrive from 3pm and arrive at Slindon Basecamp between 3-4.30pm.</i>	
17.00	<i>Sunday Lunch/early evening meal at the George Inn, Slindon</i>	
19.00	<i>Apprentices and Supervisors staying in Haslemere to depart for Hunter Basecamp</i>	
Monday 18 th May		
Crawley Hall, Weald & Downland Museum		
9.00	<i>Welcome, Introductions, Housekeeping</i>	SS & LL & DR
9.15	<i>Significance and Spirit of Place</i> <i>Presentations by Princes Foundation and NT Apprentices</i> <ul style="list-style-type: none"> • Stonemasonry • Painting & Decorating • Blacksmithing • Joinery 	RC
10.45	<i>Tea/Coffee</i>	
11.00	<i>James Simpson Conservation Architect working on the Botanic Cottage, Royal Botanic Garden Edinburgh</i> <ul style="list-style-type: none"> • Case Studies • Expectations of the Craftsmen 	JS
12.00	<i>Introduction to Historic Building Legislation & Listing at the Weald and Downland</i>	LL & JT

	<ul style="list-style-type: none"> • Designation – Listed Buildings & Conservation Areas • Applications to Local Authorities • NNPF, PPS5 & Guidance • Mayday Farm, W&D 	
12.30	<i>Lunch</i>	
13.00	<i>Technical Tours of the Weald & Downland Museum</i> <ul style="list-style-type: none"> • <i>History of Buildings on site</i> • <i>Designation & De-listing</i> • <i>Conservation philosophy behind the Restoration</i> 	W&D Staff
15.00	<i>Depart</i>	
Monday 18 th May – Evening Ceremony		
Petworth House		
17.45	<i>Arrive in to Petworth</i>	
18.00	<i>Tours of Petworth House and Tijou Gates, Turner Exhibition</i>	Petworth Staff
19.00	<i>Photographs</i>	
19.30	<i>Supper in the Dining Room</i>	
20.00	<i>Presentation of certificates, Speeches</i>	
20.30	<i>Depart</i>	
Tuesday 19 th May		
Various Sites, Weald & Downland Museum		
9.30	<u><i>Half Day Workshops</i></u> <i>Workshop 1: 9.30-12.30</i> <i>Workshop 2: 14.00-17.00</i> <i>Apprentices asked to select their preferences prior to the event and split in to 6 groups each participating in 2 half day workshops</i> <i>Need smaller groups for the blacksmithing and plasterwork workshops to fit in the forge/plasterwork demo area</i> <i>Lunch served at 12.30 in the Gridshell</i> <i>Over lunch Philippa Soodeen and Alex Gibbons to introduce the</i>	

	<i>fellowship and hand out details, invite Apprentices to speak to speak to them in more detail throughout the afternoon</i> <i><u>Lead work</u> – Lead Sheet Association (confirmed)</i> <i><u>Blacksmithing</u> – Local W&D Blacksmith (confirmed)</i> <i><u>Traditional Paints</u> – Tina Sitwell, Peace Townsend (confirmed)</i> <i><u>Stonemasonry</u> – Marie Louis Bolland (confirmed)</i> <i><u>Timber Framing</u> – Owen Mclatchey (confirmed)</i> <i><u>Lime & Plasterwork</u> – Flood Brothers (confirmed)</i> <i><u>Cob</u> –Alex Gibbons (confirmed)</i>	
17.00	<i>Pack up & Depart Weald & Downland</i>	
19.00	<i>BBQ at Hunter Basecamp</i>	
<i>Wednesday 20th May</i>		
9.00	<i>Depart by 11am</i>	