

Historic Environment Forum

5 May 2017

Heritage 2020

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1. Introduction

1.1 The Heritage 2020 Framework sets out priorities for collaborative action, where this will add value to the work of individual organisations, across the historic environment sector in England.

1.2 This paper summarises the recent Heritage 2020 subcommittee meeting, progress of the five working groups (incorporating their plans to address responses received through the 2016 consultation), feedback from the February Foresight day on 'diversity in the Historic Environment sector' and next steps for the initiative.

2. Heritage 2020 HEF subcommittee, 05.05.17

2.1 The subcommittee meeting of 5 May focused on how the five working groups are individually and collectively taking forward the outcomes of the Foresight session on 'diversity in the Historic Environment sector' and the responses to the consultation that was run on the topic of the working group priorities at the end of 2016.

2.2 The groups reported individual progress and commented on the collated action plans document which has been prepared to show, in a consistent format, the objectives, actions and desired outcomes of each group.

3. Foresight meeting, 08.02.17

3.1 The Heritage 2020 Foresight meeting is intended as an annual opportunity for members of HEF and the Heritage 2020 working groups to come together to address an issue that is of relevance to all the working groups and cuts across the historic environment sector.

3.2 The meeting of 8 February 2017 was the first Heritage 2020 Foresight meeting and focused on the theme of 'diversity' in the historic environment sector.

3.3 There were 33 participants, including speakers. Giles Smith, Deputy Director of Heritage, Tourism and Cultural Diplomacy at DCMS gave an opening 'challenge

address'. Participants worked in four groups, chaired by external 'critical friends' on the themes of research, governance, workforce and participation to:

- identify the diversity challenges for their theme
- identify the priorities amongst those challenges
- identify where collaborative working can address the priority challenges
- identify what each Heritage 2020 group can commit to doing in practical terms.

3.4 A summary is now available on the [Heritage 2020 website](#) (circulated to HEF now as an accompanying paper). Whilst groups made reasonable progress in identifying challenges and priorities, they were less specific about the role that can be played by the Heritage 2020 groups to address these challenges.

3.5 The outcomes of the event have been discussed at individual Heritage 2020 working groups, and at the recent HEF subcommittee, to consider what action can be taken to address the identified challenges. It has been agreed that the Public Engagement working group will lead on taking forward the outcomes of the day, in particular those related to improving diversity in governance. The Capacity Building working group is also carrying out relevant work through its priority area of Apprenticeship Reform. Elsewhere, working groups will seek to embed a good approach to addressing diversity issues across their work.

3.6 A strength of the day was its inclusion of participants from beyond the historic environment sector; this aspect will be repeated next year. A number of potential topics were discussed for next year's session, together with potential changes to geographical location and timing in the year. These details will be finalised at the next subcommittee meeting.

4. 2016 Consultation

4.1 A summary of the responses to the 2016 consultation on the topic of Heritage 2020 working group priorities was circulated to HEF for the February meeting.

4.2 The responses have now been addressed by the working groups at their February-March meetings and the summary has been updated to reflect how the groups are addressing the comments that were raised.

4.3 The 'Consultation summary' has been updated. (A copy accompanies this paper.) It will be made available on the Heritage 2020 website and sign-posted through the news feed and Heritage Update.

5. Heritage 2020 working groups

5.1 The action plans of the five working groups have been collated into a single document (circulated to accompany this paper). The document will be used as the basis for communication about activities as a whole and the individual action plans will be added to each working group's web page at <http://www.heritage2020.net/working-groups/>.

5.2 An expanded progress report on the work of each group is given under headings below. Similar brief updates are now added to each working group's web page following each meeting.

5.3 *Discovery, Identification, Understanding*

- 5.3.1 Priority area: Strengthening the relationship between the higher education and academic sectors.
Action: Drawing together sector knowledge and of hot and cold spots for research to demonstrate strength of existing relationships and where there is a need to enhance relationships.
- 5.3.2 The group's most recent meeting of 28.02.17 discussed consultation feedback which included observations on the need for more research (particularly to provide evidence of the value/benefits of heritage) as well as the difficulty in gaining access to existing research. The group noted that the former issue is being addressed by the 'Helping Things to Happen' group. So it is going to focus on the consultation requests for improving access to research and data and addressing the request for regional, rather than national or site-specific research. The group discussed running a symposium to help people make connections between practice and research.
- 5.3.3 The group noted the previous HEF subcommittee report that 'climate change' is an issue that the 'Constructive Conservation & Sustainable Management' group feels is too big for it to tackle. It discussed the work of the Historic Environment Climate Change Adaptation group and the HEF subgroup on climate change. One of the group will produce a diagram of how the different climate groups relate and will approach the CCSM to explore whether climate change is an issue the two groups could work on together.
- 5.3.4 A member of the group noted the 'Constructive Conservation & Sustainable Management' group's priority area of 'High Streets' as he is planning a workshop on re-use of buildings and heritage/urban heritage and wants to investigate join-up or opportunities for the CCSM group's input. Other members of the group noted research by UCL, discussions with UNESCO and the current Horizon 2020 call on adaptive re-use.
- 5.3.5 The group discussed opportunities for research associated with large-scale infrastructure projects, and the research framework for HS2.
- 5.3.6 The group discussed the scoping study to draw together sector knowledge and of hot and cold spots for research, demonstrate the strength of existing relationships and where there is a need to enhance relationships.
- 5.3.7 The group discussed future priorities for action in 2017-18 agreeing the Early Career Researchers symposium, infrastructure and research, and the outcomes from the scoping study as its areas of activity.
- 5.4 *Public Engagement*
- 5.4.1 Priority: Inclusion – promote people's entitlement to connect with the Historic Environment.
Action: Agree what diversity means to the sector and where the opportunities for partnership between heritage organisations and others lie.
- 5.4.2 The group's most recent meeting was on 20.03.17, the group discussed responses to the consultation, particularly the focus on local in relation to national and renewed focus on community leadership. It agreed to align with

the work of the Constructive Conservation and Sustainable Management group in its approach to working with community-based groups (ref. CCSM work around transfer of assets).

- 5.4.3 Having reviewed its Action Plan, the group agreed to take forward work to develop a summary document 'Pathways to participation with heritage' aimed at sign-posting the sector to opportunities for working with organisations with strengths in addressing diversity issues.
- 5.4.4 The group discussed engaging with National Citizen Service as a means of increasing participation among young people with the historic environment and heritage organisations. This work has already started and will continue to form one of the areas of activity for 2017-18.
- 5.4.5 The group discussed the Heritage 2020 Foresight day themed on diversity in the historic environment sector and agreed to focus on promoting engagement in governance in its forward plan for 2017-18. Historic England has agreed to resource desk research to identify and share examples of good practice in engaging a diverse range of people with governance of organisations, drawn from within and beyond the historic environment sector.
- 5.4.6 As one of the first steps towards implementing the outcomes of the discussions on diversity in the historic environment sector, the group is seeking to involve a wider range of organisations on the working group.

5.5 *Capacity Building*

- 5.5.1 **Priority:** An integrated approach to the education, training and continuing development of heritage professionals.
Action: Work together to deliver an event focussing on Apprenticeship Reform – opportunities and challenges.
Priority: Address the need for a sustainable model for Local Authority conservation and archaeology services.
Action: Work together to identify core Local Authority service provision.
- 5.5.2 The group's most recent meeting was on 14.03.17. The group's discussion of responses to the consultation identified skills development at all levels and the need for access to information that will inform/speed up decision making and planning processes as areas to be taken forward.
- 5.5.3 The workshop on Apprenticeship Reform (15 March 2017) contributed to addressing skills development issues. The workshop shared information and experience across the sector relating to this area of change. The group also agreed to inquire about the next steps for the HEF subgroups relating to skills. A summary of the Apprenticeship Reform workshop and the presentations are available online at: <http://www.heritage2020.net/working-groups-capacity-building/>
- 5.5.4 The group continues to work on its summary of Local Authority historic environment core services, with a draft document planned for review at the next meeting.

- 5.5.5 The group discussed the impact of new technology on traditional skills as a potential area to be addressed in 2017-18.
- 5.6 *Helping Things to Happen*
- 5.6.1 **Priority:** Better understand and reinforce the evidence base demonstrating the social and economic value of heritage to society so that it can be powerfully communicated to Government.
Action: Carrying out a literature review of existing evidence and working to communicate this more powerfully to achieve a long-term shift to a positive vision for the contribution that heritage makes to Britain.
- 5.6.2 The group met on 24.02.17. It discussed mechanisms for addressing the perception of heritage as a barrier to growth and identified the Housing White Paper, the Historic England triennial review, and the Industrial Strategy as forthcoming opportunities.
- 5.6.3 The group discussed feedback from the consultation. It noted the requests for evidence of the tangible benefit of heritage and for the group/Heritage 2020 to act as a representative of the sector. It confirmed that the group's role is not to engage in individual consultation responses/ Brexit work, but to bring the people involved in that work together and provide an over-arching narrative.
- 5.6.4 The group reviewed its work on 'key facts' and the literature/evidence review. It discussed the proposal for a workshop that would help to match data to audiences and generate resources that will help people communicate key heritage facts more powerfully. The group agreed to take the workshop forwards with support from the National Trust and Historic England. (Earlier workshop discussions have raised the value of input from the Public Engagement group to audience definition).
- 5.7 *Constructive Conservation and Sustainable Management*
- 5.7.1 **Priority:** Transfer and disposal of publicly owned heritage assets
Action: Sector advice and guidance
 - mapping sector activity to theory of change stages to reveal areas that are covered and those that are weak;
 - using resources of the group to fill gaps.
- Priority:** Heritage-led response to changing face of High Streets
Action: Reviewing resources identified by the group to identify the contribution that Heritage 2020 can make to existing and recent activity.
- 5.7.2 The group's most recent meeting was 08.03.17. The group reviewed orphan actions and identified 'case studies' as a topic for the next meeting.
- 5.7.3 The group agreed to seek final input to its work to add activity (guidance/support) relating to the transfer of publicly owned heritage assets and then publish the document on the Heritage 2020 website.
- 5.7.4 The group considered feedback from the consultation and identified the difficulty in signposting/accessing guidance around the transfer of publicly

owned heritage assets as an issue to be addressed in 2017-18. It agreed to scope a project to create a communications strategy.

- 5.7.5 The group reviewed the summary of 'high streets' resources/initiatives and agreed it should be restructured, added to and made available in a format to which others can contribute their knowledge. It agreed a discussion workshop on high streets as a possible theme for 2017-18.
- 5.7.6 The group re-capped activity over the last year relating to the transfer of publicly owned heritage assets that would not have happened/has happened differently as a result of Heritage 2020. It identified the following:
The annual Historic England/ British Property Federation seminar will be on the disposal of public assets; meetings with GPU on transfer of heritage assets; Historic England appointment 'infrastructure and public disposals manager'; mapping work and joint conversations around the issues; alignment with work of Locality.
- 5.7.7 The group looked at possible future ways of building on the work of the last year including research into effective enforcement, further work on the role of covenants, possible developer workshop and communications strategy for guidance (as mentioned previously).

6. Next steps

- 6.1 The working groups will continue to take forward their action plans as described.
- 6.2 Topics for agreement at the next HEF subcommittee meeting will be the theme of the 2017 Foresight session, and the format of the 2017 engagement exercise (themed twitter 'chat' sessions are being investigated in place of a survey consultation).
- 6.3 HEF is asked to note Heritage 2020 progress. Any comments will be fed back to the working groups.
- 6.4 The Heritage 2020 working groups would be grateful for information on the status of the HEF skills groups and climate group, so that they can continue to align future activity without duplication.

Mike Heyworth, Caroline Peach
May 2017

Heritage 2020

Heritage 2020 Foresight meeting: Diversity in the historic sector environment

Notes of sessions including recommendations emerging from the day

8 February 2017

The Heritage 2020 Foresight meeting brought together members of the Heritage 2020 working groups and the Historic Environment Forum to examine an issue that cuts across the historic environment sector, and generate practical suggestions that will address the issue through collaborative working. The 2017 Foresight meeting focused on the question of *diversity* in the historic environment sector.

These notes record the format of the day and capture the key points raised by the invited speakers and the discussion groups. They conclude with over-arching recommendations for the Heritage 2020 working groups as well as a summary of three broad groups of issues to be addressed by collaborative working across the Historic Environment Sector.

[Introduction](#)

[Challenge address: Giles Smith, Deputy Director of Heritage, Tourism and Cultural Diplomacy, DCMS](#)

[Introductory observations by 'critical friends' / discussion group chairs](#)

[Session 1: Identifying the diversity challenges](#)

[Session 2: Addressing the challenges](#)

[Recommendations for Heritage 2020 working groups](#)

[Conclusion and next steps](#)

[Table 1. Heritage 2020 Foresight session on diversity in the Historic Environment Sector: summary of challenges, priority actions and suggestions for collaboration](#)

Introduction

Structure of the day

The day began with an address by invited speaker Giles Smith, Deputy Director of Heritage, Tourism and Cultural Diplomacy at DCMS. The address set the scene by highlighting what is known about current practice, comparing the heritage sector's performance to other sectors and by drawing on examples of the challenges and opportunities for improving diversity.

Over the rest of the day participants were split into four working groups, each focusing on a theme:

- Governance
- Participation
- Research
- Workforce

Five 'critical friends', external to the work of Heritage 2020, chaired the working groups and contributed their perspectives on diversity issues:

- Elizabeth Henry, Church of England (*Governance*)
- Sefryn Penrose, UCL (*Research*)

- Judy Ling Wong, Black Environment Network (*Workforce*)
- Steve Moffitt, A New Direction (*Participation*)
- Ian Bradshaw, The McPin Foundation (*Participation*)

In the first discussion session, each working group set out to identify the diversity challenges relevant to their theme and priorities for action. The second session sought practical solutions, discussing ways in which collaborative working, and the Heritage 2020 themes¹, can address these challenges.

Challenge address: Giles Smith, Deputy Director of Heritage, Tourism and Cultural Diplomacy, DCMS

Giles began his address with positive examples of heritage initiatives explicitly or implicitly tackling issues of diversity and looking afresh at the heritage agenda (e.g. the Heritage Index, 2016; work done by Historic England [re: diversity and strengthening corporate structure]). Recently published data (Heritage Counts, Taking Part) shows heritage is doing better than other sectors in some areas, such as engagement. Specific metrics (e.g. Taking Part Index of Multiple Deprivation (IMD) decile, and socio-economic status measures) show gaps in participation amongst people from different socio-economic groups are closing.

The data also highlights certain challenges though: while heritage is closing the gap in engagement across socio-economic divides, it is still noticeably behind other areas. For example levels of participation across underrepresented ethnic groups remain low and there is relatively little data about the diversity of the workforce across the sector and of people in governance roles.

In terms of suggestions as to how the sector might address the diversity challenges it faces, Giles commented on the value of targets and the role they can play in driving improvement. However, he highlighted the need to first address gaps in the data and the need to ask challenging questions to improve the sector's understanding of the current situation, without which it is considerably harder to target interventions.

He encouraged learning from other sectors' successes and challenges – such as, for example, Sport England's successful '[This girl can](#)' campaign, which transcended the gender issues it set out to target and projected an image of sport as a sector for people who previously felt it wasn't for them. What could the heritage equivalent of this campaign be? To achieve similar changes, the heritage sector will need to draw inspiration from other innovative sectors, and consider how to bring these approaches into heritage.

Giles also addressed the question of a selling point to appeal to a future workforce – in a sector with relatively low pay, it is essential to reconsider whether heritage is leveraging its story effectively. There is a need to focus hard on what the mission of the sector is in order to advocate effectively for what people will join when they take part in it.

Giles ended his opening remarks by recommending that action plans be targeted to specific communities and issues. He reminded participants that the heritage sector is strategically well-placed – in terms of its role in the economy and connections to local communities – and that exit from the EU will present opportunities for engagement and forging new values for the future.

¹ The objectives of the [Heritage 2020 initiative](#) are delivered through five themes:
[Capacity Building](#)
[Constructive Conservation and Sustainable Management](#)
[Discovery, Identification and Understanding](#)
[Helping Things to Happen](#)
[Public Engagement](#)

Introductory observations by ‘critical friends’ / discussion group chairs

The discussion groups’ ‘critical friends’ were invited to share their thoughts on diversity issues before the start of the first discussion session.

Elizabeth Henry, National Adviser for the Committee for Minority Ethnic Anglican Concerns at the Church of England, stressed the importance of making a shift to beyond talking about diversity to talking about diversity of inclusion. She proposed that diversity is well-used and understood as the mix of people; inclusion is about how to get the mix and make it work. She is a supporter of the use of targets as an aspirational show of commitment to diversity from the part of organisations to the people they are seeking to include. She discussed collaboration and the value of local partnerships and partnerships between small and large organisations.

Sefryn Penrose is a research associate on the AHRC-funded project, ‘Heritage Futures’ at UCL, exploring how heritage creates futures and how, in turn, current processes direct what future heritage will be. She has also worked as a researcher and consultant for Atkins Heritage. Sefryn raised issues of exclusion and accessibility in the heritage field. She suggested that the shift towards inclusivity would need to happen at the top – when defining heritage and deciding what to include, using the listing of a mosque but exclusion of its minaret from the listing as an example of the importance of asking ‘whose heritage?’ and ‘whose voice?’ when setting the research agenda. She spoke in favour of embedded innovation and better collaboration between researchers and practitioners, using the example of the success of the Historic England [Pride of Place](#) initiative in building a collaborative base to take forward a project.

Judy Ling Wong is a painter, poet and environmental activist, and Honorary President (previously Director) of the Black Environment Network charity. She raised the question of whether recent history, although multicultural, is truly represented as multicultural. For Judy, the role of the heritage sector lies in shaping how others see us, through all possible interpretations and the atmosphere they create; she views perception and identity as the way forward in creating an inclusive workforce and ensuring that diverse and excluded communities think that heritage is their arena too.

Steve Moffit is the Chief Executive of A New Direction (AND), the Bridge organisation that works in partnership with others to ensure all children and young people get the most out of London’s creative and cultural assets. While new to heritage, Steve is particularly interested in partnerships and collaborations. He challenged the sector to use available data more intelligently to better support arguments and decision-making, and commented on the need to listen to target communities. AND, for instance, has involved young people in the decision-making of the organisation which has changed the way the organisation works. Steve argued that innovation is a process that happens on the edge and, whilst not always straightforward, creates the conditions for change to happen, from which organisations can learn.

Ian Bradshaw, Policy Manager at the McPin Foundation, specialises in mental health research, involving people with experience of mental health problems. He pointed out that research, for a long time, has been done ‘*to* people, rather than *with* people’: true involvement takes time and investment, and requires a review of organisations and their structures. Ian advocates involving so-called target communities in the conversation, getting a broad range of input, and being aware that diversity is sometimes hidden.

Session 1: Identifying the diversity challenges

Discussion Questions:

- *What are the diversity challenges for [governance/participation/research/workforce]?*
- *What are the priorities?*

Governance

The Governance group identified multiple challenges for diversity in governance:

- Starting the conversations in the sector can be difficult: some areas of diversity are more difficult or contentious than others, and uncomfortable issues can stand in the way of achieving diversity.
- Lack of diversity can stem from unconscious bias, and in turn creates bias – particularly in the selection process, where the people tend to appoint in their own image.
- The sector runs the risk of defining heritage too narrowly, with fixed boundaries – definitions and, subsequently, perceptions of what heritage is should be broader.
- Are heritage players aware of who they represent and the breadth of their constituents?
- The heritage sector needs to review its branding, or outward image of who and what it is for, to expand understanding.
- Increasing diversity in the fabric of heritage (what it is) and who engages with it (communities) might require different approaches.
- The sector is full of very small organisations.

It put forward the following priorities for action:

- Thinking harder about what heritage is and how broad it is.
- Enabling flexible working to draw in a wider range of people (e.g. part-time work options).
- Challenging unconscious bias and becoming ready to take more risks in employment practices.
- More collaboration between larger and smaller organisations.
- Developing an assessment mechanism to help small organisations evaluate their performance, and a self-assessment framework for organisations to compare performances between them.
- Building personal relationships and mentoring between people in governance roles and people questioning how to get there.
- Identifying and working with role models from the sector that others can aspire to.
- Making sure governors of organisations believe in the issues at hand.

Research

The group discussing diversity and research put forward the following challenges:

- Knowing what there is in terms of data and how to access it.
- The sector tends to approach the issue as a “diversity project”, when diversity needs to be normalised and built in to research. This approach poses problems with embedding our knowledge of the issue, where legacies aren’t imported into work practice beyond a diversity campaign.
- There is a disconnect between the research done and its application. How is research being disseminated? How are practitioners accessing and using it?
- The language of heritage creates barriers – this needs to be addressed either at research level, or at engagement level (teaching people how the sector communicates).

As a response, the group advocated for research as a tool for better understanding the problem, by probing into the causes of the lack of diversity. It identified the following priorities for action:

- Collating the data available to the sector and clarifying the metrics used.
- Attitudinal research to understand why heritage is not a very diverse field.
- Research into exclusion (who, why and how).
- Institutionalising approaches to diversity.
- Exploring digital possibilities, particularly around how existing heritage data could be mined.

The group also flagged up the need for caution against applying solutions to problems we don't understand.

Participation

The group discussing participation discussed the challenge of defining heritage and its resonance in the way it is described and its different elements. The following challenges were identified:

- Measuring participation in heritage is hindered by the fact that the sector itself struggles to define heritage consistently.
- At the moment, participation is measured primarily in visits. Heritage itself is broader than visitor attractions, and requires thinking about engagement and participation more broadly – to include, for example, listing decisions and neighbourhood plans.
- Participation, unlike engagement, is about challenging the power of authoritative voices and other decision-makers in heritage. How do we create the space for people to challenge power?

Emerging from the discussions about the definitions of 'heritage' and 'participation vs. engagement' were the following priorities for action:

- Clarifying what data is being collected in sector reviews, and in what context (e.g. *Taking Part* shows the sector is doing relatively well. Does this data capture what the sector defines as heritage and participation?).
- Reviewing how the sector builds relationships beyond the "diversity campaign" – we know, for instance, that engaging with young people from underrepresented backgrounds is a priority, but the sector often fails to build on this early participation.
- Thinking about shared understanding of different levels/types of participation, and what the sector is looking to accomplish
- Better articulating current activities and the benefits of investment in heritage in tangible terms, telling stories about what people have saved or accomplished

Workforce

The final group identified two main challenges affecting diversity in the workforce:

- The systemic low pay and lack of security of heritage sector jobs, which tend to only draw in people from secure economic backgrounds. The sector needs to review its image and find alternative ways of expressing its value.
- The recruitment process remains rigid, and often relies on academic routes that may be inaccessible to wide segments of the population.

In order to address these challenges, the group suggested:

- Reviewing the organisational image of institutions in the sector, actively looking for areas of opportunity open to diverse backgrounds and appointing ambassadors.
- Rebranding organisations, finding stories about *people* that others can identify with.

- Looking for parallels with other sectors from which to draw inspiration.
- Reviewing mobility in the sector and recruiting with an emphasis on transferable skills rather than academic qualifications.
- Establishing a network of role models.

The Workforce group also touched on the need to address the different challenges and opportunities faced by the privately-owned heritage sector.

Session 2: Addressing the challenges

The purpose of the second session was to expand on the issues that had been identified as priorities in session 1, and for each themed group to discuss how these priorities could be addressed through collaborative working, in particular, through the Heritage 2020 working groups.

Discussion Questions:

- *Where can collaborative working address these challenges?*
- *What can each Heritage 2020 group commit to doing in practical terms?*

Feedback from each group's discussions is summarised below.

Governance

- Look at the qualifications and occupational requirements needed for governance roles. Do these exclude people?
- Small and large organisations could work together to share existing assessment criteria or tools so that organisations can assess themselves and understand where there are gaps, what the barriers are and what is and isn't working in terms of the steps they are taking to ensure diversity in governance.
- Mechanisms for cascading practice could include a toolkit or peer-to-peer sessions or consultancy support.
- Investigate funding available to encourage collaboration between organisations and a project to support self-assessment and evaluation/comparison of performance.

Research

- Practical action should focus on embedding approaches to diversity in research and a shift away from a project focus to addressing diversity as an issue.
- Share examples of approaches between large and small organisations as both have experience to benefit the other.
- Heritage is a diverse sector and we must recognise that while there may be solutions and issues in common there will also be differences. Research into 'barriers to participation' is almost always going to come up with a traditional approach (around barriers to visits) so breaking up the research into smaller parts might yield more useful information, e.g. subsectors, such as research undertaken by CBA with UCL ['Diversifying participation in the historic environment workforce'](#) (2012).

Participation

- The conversation about diversity in the heritage sector needs to extend beyond Heritage 2020 and bring in people from organisations outside of the sector.
- When thinking about diversity in participation there is a need to think about the different incentives for participation that are embodied by the collection of organisations that take part in Heritage 2020.

- Use the assets available across the sector – got heritage assets, a strong cause, the sector is able to recruit people to take part (volunteering, membership).
- Think about the hidden diversity in the workforce. The workforce is not homogeneous.
- Understand the perceptions of the people who do not currently participate of what is involved in taking part.

Workforce

- Organisations can question the qualifications needed to work in the sector/specific roles.
- People are unclear about the range of jobs available. Create short videos on YouTube to show people what's on offer.
- Use opportunities like Heritage Open Days to show the jobs behind the heritage sites.
- Think beyond organisations and encourage individuals working in the sector to each take steps such as going back to school/university to talk about their career and career path, or create opportunities for job-shadowing or mentoring.

A wider discussion between Foresight participants identified a need for the democratisation of the notion of heritage, and for radical action to change understanding and perception of heritage as “taking part in country houses”. Participants raised organisational complacency, self-perception and the way this affects perception of the field of heritage as issues that all need to be addressed.

Recommendations for Heritage 2020 working groups

- Involve people from outside of the historic environment sector in the Heritage 2020 working groups.
- Stop talking about diversity as a distinct issue but embed steps to address it in the way that we work across the sector.
- Define a piece of work (for example around collaborating to share practice and experience to support self-assessment and evaluation in governance practice) and propose it for funding.

Conclusion and next steps

The Foresight day enabled people from the five Heritage 2020 working groups to come together with members of the Historic Environment Forum (HEF) to discuss diversity challenges in governance, research, participation and workforce for the sector. These discussions were enhanced by the input of ‘critical friends’ who work with diversity issues but are not presently involved with the Heritage 2020 working groups. Involving people outside of the historic environment sector in Heritage 2020 work going forwards was, itself, a recommendation to come out of the day. The groups had no difficulty in identifying challenges for the sector and were also able to put forward priorities. Whilst there was limited success in identifying specific practical actions that could be proposed to the individual Heritage 2020 working groups certain common themes, both in terms of issues to be addressed, as well as mechanisms to address the issues, did emerge.

The challenges and priorities identified in session 1 (in several cases priorities were given as priority actions) and the feedback from session 2, have been drawn together and grouped under three broad headings of ‘data’, ‘process’ and ‘perception’, transcending the original themes of the day’s working groups (see Table 1 below).

This summary of the Foresight day discussions will be circulated to the Heritage 2020 working groups and will be made available on the H2020 website. The working groups will be encouraged to address the issues raised here through their action plans. Circulation of the summary will help to inform the wider sector of the discussions that took place and the sector will be encouraged to contribute ideas and practical measures for working in collaboration to address the issues.

Circulation is also a first step towards engaging a wider group of people, from outside of the historic environment sector, with the diversity challenges faced by the sector as was recommended by the day. It is hoped that this can lead to extending collaborations beyond the sector.

Table 1. Heritage 2020 Foresight session on diversity in the Historic Environment Sector: summary of challenges, priority actions and suggestions for collaboration

| Issue | What's needed | How to address |
|--|---|---|
| DATA | | |
| What data exists? - workforce? - governance? - participation [data = visits to heritage visitor attractions?] | Collate data Clarify metrics used Heritage is broader than visitor attractions. Participation is broader than visits. Attitudinal research – why not diverse? Exclusion – who, why, how? | Existing work into influencing statistics by Helping Things to Happen working group? |
| PROCESS | | |
| Existing processes (especially around recruitment/ promotion) reinforce lack of diversity (governance and workforce). | Explore range of opportunities (roles) and different skills required. Explore different employment practices (flexible working, Apprenticeships) Examine mobility (of workforce). | Communicate through: Role models and ambassadors. YouTube videos showing range of roles. Personal stories. Mentoring and job-shadowing. |
| Absence of process (assessing diversity in governance) | Share governance practice | Develop self-assessment process that enables evaluation/ comparison of performance with toolkit to address areas for development (e.g. through peer support, consultancy, shared resources) |
| New process | Seek out examples of innovative practice elsewhere. | |
| Research processes | Move to an 'embedded' not 'project' approach to diversity. | Share examples of work that achieves this so that it becomes normalised. |
| PERCEPTION | | |
| Narrow definition of heritage → narrow perception of heritage → narrow diversity. | Expand perception of what heritage is. Expand perception of what participating in heritage is. Create space for people to challenge power. | Expand the conversation - Use assets: Cause People already engaged with the cause (volunteers, members) 'Hidden' diversity within the workforce |
| Systemic low pay means the sector is only attractive to people from secure economic backgrounds. | Re-define 'value' to people from many backgrounds. | Re-brand heritage/ organisations as more inclusive. |

6 March 2017

Heritage 2020

Summary of responses to 2016 Heritage 2020 Consultation

1 Introduction

1.1 Heritage 2020 is an initiative that focuses on where collaborative working can deliver benefits for understanding, protecting and engaging with the Historic Environment in England. It brings together organisations from across the historic environment sector to work together to address common priorities, in doing so, adding value to the work of individual organisations.

1.2 There are five strategic themes of: Capacity Building, Constructive Conservation and Sustainable Management, Discovery Identification and Understanding, Helping Things to Happen, and Public Engagement. The vision and priorities for each of these themes are set out in the [Framework document](#) that was finalised in 2014.

1.3 At the end of 2016, Heritage 2020 ran its first consultation exercise. The consultation took the form of an online survey that sought to:

- raise awareness across the historic environment sector of the Heritage 2020 initiative
- gain input into the initial areas for action that had been identified by each of the five working groups
- involve the wider sector in the Heritage 2020 initiative.

1.4 The consultation ran from 25 November to 20 December 2016. It was publicised through social media, at Heritage Day and through The Heritage Alliance's e-newsletter, Heritage Update. There were 55 respondents from people working at a wide variety of heritage organisations as well as freelancers and anonymous individuals.

1.5 The responses are summarised in this document under the five Heritage 2020 themes. The full responses have been made available to the Heritage 2020 working groups and have been used by each group to determine future priorities, which are also outlined.

1.6 This document concludes with identification of a series of 'next steps' that set out how the Heritage 2020 initiative will build on its first year during 2017-18.

2 Discovery, Identification and Understanding

Priority: Building stronger bridges with the higher education sector

Outcome: Joint working with the higher education sector will be extended and strengthened to address the strategic and front-line priorities for the historic environment.

The consultation aims to capture information about research needs.

Q1: with which sector do you most identify?

- historic environment sector
- higher education/ academic sector

Q2: what research do you (the historic environment sector) need that isn't being produced?

or

Q3: what research do you (the higher education / academic community) think that the historic environment sector needs that it doesn't know it needs?

2.1 The large majority of respondents (94%) identified as working for the historic environment sector rather than the academic sector (6%).

2.2 Regarding areas lacking in research, six key topics emerged:

- a. Evidence demonstrating the value and benefits of heritage to society, from social, economic, environmental perspectives. This was the most highly requested research topic.
- b. Better access to existing research and data. Respondents asked for research into means of communicating research that has already been done, and of facilitating access to cross-sector research and resources. The need for the heritage and/or historic environment sectors to make better use of the data currently available to them and connect with producers of relevant information was highlighted multiple times.
- c. Evaluation of current methods and their impact, in particular regarding interpretation, community engagement and the use of volunteers.
- d. Issues regarding conservation and sustainability of historic buildings
- e. Skill shortages and heritage training needs
- f. Regional rather than national or site-specific research

"There are undoubtedly areas in which there is a dearth of research, however, it is often notable that we are not aware of existing research that is undertaken, whether by academics or within the professional sector. It would therefore be desirable to consider how we could share our discoveries better."

2.3 Respondents from the academic/higher education sector called for more reflexive research, highlighting the need to consciously connect academe with practice and to better deliver intended outcomes.

2.4 The group reviewed the comments and ideas received through the consultation, and agreed:

- that the 'Helping Things to Happen' working group is addressing issues of evidence and its communication, so the working group will not duplicate this activity;
- it will build on its work to improve access to research and data by investigating the running of a symposium for Early Career Researchers aimed at promoting research that has specific relevance to professional practice;
- it will seek to engage with major infrastructure projects as one means of ensuring that research has regional (as well as national or site-specific) application.

3 Constructive Conservation and Sustainable Management

Priority: Understand the impact of social and economic forces for change on heritage high streets
Outcome: Improved resilience of heritage high streets to social and economic forces for change

Q4: what examples can you give of how it has been possible to reconcile social and economic forces for change with the traditional identity of high streets?

3.1 This section generated only 11 responses. Examples of the conversion and reuse of historic building are cited, though not in much detail; respondents deemed them successful where they managed to “enhance the character” of the townscape or environment and draw in retail customers. Successful examples are highlighted as taking into account market reality, and being aware that change can be positive. One individual suggested looking to international examples such as Asia’s “living historic cities” as models.

3.2 Several respondents condemned the trend of “redevelopment behind frontages” as failing to achieve any real heritage conservation. Temporary uses of spaces (e.g. pop-ups, meanwhile uses) were cited as alternative methods of reconciling traditional identities of the high street with forces for change.

“The most successful and attractive shopping areas are often those historic buildings housing independent shops as well as multi-nationals, from historic cities to market towns. The lack of character in many high streets does not make them attractive places to visit; if we can introduce or enhance character then people are more likely to enjoy the environment more. The question wording does infer that all change is negative and that it therefore is automatically a problem; however, some change can be positive. It also suggests that social forces for change mean that all shoppers and visitors want the same things in high streets and there is no longer a desire for characterful places with different shops.”

“Retailing as a consumption activity, combined with leisure uses, mean many high streets are probably ok if increasingly chain bland.”

Priority: Collaborating on a package of guidance and support for the transfer and disposal of publicly owned heritage assets.

Outcome: Preventing and tackling heritage at risk

Q5: what advice or guidance do you know of that is available to support local authorities, private developers or community groups to take on and manage publicly owned heritage assets.

Q6: what would you identify as the priorities and/or concerns of each of the groups of local authorities, private developers or community groups, relating to taking on and managing publicly owned heritage assets, that aren’t being addressed through existing advice and guidance.

3.3 Half the respondents claimed to be aware of some or much of the advice and guidance available – often citing their own organisation’s published policy and guidance – while the other half complained of a lack of available guidance or awareness of it.

“There is much advice already”

“I do not know of any”

3.4 The following bodies are cited as providing guidance and advice: Institute of Historic Building Conservation (IHBC), Asset of Community Value (ACV), Architectural Heritage Fund (AHF), Historic England, Bristol City Council, HELM, “Pub is the hub”’s Plunkett Foundation, Heritage Trust Network (HTN) (for members only), Prince’s Regeneration Trust (PRT), as well as some local authorities (unspecified).

3.5 The following advice and resources are cited as already available:

- Measures and indicators on heritage and planning outcome quality
- Framework of statutory, regulatory and related considerations

- Guidance on community-led development
- Guidance for Local Planning Authorities
- Contextual or case-specific information

3.6 Respondents felt advice or support is needed to address the following:

- Guidance, training and access to specialist and project skills, in particular:
 - Conservation (for condition assessment, etc.)
 - Project/asset management and business planning (esp. for community groups)
- Advice for long-term planning and sustainability
- Clearer advice to help local authorities, private developers or community groups identify the help available to them

“Business planning for community groups or charities taking on a heritage asset; considerations for ensuring a site and its operating model remain viable in the long-term; more advice on meanwhile uses; advice to Local Planning Authorities on how to support groups to whom they have divested assets; advice to Local Planning Authorities on when to step in.”

- Model examples
- Concrete implications of broader heritage policy (e.g. listed status)
- Advice on meanwhile uses

3.7 The group has reviewed the actions associated with its two priority areas and has agreed, in the light of the consultation responses, that next steps for 2017-18 should include:

- a focus on increasing access to, and communication about, existing advice and guidance for key stakeholders and community groups;
- sharing information on activities that relate to heritage high streets, ideally in a way that enables others to contribute.

4 Capacity Building

Priority: Identify core Local Authority service provision with respect to the historic environment.
Outcome: A sustainable model for Local Authority conservation and archaeology services

Q7: What do you identify as the core services that should be provided by Local Authorities with respect to the historic environment?

4.1 There were several very detailed responses to this question. In summary, respondents identified the following priorities in core services that Local Authorities should provide with regards to the historic environment:

- Maintenance of and access to Historic Environment Records
- Planning advice and guidance on planning legislation
- Provision of specialist staff and heritage expertise, in particular Conservation Officers and archaeologists
- Community outreach, education and interpretation of the historic environment, to promote broader public benefit through local engagement.

4.2 Several responses not only listed core services but also mentioned why they are important and who the services should benefit. For example:

“Archaeological planning advice and the curation of an historic environment record. Interpretation and understanding of the historic environment to ensure that local groups and communities appreciate what is important and why.”

Priority: Understand the new Apprenticeship landscape and its role in developing the capacity of the workforce to provide high quality advice and skills

Outcome: A more integrated and focused approach to education, training and continuing development of heritage professionals.

Q8: How do you see the new Apprenticeships models as best building the capacity of the workforce of the historic environment sector?

Q9: What other means are there to increase the capacity for the protection of the historic environment including, for example, contributions of volunteers?

4.3 The new Apprenticeship models were welcomed by most respondents as addressing the issues of diversified access and succession in the workforce as well as capacity building, and seen as an opportunity to provide skills not covered in universities.

“The Apprenticeships are vital for the long-term survival of the historic environment, covering traditional technological skills and restoration measures as well as keeping up to date with current techniques and materials.”

4.4 Nevertheless, the following concerns were raised:

- The need for Apprenticeship schemes to be promoted and encouraged by the sector as a serious alternative to higher education
- The need to include them in longer-term considerations, by designing them into larger projects or “indenture” systems
- The need for a clear path for career progression within and beyond the schemes.

4.5 Approximately a quarter of respondents were unfamiliar with new apprenticeship models in the historic environment sector.

4.6 Regarding other means of increasing the capacity for the protection of the historic environment, the following points emerged:

- Volunteers implemented as a substitute to core Local Authority services was a major concern for most respondents. Better partnerships with the voluntary sector, however, were encouraged, as were investing in and training volunteers to add value to existing professional capacity.
- Encouraging stakeholders to be better advocates of the historic environment, and “appealing to those with financial reserves”, was suggested as a means of protecting existing capacity.

“I am very wary of the use of volunteers, wherever possible work should be undertaken by trained professionals.”

“Local Authorities should facilitate positive partnerships with the voluntary sector by providing guidance and agreeing priorities.”

4.7 The group considered that the responses to the consultation supported the need for action in its priority areas of Apprenticeship Reform and Local Authority historic environment services. Action will include:

- working with the sector on the opportunities and challenges relating to the new Apprenticeship system;
- aligning with others in the sector to identify core areas of Local Planning Authority services with respect to the historic environment, drawing on the detail of the consultation responses as part of that work.

5 Public Engagement

Priority: To establish an ethos of cultural entitlement where everyone has a right to understand the value of cultural heritage; has a sense of ownership of cultural assets and advocates a collective responsibility for the cultural landscape.

Outcome: As many people as possible from all backgrounds involved in heritage.

Q10: What are the key challenges for improving diversity in public engagement with the historic environment in England?

Q11: Where do the opportunities for increasing diversity in public engagement with the historic environment in England lie?

Q12: What are the (one or two) most important practical actions a heritage body with limited resources might take to increase diversity as a first step?

5.1 Consultation respondents identified the following key challenges for improving diversity in public engagement with the historic environment in England:

- A focus on “national” heritage and tourism assets to the detriment of local heritages and local communities as audiences. One respondent suggested looking at issues of belonging and identity, and not just attendance, when measuring participation amongst under-represented social groups.

“The ordinary and average is also important for local community engagement. Local is good, every street forms part of the country’s heritage”

“the focus on tourist assets disenfranchises diverse audiences”

- Lack of funding and/or staff for outreach programmes; public engagement considered low-priority when even core services lack funding.
- Lack of diversity in the voices and perspectives presented, often white and middle-class, stemming from a lack of diversity in professional bodies.

“a more diverse sector will lead to a more diverse audience”

- Inequality in public transport provision (lack of provision being a huge obstacle to participation).

- Heritage jargon as a barrier to engagement.

5.2 The consultation also identified the following opportunities:

- Increasing access and diversity within the professional workforce (currently being addressed, for instance, by Apprenticeships).
- A renewed focus on community leadership and greater public involvement in the planning and management process.
- Diversifying modes of engagement to make heritage appear more socially relevant.
- An increased focus on local heritage, promoting heritage as “story-telling” and inherent to place-making.
- The opportunity to work with schools (which tend to address diversity well) to make greater use of local heritage.

5.3 Respondents then suggested practical actions a heritage body with limited resources might take as a first step to increasing diversity, in answer to these opportunities and challenges.

5.4 For Heritage 2020, it was noted that support should be focused on the disadvantaged areas that need most help to save their heritage (more affluent communities tend to be more easily able to attract resources). Associated with this, the heritage sector should be arguing more strongly to protect public funding, particularly for disadvantaged areas.

5.5 As part of its next steps, the group will:

- look to work with a broader range of partners to address issues of engagement and diversity, including those that work closely with local communities;
- target diversity in governance as an area for action, seeking to collect and share information and models of good practice.

6 Helping Things to Happen

Priority: to better understand, (through collaborative research and evaluation activities), and reinforce, the evidence base, demonstrating the social and economic value of heritage to society.

Outcome: a long-term shift to a positive vision for the contribution that heritage makes to Britain

Q13: What support might you need from Heritage 2020 when talking to local politicians about the value of heritage?

Q14: Can you describe any specific projects where the historic environment enhances people’s sense of identity and wellbeing? How has this been achieved?

Q15: To what extent is the heritage in your area being used to promote economic success (jobs, investment, growth)? Please give any examples.

6.1 Respondents hoped for support from Heritage 2020 in the following, when talking to politicians about the value of heritage:

- First and foremost, evidence of the tangible benefits of heritage (social, economic, in supporting development and innovation, etc.) in the form of facts, figures, memorable statistics and case studies.

“Strong case studies/exemplars. Economic figures about the benefits of heritage-led regeneration, the economic value gained from heritage and the social value of heritage.”

- Acting as a representative for the heritage sector, with a shared list of principles and statements, as well as a platform to share knowledge and best practice.
- Acting as a facilitator in the dialogue with politicians, organising events and setting broad sector goals against the political agenda.

6.2 A series of examples were given – unfortunately with little to no details – of specific redevelopment and/or community engagement projects where the historic environment enhanced people’s sense of wellbeing and identity through reinforcing local identities and appreciation of local areas, work with marginalised groups (e.g. prison service, dementia groups, etc.), or providing skills development and training programmes to the public.

6.3 Regarding the promotion of economic success, respondents cited employment opportunities, purchase and use of local produce, generation of local income via visitor spend, income from venue rental and opportunities for investment as the main economic benefits of heritage in their area.

“Heritage craft industries are in demand; regeneration of heritage assets can act as catalysts for wider regeneration of historic areas.”

Nevertheless, over half of the respondents were unable to provide examples of such economic successes.

“It doesn’t appear to figure very strongly at the moment.”

6.4 The group discussed the need for immediate tangible evidence that has emerged from the consultation exercise alongside its goal of achieving a long-term shift to a positive vision for the contribution that heritage makes to Britain. As an immediate step, the group will:

- build on its review and collation of evidence and produce resources that can be used by the sector to communicate the value of the historic environment.

The group recognise the value of engaging politicians with heritage and considered the role Heritage 2020 could play within the context of other sector organisations who are active in this space. It was felt that the working group had an important role to play in terms of foresight and the building of longer term relationships and alliances, with both parliamentarians and also within relevant non-heritage sectors. Over the short-term the group will:

- Identify and reach out to new ambassadors for heritage, and find ways to make it attractive to get involved in communicating the positive contribution of heritage.

7 Additional Comments

Q16: Are there any other comments that you would like to make on this first phase of Heritage 2020 activity?

Q17: Is there anything else that you would like to contribute to these themes, e.g. research, case studies, priorities you’re working on, relevant concerns and opportunities?

Q18: Are you aware of any other areas for collaboration that are not addressed by the Heritage 2020 framework?

7.1 A series of additional comments and suggestions were provided at the end of the consultation. Recurring concerns mention funding, disappearing skills and roles, tackling issues at the strategic level and better strategic use of heritage assets as priorities. There are also several requests for better or further communication from the part of Heritage 2020.

8 Conclusion and next steps

8.1 The 2016 Heritage 2020 consultation exercise was a welcome opportunity to share the priorities of the five working groups with the wider sector and to receive input to the actions that will help to address those priorities.

8.2 The number of responses (and breadth of organisations represented) is encouraging and indicates that this phase of Heritage 2020 has reached a greater number of people than previous exercises such as the initial consultation on the Heritage 2020 strategic priorities in 2014.

8.3 However, the need for more frequent information about the activities that take place under the Heritage 2020 banner is clear and this will be a priority for the project team in 2017-18.

8.4 Steps that are being taken to build up communication include:

- A website (launched at the end of 2016) to share information about the activities of each working group as well as wider project initiatives: www.heritage2020.net
- A newsfeed that can be subscribed to at <http://www.heritage2020.net/sign-up-to-news/> to receive alerts when news is added to the website.
- Increased use of the Twitter account @Heritage2020
- A more proactive approach to engagement, including identifying organisations to notify of key outputs such as updated Action Plans. Organisations are to include both those that represent publicly and privately owned heritage.
- Development of a wider range of opportunities for people and groups to be involved in Heritage 2020, for example through contributing remotely to the activities of working groups or collecting and sharing information being generated by the Historic Environment Sector that addresses the Heritage 2020 priorities.
- Heritage Update, the e-bulletin of The Heritage Alliance, will be a key channel for communication and Heritage 2020 will contribute news to it regularly.

8.5 The Heritage 2020 working groups have already used the responses to the 2016 consultation to inform the development of their Action Plans for 2017-18. These Action Plans will be shared through the individual working group pages of the Heritage 2020 website, and with the Historic Environment Forum as the over-arching body responsible for the Heritage 2020 initiative.

8.6 Thank you to all those who took part in the consultation exercise and for the helpful and thoughtful contributions. A second consultation will run in the autumn of 2017 to reflect on activities and continue to shape future actions.

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April, 2017

Heritage 2020

collaboration in the historic environment sector

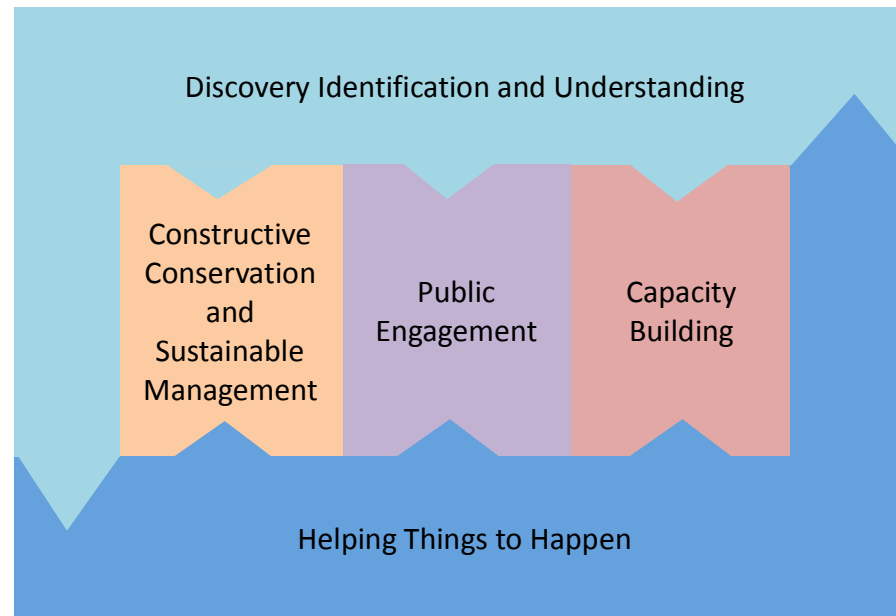
Working Group Action Plans, April 2017

Heritage 2020: Working Group Action Plans

April 2017

The Heritage 2020 initiative aims to strengthen partnerships and collaboration across the historic environment sector. Founded on the principle that the sector can add value to individual efforts by working together, Heritage 2020 seeks to increase understanding, protection, promotion and engagement with the historic environment in England.

The initiative has five strategic themes, identified by the Heritage 2020 Framework as areas where outcomes are best achieved through collaboration. There are five associated working groups: Discovery, Identification and Understanding; Constructive Conservation and Sustainable Management; Public Engagement; Capacity Building; and Helping Things to Happen. Each working group is made up of representatives from a range of organisations in the sector.



The following action plans reflect on the objectives and vision for each of the working groups, as defined by the Heritage 2020 Framework (<http://www.heritage2020.net/2020-framework/>). It maps actions on to their objectives and specifies the desired outcomes for each. The success of Heritage 2020 is measured by its ability to bring organisations together and leverage resources that strengthen the historic environment sector.

Discovery, Identification and Understanding

Using research to inform our understanding, protection and enjoyment of the historic environment

Organisations taking part in the working group:

Church of England, Arts and Humanities Research Council, Museum of London Archaeology, UCL Institute for Sustainable Heritage, Chartered Institute for Archaeologists, University of Leeds, Archaeology Data Service, British Museum, Newcastle University, Historic England.

| Objective | Action | Outcomes |
|--|--|--|
| Build stronger bridges between the historic environment and higher education sectors | Research sector knowledge of hot and cold spots for research to demonstrate the strength of existing relationships and where there is a need for relationships to be enhanced. | Knowledge of strengths and weaknesses in existing relationships and of areas for future research, which can be used to address the strategic and front-line priorities for the historic environment. |
| | Plan symposium for early-career researchers in collaboration with the historic environment sector and research community to promote research that has specific relevance to professional practice. | Enhanced connections between practice and research, which can be used to secure the greatest impact from heritage research on practical challenges in the historic environment sector. |
| | Highlight major infrastructure projects and opportunities for collaborative working between the higher education and historic environment sectors (e.g. HS2). | Research is integrated into major infrastructure projects. |
| Develop a more strategic approach to risks and opportunities, to inform preventative conservation measures and policies | Monitor and contribute to Historic England's review of its foresight work. | Shared sector understanding of strategic research priorities for protection of the historic environment. |
| Secure maximum value from discoveries made by the private sector through cross-sector action | Develop synopsis of heritage information access strategy activity. | Data is more accessible and can be shared more widely to support the emergence of new discoveries and stories. |
| | Identify providers of historic environment data and how community groups interact with these providers. | |

Constructive Conservation and Sustainable Management

Working to ensure the historic environment can be conserved and managed in a way that secures its future

Organisations taking part in the working group:

Historic England, Country Land and Business Association, British Property Federation, Heritage Lottery Fund, Natural England, Institute of Historic Building Conservation, ALGAO, The Architectural Heritage Fund, National Trust, Joint Committee of National Amenity Societies.

| Objective | Action | Outcomes |
|--|--|---|
| Ensure systems of heritage protection are the best that can be devised with the resources available. They should recognise the relevance of the historic environment to society, maximize the use of historic assets and minimize factors which place heritage at risk. | Systems relating to the transfer of publicly owned heritage assets <ul style="list-style-type: none"> • Map and publicise sector activity against ‘theory of change’ stages • Based on mapping, identify gaps and develop priorities for research and action • Explore the potential of covenants to aid responsible transfer of assets • Bring together the historic environment sector and developers • Publish ‘best practice’ case studies to facilitate the process of transferring heritage assets • Scope a communications strategy project and bid for funding to address the issues of reported difficulty in accessing guidance. | Sector enabled to join up more effectively on public sector disposals issues. Bring together good practice guidance and key parties in the transfer of heritage assets. Increased access to existing advice and guidance for key stakeholders and community groups. |
| | Comparison analysis of English, Welsh and Scottish heritage protection systems | Awareness of differences between English, Welsh and Scottish heritage protection systems |
| Resilience to social and economic forces for change | Promoting a heritage-led response to address the changing face of the high street <ul style="list-style-type: none"> • Map existing activity, to fill in gaps in advice and guidance • Engage with Civic Amenities Act anniversary work for advocacy and public engagement • Build partnerships with organisations addressing ‘problem’ buildings (e.g. Community Assets in Difficult Ownership) • Identify a strategy for engaging with other work/guidance in the wider commercial world • Actively link to Heritage Action Zones and Great Place projects • Build interest in High Streets with Government and with policy makers | Demonstration of the positive contribution of heritage to high streets, including economic growth. Increased resilience of historic assets to social and economic forces for change. |

Public Engagement

Involving as many people as possible from all backgrounds in heritage

Organisations taking part in the working group:

Churches Conservation Trust, Historic England, National Trust, Culture 24, CapeUK, National Coordinating Centre for Public Engagement, Arts Council England, Heritage Lottery Fund, NADFAS

| Objective | Action | Outcomes |
|--|---|--|
| Increase overall levels of participation with the Historic Environment with a particular emphasis on increasing diversity | Create 'Pathways to participation with heritage' document, summarising motivations and opportunities for heritage organisations and diversity organisations to work together on public engagement activities. | Stronger links between the historic environment sector and a wider range of non-heritage organisations sharing similar public engagement objectives. |
| Champion heritage learning experiences within and outside of the classroom for children and young people | Engage with National Citizen Service (15-17 year olds) around the opportunities for including heritage | Increased participation among young people with the historic environment and heritage organisations |
| Support, sustain and develop programmes that will promote people's entitlement to connect with the historic environment | <p>Focus on promoting diversity in governance: researching and sharing examples of good practice from within and outside the sector</p> <p>Carry out desk research into diversity in governance to identify models and examples of good practice used within and beyond the sector</p> <p>Engage with the Historic England positive action traineeship, and investigate sharing a similar traineeship model across the sector</p> | People from all backgrounds will be more actively involved with working or volunteering to care for the historic environment |

Capacity Building

Ensuring access to skills, knowledge and infrastructure to manage the historic environment

Organisations taking part in the working group:

Institute of Historic Building Conservation, Chartered Institute for Archaeologists, Royal Institute of British Architects, National Heritage Training Group, National Trust, Historic England, The Heritage Alliance, The Royal Town Planning Institute, UCL Institute for Sustainable Heritage, Heritage Lottery Fund, Royal Institution of Chartered Surveyors, Reading University, Country Land and Business Association

| Objective | Action | Outcomes |
|--|---|---|
| A more integrated and focused approach to education, training and continuing professional development of heritage professionals | Host a knowledge and experience-sharing event on Apprenticeship Reform for the heritage sector | Better skilled and qualified heritage practitioners and craftspeople, from a wider range of backgrounds, will have greater access to continuing professional development and workplace learning |
| | Publish the report on the Apprenticeship day and consider future actions | |
| | Identify the challenges and opportunities for the sector to work together on the new Apprenticeships | Employers will see workforce development as an everyday responsibility and business need, and be supported to do so |
| A sustainable model for Local Planning Authority (LPA) conservation and archaeology services | Identify core LPA services: what they must provide for archaeological and historic environment services and what may be outsourced to other sectors | A sustainable network of local authority expertise available to developers and communities |
| | Align to existing work by ALGAO in relation to archaeological service provision | |
| | Consider how to support Historic England's Heritage Champions initiative at a local level, to provide a mechanism for engaging local politicians with Local Authority service provision | An increasingly effective civil society supporting the protection of the historic environment at local and national level |

Helping Things to Happen

Achieving a long-term shift to a positive vision for the contribution that heritage makes to Britain

Organisations taking part in the working group

National Trust, The Heritage Alliance, British Property Federation, Historic Houses Association, Historic England, Council for British Archaeology, Chartered Institute for Archaeologists

| Objective | Action | Outcomes |
|---|--|--|
| Better understand and reinforce the evidence base demonstrating the social and economic value of heritage to society | Review and collate existing evidence Hold workshop on data messaging aimed at communicating evidence more effectively Create 'top heritage facts' resource pack based on outcomes of data messaging workshop | Consumers of heritage and those with a stake in heritage use evidence to communicate the value of heritage to society to Government and politicians in new and powerful ways |
| | Engage with DCMS on the collection of statistics: where heritage is included, and what data is gathered | Enhanced statistical evidence base for the social and economic value of heritage |
| Engage more effectively beyond the sector with all those who <i>affect</i> the historic environment in the course of their activities, to raise awareness of that impact, and find a collective means of managing it in a positive way | Hold insight sessions focused on heritage 'consumers' (who 'consumes' heritage and how?) and sectors (who has a stake in heritage, what sectors benefit?) to prioritise stakeholders and engagement | Heritage features in the agendas of others |
| | Reach out to new ambassadors for heritage (e.g. GREAT campaign) | |
| Work with central and local Government to ensure the right frameworks and resources are in place to deliver what only Government can to, and to help the sector help itself and others | Work with Heritage 2020 working groups to identify top policy asks | Sector heritage manifesto and Brexit briefing, led by The Heritage Alliance |
| | Bring the sector together to share resources and knowledge that help the sector to get the best deal for heritage post-Brexit | Realise the opportunities and minimize the risks of Brexit for heritage |
| Engage with organisations, communities and others who have not until now shown an <i>interest</i> in heritage, and encourage them to become advocates for those parts of heritage that they particularly value | Identify a list of target ambassadors | More (and new) people acting as ambassadors for heritage and its positive contribution to wider activities |
| | Identify ways to make it attractive to get involved in communicating the positive contribution of heritage | |

Heritage 2020

Apprenticeship Reform: opportunities and challenges for the cultural heritage sector in England

Summary of workshop held 15 March 2017, Royal College of Surgeons, London

Introduction

The [Heritage 2020 Capacity Building working group](#) initiated a one-day workshop designed to take the mystery out of Apprenticeship Reform for the cultural heritage sector. ‘Apprenticeship reform’ had been identified by the group as one of its first areas for action, to address the strategic priority for sector collaboration of ‘a more integrated and focused approach to education, training and continuing development of heritage professionals’¹.

The one-day event combined informal presentations and discussions. The aims of the day were to:

- update participants on the Apprenticeship Levy and Apprenticeship reform in England, including the Trailblazer process, to ensure a shared level of knowledge and understanding;
- share experience and practice in developing new Apprenticeship standards to date;
- and establish next steps and priorities for the cultural heritage sectors.

Mike Brown, Chair of the Heritage 2020 Capacity Building working group welcomed the 42 participants. He introduced the Heritage 2020 initiative as a mechanism for shared working on common priorities in the historic environment sector in England and encouraged participants to share their experience of Apprenticeship Reform throughout the day. He thanked the Heritage Lottery Fund and Historic England for supporting the day’s event.

Session 1: Presentations on Apprenticeship Reform followed by plenary discussion

Chair – Jo Reilly, Heritage Lottery Fund

In her introduction to the first session, Jo Reilly thanked all attendees for taking part and acknowledged that people would have different levels of understanding of the day’s topic. There were experts in the room willing to share their knowledge and experience as well as people at a much earlier stage of engagement with the issues. Language, process, legislation and recent changes to Government departments all made for a challenging context and there was a need to acknowledge this; but by coming together the sector could share its experience and identify areas for further action.

Giles Smith, Deputy Director of Heritage, Tourism and Cultural Diplomacy at the Department for Culture, Media and Sport (DCMS) had sent context for the sector’s thinking about Apprenticeship reform that Jo Reilly relayed to attendees. Key points included:

- The emphasis in the [Culture White Paper](#) on increasing diversity and driving participation by under-represented groups in the sector.
- The continuing priority for the sector to increase participation and engagement in heritage for young people in particular.
- The need for the heritage sector to have a more diverse workforce, and for there to be additional pathways into the sector to draw in new talent.

Giles suggested that Apprenticeships provide opportunities for the sector. They offer a way of building on other work that is being done to ensure that the benefits of engaging with heritage are widely available.

¹ Heritage 2020: strategic priorities for England’s historic environment 2015-2020 (<http://www.heritage2020.net/2020-framework/>)

Apprenticeships can not only be a means of diversifying the workforce but also a means of addressing skills shortages and supporting heritage protection work.

Jo referenced the announcement by HLF earlier in the week of a further £10.1 million [Skills for the Future](#) investment to deliver high quality, paid, work-based training opportunities, as an example of parallel activity to increase the diversity of the workforce and address skills shortages.

Engaging with new Apprenticeship reforms

Samantha Hanna, Relationship Manager, Department for Education

Presentation slides available online: [Engaging with new Apprenticeship reforms](#)

Samantha Hanna explained that Relationship Managers are assigned to different 'routes'. Her area of responsibility is Construction, whilst her colleague Neil Bunch is responsible for the Creative route. As Relationship Managers, their role is to provide a point of contact into government and advise the sector of policy in developing standards and advise on the development of Standards themselves.

Samantha's comprehensive presentation set out the benefits of Apprenticeships and government's commitment to Apprenticeship reform. It summarised progress to date by Trailblazer groups (of which there are over 215) on the number of Standards approved for delivery and those under development. It outlined the Trailblazer process including Trailblazer stages (known as Gateways).

Turning to Apprenticeship funding, Samantha explained the Apprenticeship Levy and who pays it and the 'funding bands' that Apprenticeship standards fall within (some are more expensive to deliver than others). The system is designed to enable employers to choose the training they require, though training and assessments can only be provided by organisations on a new government-approved register.

Samantha outlined the functions of the Institute for Apprenticeships, the new organisation that will operate from 6 April 2017 to develop and maintain quality criteria, support the development of Standards and Assessment Plans, publish approved Standards and Assessment Plans and advise employers on the maximum Government funding that can be drawn down for individual Apprenticeship Standards.

Her slides include online references to key sources of information: Trailblazer guidance, quick reference guide to Standards developed and in development, a list of Standards that are approved for delivery, copies of all standards and assessment plans approved to date, and Standards funding rules for 2016-17. Since the event the Institute has published a ['How To' guide](#) to Trailblazers.

Apprenticeship Reforms in England

Sara Whybrew, Apprenticeship Service Director, Creative & Cultural Skills

Presentation slides available online: [Apprenticeship Reforms in England](#)

Creative & Cultural Skills is a champion for the creative and cultural industries, a national charity working to open up entry routes and bring new talent into the sector. Also providing an overview of Apprenticeship Reform, Sara's presentation provided complementary detail to the first presentation including:

- Clarification of what constitutes an Apprenticeship (a job that allows training while earning) and Apprenticeship levels (from GCSE-equivalent level to PhD-equivalent level).
- Alerting participants to the timescale for change: that existing apprenticeship *frameworks* will be withdrawn by 2020 and replaced by the new employer-led Standards.
- The scale of reform – the Government is committed to achieving 3 million Apprenticeship 'starts' in England by 2020.
- The process for developing Apprenticeship Standards.
- Who is involved in delivering an Apprenticeship.
- The Apprenticeship Levy, and how it will be collected and turned into digital vouchers.
- The process for purchasing training (from registered providers).

Sara made specific reference to cultural heritage-related Standards; some have been approved for development, whilst some have been published but the assessment plans are yet to be approved. And she put forward a 'best practice approach' to creating an Apprenticeship, strongly encouraging people to start with the job that's needed and then align to existing available Standards, **only developing a new Standard if one is not already available**.

Creative & Cultural Skills provides best practice guidance on apprenticeships, internships and volunteering; information on Trailblazers; and works with Training Providers to shape unique sector-led apprenticeship training: www.ccskills.org.uk.

Q & A

What's the minimum uptake required for development of a Standard?

When developing a standard, you need to outline how many employers are likely to use it. The standard will also go out for sector consultation (at which point there may be further interest). A minimum of ten employers need to be interested in the standard and all ten are asked to commit to create apprenticeships. Whilst there is no stated minimum number of apprenticeship starts per year, the numbers will need to be big enough to ensure delivery is viable for training providers and assessors.

When choosing training providers, can the employer choose to spend some of its vouchers with one provider and some with other providers to get a mix/match to needs?

Yes, this can be done. Some training providers will log [on the register] the training they provide for a specific apprenticeship standard, but will also sub-contract to specialist providers.

The old-style apprenticeships could be difficult for sole traders and self-employed single operators to use. Getting ten together, particularly ten who employ people, for the new Apprenticeships is likely to also be difficult. This may be an issue for certain niche skills areas.

Sometimes Apprenticeships are not the right route for organisations and sections of the economy. They are not the only route – it is still possible to create paid job opportunities that include off-the-job training. Creative & Cultural Skills can talk to explore whether Apprenticeships are the right route.

How can Apprenticeships have parity with people coming through other qualification routes (when Apprenticeships do not have qualifications attached, only training)?

The Government's technical education reforms seek to create clear routes for technical education that work in parallel with academic routes so that people can study to the same level through either route. The goal of an Apprenticeship is that, at the end, the person is competent (as defined in the Standard). How individuals reach that level of competence is determined by the employer – it *can* involve qualifications, but it doesn't have to in the new system; the Assessment is based on competence.

Is the duration of the Apprenticeship established by the Standard?

Typically, yes. By law it is a minimum of 12 months employment. The Apprenticeship Standard states how long it will normally take for the Apprentice to become competent at a particular level.

Historic England and Apprenticeships

Barney Sloane, Head of Strategic Planning and Management, Historic England

The Heritage Apprenticeships web page on the Historic England website will go live early June

<https://historicengland.org.uk/services-skills/training-skills/workbasedtraining/>

Barney Sloane's presentation was a valuable sharing of experience to date by an organisation that is engaging with Apprenticeships in three different ways. Historic England is subject to the Apprenticeship Levy and public sector targets for Apprenticeships, and it has a role to play in delivering the Culture White Paper requirements for heritage Apprenticeships (recruiting Historic England Apprentices, developing strategies for the best application of standards in the sector, and developing a mechanism for counting grant applicants' Apprentices).

As an organisation planning for the Apprenticeship Levy and public sector targets, Barney highlighted some concerns (such as the drive to quantity not quality because of the required 'number of starts' per year; the aggregated numbers [more staff – because of the number of Apprentices – in turn, increases the numbers of starters required], feasibility in terms of cost and space), however, he was keen to explore the opportunities presented by Apprenticeship Reform (such as for up-skilling, re-skilling and the potential to share Apprenticeships with other organisations).

In its strategic role, Barney spoke of Historic England's involvement in the Trailblazer group developing Historic Environment Apprenticeship Standards, an example of the sector and Historic England working well together to develop the right Standards and Assessment processes.

His challenge to the sector was to mainstream heritage, i.e. get heritage into mainstream standards, not developing distinct 'heritage' routes. To be successful here, the sector needs to know what is being developed in other areas to see how heritage can be integrated, for example, working with CITB on Standards being developed for construction skills. He put forward a number of suggestions for 'where next?' including:

- collaborating rather than competing in Standards development;
- developing shared Apprenticeships;
- working together on training and assessment frameworks;
- and ensuring coherence with relevant professional standards.

He asked whether a consortium of heritage Apprenticeship employers or Trailblazer members could work together, acting as a single voice for any future concerns, in conversations with DCMS and DfE.

The Historic Environment Practitioner Standard: Trailblazer work to date and lessons learnt

Bill Moffat, Wessex Archaeology

Bill Moffat spoke as someone who has been part of an employer group that has developed a Standard approved for development. Reflecting on that experience, Bill's over-arching recommendation was that the sector should move away from the 'cult of exceptionalism' and realise that every workforce in every industry exists on about five levels (technician/operative, team leader, project manager, senior manager and executive leadership) and that these correspond to academic levels 3, 4, 5, 6 and 7. When developing an Apprenticeship Standard, he encouraged employer groups to look at what already exists before seeking to develop a new Standard. And when designing an Apprenticeship, he argued that it will be more successful to focus on these cross-industry levels rather than focus on industry-specific areas.

Session 2 – Q & A

Shared Apprenticeships – how will these work in terms of how they are paid for, how the Levy is applied etc?

There was a suggestion to use the carousel model, though not asking the Apprenticeship to work across more than 2-3 organisations (because it gives the Apprentice too much to learn about each organisation). Could use an Apprenticeship training agency – assign vouchers to the agency (which becomes the legal employer) and the agency manages the voucher on behalf of the organisation (see DfE guidance). One delegate cautioned ensuring any Apprenticeship opportunity was indeed a job that needed doing and offered progression, a concept that *could be* undermined by the carousel model.

Action: seek information on whether this model has been successfully used by organisations outside heritage.

Post workshop note – it has been clarified that it will not be possible to assign vouchers to an Apprentice Training Agency until 2018 and even at that point it will only be possible to transfer up to 10% of the value of the vouchers (making this model unlikely to be viable). However, shared apprenticeships in which apprentices are employed directly through one organisation, but can gain experience working at more than one organisation remains an option.

Referring back to the earlier question about parity of the Apprenticeship experience to formal qualification, it was suggested that there is a risk of creating a lower-paid workforce as many recruitment systems link qualifications to pay structures. How can a two-tier system be avoided?

There needs to be a cultural shift in thinking differently about recruitment practices. Think about the job that needs to be done and how someone can be competent in that job. It was noted there is a certificate awarded by the independent assessment body at the end of the Apprenticeship process.

Participants queried whether this cultural shift would occur and also raised the need to attract under-represented audiences coming through academic routes. Degree apprenticeships (standard and integrated) were flagged as opportunities.

Session 2: Presentation from David Wilkins (previously an apprentice at the National Trust), followed by group working to address discussion questions and consider next steps

Chair – Jan Wills, Vice Chair, Heritage 2020 Capacity Building working group

David's presentation gave an insight into his experience as an apprentice (under the old system) with the National Trust, as part of a project supported by HLF. His personal reflection highlighted the value to him of qualifications gained and the reputation of the provider of the scheme. When asked whether he would have done the apprenticeship if there had not been the option to gain qualifications (in this case NVQs) he said that whilst he valued the NVQs, he perceived learning on the job to be more important.

Discussion questions

For the discussion session, participants were divided amongst five tables. Each table was asked to consider two of the following four questions and to record notes of their conversations. The facilitator from each table then provided feedback to the wider group, as a basis for further questions and answers.

1. If you work for a Levy paying organisation, what plans are there in place to deliver new Apprentice jobs over the coming two years, if any? Is there an appetite to develop shared apprenticeships?

Group A – Facilitator, Amanda Feather (Historic England)

Feedback from the group indicated that very few plans exist at present, even from those organisations that have done quite a lot of thinking and preparation in connection with Apprenticeship reform. Within the group, there was no one who had yet recruited an Apprentice on the new model.

Group E – Facilitator, Nick Randell (Heritage Lottery Fund)

There was enthusiasm in this group for the idea of shared Apprenticeships, most likely using the model of one employer but several experiences (as an opportunity to the Apprentice to gain different skills and experience). It was thought that commercial contracts might not be suitable (in terms of length) for a 12 month Apprenticeship, but that there might be the possibility to link several shorter commercial contracts together.

2. Which of the current Apprenticeship frameworks should be adapted as standards? How will this happen? Are completely new heritage-related standards necessary and if so, which ones?

Group B – Facilitator, Graham Lee (National Heritage Training Group)

The group discussed the need to map existing frameworks and success rates (uptake) to the current Standards being developed, and then to undertake gaps analysis to see where the existing frameworks might be translated across into Standards. The group referred to work by 'Tasty Careers in food and drink' (<http://tastycareers.org.uk/>) as an example of effective mapping.

The heritage landscape covers vocational, craft, conservation, archaeological and investigation skills, as well as professional advice and management. It was felt that mapping of existing Standards and those under development against current information such as the ICOMOS standards and guidelines could be useful. Work undertaken to date by the Historic Environment Trailblazer group and the HEF skills supply task group

could also be used. New Standards will also need to be mapped to existing work (competencies) by professional bodies.

Group E – Facilitator, Nick Randell (Heritage Lottery Fund)

The group identified lack of knowledge of expressions of interest for Standards or those that have been rejected as a barrier to identifying any new heritage-related standards necessary. It suggested that the sector should share this information and that Institute for Apprenticeship Relationship Managers would also have a role to play in ensuring good information-sharing. The group discussed the importance of thinking about the Assessment Plan at the same time as developing the Standard. It identified problems with use of the word ‘conservation’ in Standards work to date; it means different things to different distinct professions (which has not been recognised by IFA).

3. As referenced in the Culture White Paper, with the introduction of the levy, DCMS expects its large cultural organisations to take on Apprentices and promote diversity and inclusion in the workplace. How can we make this happen?

Group A – Facilitator, Amanda Feather (Historic England)

The group agreed a need for pragmatism and to embrace Apprenticeship reform as a learning opportunity and the Levy as protection of training budgets, with the opportunity to spend it in a positive way. The group felt the Apprenticeship route could help to improve diversity if there is little/no debt whilst training; however, the lack of associated qualifications could be a barrier to improving diversity amongst some groups.

The group discussed the need to consider the geography of Apprenticeships and how it can be more difficult to increase diversity in rural environments.

Group D – Facilitator, Jo Reilly (Heritage Lottery Fund)

The group saw Apprenticeship reform as a ‘golden opportunity for all organisations’ to see how they could encourage more individuals to enter the heritage industries. It identified engagement with schools as a valuable route to reaching potential Apprentices (e.g. people who do not want to travel far from home) and careers fairs as another opportunity. The group discussed marketing Apprenticeships and the importance of using job titles and language relevant to the people the sector is seeking to attract. Peer ambassadors also work well. There is a need to reach school leavers (16-18) and job centre clients post-18.

Discussions around barriers to people entering the sector referred to unconscious bias (recruiting people we like/who are like us). The group identified the importance of empowering the people doing the recruitment to make decisions based on aspects such as passion and motivation, and not just qualifications.

It noted the sector’s workforce data (with the exception of archaeology) is poor (i.e. there is little data).

The group also suggested looking to the food industry as a model for how people can enter the sector and grow within it.

4. We need a map for cultural heritage apprenticeships that specific standards can fit into without overlapping. How can we design an overarching standards map that delivers what the heritage sector needs?

Group B – Facilitator, Graham Lee (National Heritage Training Group)

The group felt that it would be important to do a sweep of a range of job descriptions to ensure that niche work is not missed from the mapping and is included in the Standards. It raised the importance of getting a balance in the Standards to ensure that they are not too broad to cover people satisfactorily nor too niche that they will not get uptake.

Group C – Facilitator, Liz Long (Historic England)

The group felt that Standards had been developed organically and bottom-up. To create an over-arching map, the group felt that it would be important to understand the role/responsibility of the Institute for Apprenticeships and understand which Standards are to be developed by other sectors. In order to avoid future overlaps, the group identified the need to encourage the IFA to take a role in instructing which sector should develop which Standard. The group suggested that IFA relationship managers could work with different Trailblazer groups to understand job roles in organisations and the sector more widely.

Issues to follow up and outstanding questions

Participants were encouraged to note down issues that they felt needed further investigation or any outstanding questions they had; these were:

- We'd like to know more about the remit, responsibility and forward plan of the Institute for Apprenticeships (IFA).
- Do Relationship Managers flag similar standards under development by different Trailblazer groups?
- Do Trailblazer groups change over time? Are they inclusive?
- Industry Trailblazers have their own Relationship Managers, but we don't have the bigger picture (and so don't know whether different industries are facing similar problems). There seems to be a missing 'Trailblazers Leads' group who can see the bigger picture. It would help to have a way of gaining an overview so that there can be a strategic response back to IFA and DfE when needed. A model exists in the consortium of Independent Research Organisations (IROs).
- There is a need to involve training providers in Trailblazer groups at an early stage, while Standards are being developed. (It was noted that there were very few universities and colleges represented at the workshop.)
- Where are the training providers going to come from? Will colleges employ specialist staff to deliver courses? Could these staff come from Apprenticeship employers? Is there sufficient expertise and critical mass?
- Could professional bodies provide assessors?
- Can it be confirmed that only 10% of the Levy can be redirected towards Apprentice Training Agencies?
- Can Apprenticeships be for seasonal workers or part-time workers? More flexible working helps attract more diverse applicants.
- There needs to be more work to understand the mechanics of administering shared Apprenticeships under the new system.
- There is a question about whether the sector has the right structures in place. The Historic Environment Trailblazer group grew from a pre-existing group and has focused on archaeology. The group needs to be broader to ensure it is inclusive. Whilst this Trailblazer group needs to make progress with developing the historic environment Standards, there does need to be 'space' for these bigger discussions and for wider debates around overlaps or use of words such as 'conservation'. Perhaps we need a group wider than individual Trailblazers to join up our conversations?
- Previous work by the Sector Skills Councils (when doing qualifications strategies) identified the career paths that people follow to get into the sector. A similar piece of work is needed post Apprenticeship reform. Can Creative & Cultural Skills revisit their previous work (The Footprint, <http://www.creativitycultureeducation.org/the-footprint>) and show where Apprenticeships have value and can be used?
- Apprenticeship reform includes the requirement to develop skills in Maths, English and ICT. Has the Institute assessed the impact of this requirement on those who are practically excellent but don't have these skills?
- There is concern about Standards without qualifications (and how the heritage sector is then valued).
- There is concern that 'heritage' could be seen as a minority sector, despite the thousands of jobs we create each year. While there may be support for the development of Apprenticeships while

the government is providing the funding, what happens in, say, five years' time when it is passed on to the private sector and the private organisation decides such minority sectors aren't viable?

Next steps

There was broad support for the development of a 'consortium' to gain the overview of cultural heritage-related Trailblazer activity and Standards. It was suggested that Heritage 2020, which exists as a mechanism for bringing organisations together, could be the appropriate means of taking this forward. Capacity Building Working Group (CBWG) attendees at this Apprenticeship Reform workshop will report back to the full CBWG which will consider the work in the light of its action plan. It will discuss whether the CBWG, or some other grouping of organisations, is best placed to take the work forward.

It was suggested that a similar meeting be held, in six months or a year's time, at which representatives of key cultural heritage bodies could meet and share Apprentice recruitment successes, what issues organisations are facing in terms of shared Apprenticeships, how the Levy and funding is working and what success has been achieved in bringing together the heritage-related Trailblazer groups.

In the short-term, the organisers of the current workshop will seek to find answers to the outstanding issues and questions and report back to those who have taken part in the event.

END