Interim evaluation of the Skills for the Future programme (Cohort 2, 2014 -)

Final report

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2.0 Summary

In July 2015, Heritage Lottery Fund (HLF) commissioned Ecorys to undertake an interim evaluation of the Skills for the Future programme, focusing primarily on the cohort of organisations which were funded in 2013/14; that is the second round of grants made through Skills for the Future.

In this round, HLF invested over £20 million in 39 organisations delivering a wide range of heritage skills. There is significant variety in the funded cohort. Some organisations have recruited trainees to work within their own organisation alone, while others only coordinate the placement of trainees in host or partner organisations. Some traineeships last for three months while others last up to two years. Some are focussed on marine and biological fieldwork skills, some on digital archiving and others on engineering skills. Not all offer accredited qualifications but of those who do, some provide access to a Level 2 vocational qualification while others provide trainees with the opportunity to achieve post-graduate academic diplomas. Aspirations to diversify the workforce vary between the projects, with some focussing on gender inequalities and others targeting candidates from minority ethnic communities.

The average grant awarded was in the region of £500,000 but there is significant variation; the smallest grant was £101,500 while three organisations received grants of £1 million. This level of diversity amongst grantees precludes any simple, general finding about the effectiveness of a 'typical' Skills for the Future project. Nonetheless, the evaluation did find consistent messages and themes arising from the research across all 39 grantees.

In line with the evaluation brief, this study built on previous research with the first grantee cohort. Specifically it sought to:

- Measure the success of the projects to date in achieving outcomes;
- Demonstrate the impact of the programme on grantee organisations, their partners and the wider sector in terms of their understanding of and ability to deliver high quality vocational training;
- Capture lessons learned from project planning, management, process and delivery; and
- Inform HLF's thinking about vocational training in the sector.

The study methodology utilised a range of approaches in order to collect a broad view of the programme. All 39 project managers were surveyed and 94 training and delivery staff responded to a shorter online survey. Ten organisations were chosen to be case studies, which involved depth interviews with two or three members of staff from each project.

As a separate exercise, to inform the HLF Board about the extent to which the programme is valued, a series of interviews was conducted with strategic leaders from organisations funded in the first cohort of the programme. These interviews have insight into the longer term impacts of the programme.

The evaluation found that perceptions of the programme were almost universally positive. Importantly, both grantees and the wider heritage sector have benefitted from an influx of

new, more diverse trainees/employees in positions which did not exist before Skills for the Future, and according to survey respondents, the programme is contributing to addressing skills gaps and shortages. It is clear that knowledge gained by grantees and trainees has been shared with heritage organisations outside those funded by the programme; the development of new qualifications which could be rolled out to the wider sector, is one example. It was also clear from the research that the trainees had brought skills with them into the sector even before they had completed their training, with many respondents raising the issue of improved digital knowledge in the organisation and increased presence for the organisations on social media, for example.

The study examined how the current grantee cohort has addressed HLF's outcomes framework as it relates to the programme.

- **People will have developed skills**

The trainees participating in the second round of funding have almost universally been able to access accredited qualifications, ranging from practical skills certified at Level 2 through to post-graduate level study. They have experienced strong progression routes with many moving on to higher levels of training or full time employment in the heritage sector. There was also a good level of retention on the programme with few trainees leaving their posts before completion.

- **People will have learnt about heritage**

The programme appeared to have been successful in broadening the heritage knowledge-base, even with those already working in the sector. The trainees were reported to have brought learning from their training back into the host organisations and were sharing this with colleagues. This was particularly pertinent around training using new technologies and approaches which longer-serving staff may not be familiar with. In the trainer survey, 81% of respondents felt that they had improved their knowledge of their area of heritage expertise through their involvement with the programme.

- **More people and a wider range of people will have engaged with heritage**

The Skills for the Future programme has gone some way towards encouraging organisations to focus their efforts on attracting non-traditional candidates into the heritage sector. There are clear examples of success in attracting diverse groups, particularly in terms of age and, for example, gender, ethnicity and those with lower prior educational attainment.

Respondents were clear that high quality work-based learning and training is a beneficial way to address skills gaps and shortages in the heritage sector. However, funding remains a critical issue and it is unlikely that grantee's work-based learning offers could be sustained at a comparable level without external funding. This is pertinent, as most respondents felt that the programme was 'scratching the surface' of addressing the skills gaps in the sector, even though it is having a significant positive impact in the eyes of the grantees.

3.0 Introduction

In July 2015, Heritage Lottery Fund (HLF) commissioned Ecorys to undertake an interim evaluation of the Skills for the Future programme, focusing primarily on the cohort of organisations which were funded in 2013/14; the second round of grants made through Skills for the Future. The Skills for the Future programme was launched in 2009 as a strategic response to the recession, aiming to strengthen the sector for recovery by supporting the creation and delivery of work-based training opportunities.

Specifically, the programme is intended to:

- fund high quality work-based training opportunities to equip people with the skills to pursue a career in heritage;
- meet identified skills shortages and gaps in the heritage sector;
- enhance the capacity of the heritage sector to deliver sustainable training and share good practice; and
- increase the diversity of the heritage workforce.

Applicants to Skills for the Future in 2013/14 were asked to address three outcomes drawn from HLF's wider funding framework. Grantees undertook to ensure that with HLF's investment:

- People will have developed skills
- People will have learnt about heritage
- More and a wider range of people will have engaged with heritage.

The application guidance expanded on these outcomes and how they related to the programme. The information given to applicants on each of the three outcomes is presented below.

As a result of HLF investment:

People will have developed skills - Individuals will have gained skills relevant to ensuring heritage is better looked after, managed, understood or shared (including, among others, conservation, teaching/training, maintenance, digital and business planning skills). As a result of taking part in a structured training activity, people involved in your project will be able to demonstrate competence in new, specific skills, and where appropriate, will have gained a formal qualification.

People will have learnt about heritage – Trainers and colleagues inside and outside your organisation will have developed their knowledge and understanding of heritage because you have given them opportunities to experience your skills project in ways that meet their needs and interests. People who took part in the project or engaged with your project in other ways e.g. through digital technology, will be able to tell you what they have learnt about vocational learning, heritage skills, recruitment and/or qualifications. They will also be able to tell you what they are doing with that knowledge and understanding; for example, sharing it with other people or using it in their professional life.

More people and a wider range of people will have engaged with heritage - There will be more people training in heritage skills and this audience will be more diverse than before your project. You will be able to show that your organisation's staff profile has changed; for example, it includes people

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from a wider range of ages, ethnicities and social backgrounds; or more disabled people. You will be able to show that these changes have come about as a direct result of your project, by collecting and analysing information about the people who have the heritage skills you are focussing on – and those who don't – before, during and after your project. You will be able to show how more people, and different people, saw and responded to your recruitment campaign, secured an interview and/or were successful in gaining a training opportunity.

Skills for the Future grantees

In 2013, HLF invested over £20 million in 39 organisations delivering a wide range of heritage skills. There is significant diversity in the funded cohort. Some organisations have recruited trainees to work within their own organisation alone, while others only coordinate the placement of trainees in host or partner organisations. Some traineeships last for three months while others last up to two years. Some are focussed on marine and biological fieldwork skills, some on digital archiving and others on engineering skills. Not all offer accredited qualifications but of those who do, some provide access to a Level 2 vocational qualification while others provide trainees with the opportunity to achieve post-graduate academic diplomas. Aspirations to diversify the workforce vary between the projects, with some focussing on gender inequalities and others targeting candidates from minority ethnic communities. The average grant awarded was in the region of £500,000 but there is significant variation; the smallest grant awarded was £101,500 while three organisations received grants of £1 million. This level of variation precludes any simple, general finding about the effectiveness of a 'typical' Skills for the Future project. Nonetheless, the evaluation did find consistent messages and themes arising from the research across all 39 grantees.

Structure of this report

In line with the evaluation brief, this study builds on previous research with the first cohort. The evaluation seeks to:

- Measure the success of the programme to date in achieving outcomes;
- Demonstrate the impact of the programme on grantee organisations, their partners and the wider sector in terms of their understanding of and ability to deliver high quality vocational training;
- Capture lessons learned from project planning, management, process and delivery; and
- Inform HLF's thinking about vocational training in the sector.

This report presents the findings from the research.

- **Chapter two** describes the methodology for the research.
- **Chapter three** explores grantee motivations for applying for the funding and their own inputs to the cost of delivering their projects.
- **Chapters four and five** assess the achievements of the programme to date in terms of key outputs generated by the programme's grantees. Chapter four looks at the development of new recruitment processes and Chapter five looks at new training models and partnerships.
- **Chapter six** explores the impact of the programme and the outcomes achieved in relation to the HLF's three outcomes set out above.

- **Chapter seven** draws conclusions from the findings in order to understand the success of the programme in meeting its outcomes.
- **Chapter eight** looks forward at potential developments for skills funding in the heritage sector and sets out recommendations arising from the evaluation's findings.

4.0 Methodology

In order to fulfil the brief for the evaluation four key tasks were undertaken. Each section of this chapter will explore these tasks in more detail; they are summarised here:

- A self-completion research tool was circulated to project managers. This sought to capture process and outcomes data for each project in order to build a comprehensive view of progress across all funded organisations.
- A short online survey was developed, targeting those who are supervising trainees or providing the on-the-job training that is the focus of the programme. The survey was circulated to those working both within the funded organisations and to their partners or other trainee host organisations.
- Ten case studies used in-depth interviews to add qualitative data to the survey results and the analysis of management information. The case studies are included in full at Annex One of this report.
- While the majority of the research focused on the second cohort of Skills for the Future grantees funded in 2013, interviews were also completed with 16 strategic leaders taken from a wider sample of organisations awarded Skills for the Future grants since 2009. These interviews enabled the study to capture evidence against the longer-term strategic aims of the programme.

Project manager research tool

Project managers from the 39 funded organisations were asked to complete a research pro-forma based on the template developed for the 2012 evaluation, updated to pick up lessons learned from that interim evaluation and to meet the requirements of this present study. The document took a comprehensive view of progress to date, exploring project inputs and outputs along with outcomes for both the trainees and the grantee organisation itself. Returns were received from all grantee organisations, and the findings have enabled the research to gain a representative view of the programme. The results are integrated throughout this report, and a copy of the research tool is included at Annex Two.

Trainer survey

The trainer survey tool developed for the evaluation of the first cohort of Skills for the Future grantees was also revised to assess the impact of the programme on those involved in direct delivery of work-based training. Project managers were asked to provide contact details for those either supervising trainees or delivering training, whether in-house or within host or partner organisations, and the survey was circulated electronically. A copy of the survey can be found at Annex Three of this report.

The survey was sent to 212 people providing or supervising training across 27 projects. A further two organisations chose to circulate the survey to their staff themselves. The reaction to the survey request was positive with a response rate of 44%; 94 people submitted a response. Respondents represent 26 of the 27 of the projects approached, and of those who responded, 46% were employed by the grantee organisations themselves with the other 54% working with partner or host organisations.

Table 2.1 shows the number of respondents broken down by the main heritage sector covered by their project, and also shows the total number of grantee organisations in each sector. This demonstrates that the survey achieved a broadly representative spread of responses across the sample, with only the historic buildings sector being under-represented.

Table 4.1 Respondents by heritage sector

Heritage sector	Number of respondents	Number of grantee organisations represented in our sample	Total number of grantee organisations in the population
Cultures and memories	3	1	1
Historic buildings	3	1	6
Industrial, maritime and transport	5	2	3
Land and biodiversity	43	9	12
Museums, libraries and archives	39	13	15
Cross sector	1	1	2
Total	**94**	**27**	**39**

Case studies

In order to give qualitative depth to the findings from the project manager research and the trainer survey, the evaluation conducted case studies with ten grantee organisations. The case studies built upon a desk review of the information held by HLF on each organisation (such as progress reports), the information submitted in the project manager questionnaire and the trainer survey responses. This review was followed by up to three telephone interviews with relevant stakeholders from the funded project. In all cases, this included the project manager. Other stakeholders included senior management within the grantee organisation, lead staff members in partner or host organisations, trainers, and where relevant, HR staff.

The case study organisations were selected in partnership with HLF to give a representative sample across the heritage sub-sectors, while also reflecting the geographic diversity of the activity funded and incorporating a range of grant sizes. The selection process also took into consideration any particularly innovative or interesting practice that had been highlighted in earlier stages of the research. Table 2.2 shows the range of organisations involved in the case studies.

Table 4.2 Grantee organisations featured in a case study

Organisation	Location	Heritage sector	Grant
Eastside Community Heritage	London	Cultures & Memories	£243,400
Leeds City Council	Yorkshire	Historic Buildings	£845,200
The Prince's Foundation for Building Community	England/Scotland	Historic Buildings	£778,500
Boiler Engineering Skills Training Trust	South West/West Midlands/Wales	Industrial, Maritime & Transport	£490,500
Ulster Wildlife Trust	Northern Ireland	Land & biodiversity	£371,200
Ambios (LEMUR+)	South West/West	Land & biodiversity	£568,800

Organisation	Location	Heritage sector	Grant
	Midlands		
Brecon Beacons National Park Authority	Wales	Land & biodiversity	£916,900
St Edmundsbury Borough Council	East of England	Museums, libraries, archives	£101,500
Museums Galleries Scotland	Scotland	Museums, libraries, archives	£432,900
Bodleian Library	South East	Museums, libraries and archives	£292,000

The case studies have been designed as standalone documents and are included in Annex One of this report. Information has been taken from the interviews and included throughout our analysis.

Strategic leader interviews

While the primary focus of this study was to assess the success of the second cohort of Skills for the Future grantees, a key aim of the evaluation was to establish whether the Skills for the Future programme has had longer-term impacts on the grantee organisations and the wider heritage sector. To achieve this, Ecorys undertook 16 depth interviews with senior managers representing organisations funded in the first round of the programme (of these, seven had also received funding in the second round).

5.0   Application and funding process

This chapter explores grantee motivations for making applications to Skills for the Future, and provides an assessment of the organisation's own contributions to the costs of delivery.

Rationale for applying for Skills for the Future

Grantees expressed a range of motivations for applying for Skills for the Future funding. The interviews with case study participants and strategic leaders demonstrated that the funded organisations comprised a mix of those who have a history of providing traineeships (and in some cases, this is the organisation's core purpose) and others who have no experience of supporting work-based learning. For those who had prior experience of delivering training, the fund was seen as a perfect fit for developing work, giving it structure and increasing capacity both in terms of staffing and knowledge.

For others, their applications were driven by concerns over skills gaps in the heritage sector. In some cases this was related to an ageing workforce and a lack of younger people being recruited – one strategic leader interviewed described the situation as dealing with "a retirement timebomb" – while in other cases there was an adequate supply of younger people attempting to join the sector, but with a lack of appropriate skills and experience to meet organisational or sectoral needs.

> "We're not just needing younger blood, but younger blood along with specific heritage skills." (Strategic leader, Industrial, Maritime and Transport)

> "None of the jobs we offer are ever anyone's first job, they're too technical. So people have to start somewhere and this [SftF] is the place." (Strategic leader, Land and Biodiversity)

It was also frequently noted by research participants that graduates were coming to the sector with good theoretical knowledge but a lack of ability to apply this in a practical way.

For some interviewees, motivation for applying for the funding was driven by the expectation that the programme could open up opportunities to people who would otherwise be unable to gain appropriate experience, for example in cases where the need for an income means that the opportunity to volunteer to gain experience is lost. In a similar vein, others felt that the funding would help people to find jobs in a "tough economic climate" and "keep people economically active."

Inputs

Skills for the Future projects are not only underpinned by the HLF grant, but also volunteer time and a match funding contribution. The evaluation asked project managers to outline their non-grant inputs to the project.

In terms of volunteer input, there was significant variation in reporting across the projects, with ten stating that they had used no volunteer time to date. Others, however, had seen very large numbers of volunteer hours, for example, English Heritage and the Boiler and Engineering Skills Training Trust (BESTT). The approach to defining volunteer time varied; some saw this as time contributed by unpaid volunteers, whilst others saw it as time given to

the project in-kind by paid staff – also contributing to the match funding that grantees were required to provide. In-kind contributions were commonly cited as match funding contributions across the cohort, though some had also secured cash contributions from a range of sources including Trusts and Foundations, local authorities and other heritage organisations. None of the respondents reported that they had raised income from government sources (for example, via the Skills Funding Agency) specifically for training delivered through their project, though some do receive Government funding for core costs.

Few organisations reported experiencing significant issues with their budget. A small number reported minor underspends, while others talked about small variations which had been agreed with their HLF grant officer. In one case, the organisation had increased their in-kind contribution to cover some additional costs. Notably, one organisation had experienced some issues establishing the legal status of their trainees (and were unexpectedly unable to secure them a tax-free bursary) which had led to an increase in on-costs and the need to adjust their budget in other areas to accommodate this.

6.0 Recruitment

The project manager questionnaire showed that a total of 361 traineeships had been recruited in the first year of the programme. As noted above, the traineeships were varied in nature though all had the common goal of developing practical skills relevant to the heritage sub-sector in which the grantee is training. This section of the report explores the approaches used by the grantee organisations to recruit the trainees.

In general terms, there was a high level of demand for the trainee places. A total of 8,893 applications were made to the cohort of organisations; an average of 25 applications per traineeship. However this varied significantly between organisations. Some reported very high numbers (for example, London Borough of Richmond on Thames received 251 applications for three posts at the Orleans House Gallery – equating to 83 applications per traineeship – and The National Archives received an average 118 applications for each of its 12 traineeships; 1419 in total). Meanwhile, others had seen lower demand especially in the Industrial, Maritime and Transport sector, in some cases due to the deliberately careful way advertising was managed; BESTT received 29 applications for eight placements. Similarly, National Historic Ships received 10 applications for each of its placements, and Eastside Community Heritage had four applications for each of the four placements it advertised.

A key objective of the Skills for the Future programme is to increase workforce diversity in the heritage sector. The majority of grantee organisations had developed demographic targets for recruitment, which primarily focused on attracting non-traditional candidates for their respective heritage sub-sectors.

> "We aimed to encourage uptake from under-represented groups with the aim of working towards a workforce profile within the built heritage sector which is more representative of the overall population of Northern Ireland." (Project manager, Historic Buildings)

The target groups varied significantly due to the diversity of the roles on offer; for example while some grantees were actively trying to encourage male candidates, others were targeting their recruitment to female candidates. An example of success in this respect comes from BESTT.

> "We have demonstrated the ability to attract from new sources and non-heritage backgrounds into the sector. In the Year 2 trainee intake we have recruited a female trainee who shows considerable promise. We believe that this is the first time in 200 years of riveted boiler manufacture and repair that a female trainee has undertaken a structured programme of training for this craft skill."

A number of organisations had targets to increase the trainee intake from black, Asian and minority ethnic (BAME) groups. Some were particularly successful in this respect; for example, 33% of the trainees appointed by The Whitechapel Gallery in East London had a BAME background compared to 17% of their existing staff. However, Cultural Cooperation's SOCL (Strengthening Our Common Life) project has excelled in this respect, with 14 of the 16 trainees recruited in the first year coming from BAME backgrounds. This organisation had placed diversification of the workforce at the centre of its activities.

The research showed that a high proportion of organisations are keen to address issues facing those with financial barriers to entering the sector (for example, those unable to volunteer in a significant capacity) and there is evidence of some doing this successfully. It was clear that targeted recruitment had been important in achieving this and there were efforts to develop new recruitment approaches. There was also a focus to target young people not in employment, education nor training (NEET) or from disadvantaged backgrounds. A small number of project managers noted that they had recruited trainees who were unemployed or not in education or training prior to recruitment – at least 13 trainees across the cohort, though this question was not directly asked in the research so the number may be higher – and others were reported to have no previous qualifications or were low skilled. The British Museum partnership, for example, had a good level of success in recruiting non-traditional candidates to the museums sector; none of their first year recruits have postgraduate degrees, 90% are without undergraduate degrees, all the trainees are within the 18-24 age group, and none have more than three months' experience in the museum sector.

There had also been successes in recruiting disabled candidates. Several organisations took on trainees with dyslexia and other learning difficulties; one reported providing special tuition for a dyslexic trainee once they were in post. The HLF survey which collects baseline demographic data from trainees, and which is reported separately, will shed more light on these findings.

Recruitment methods

Some innovative recruitment methods were reported across the grantee cohort, designed to remove barriers for potential applicants. For example, one project encouraged applicants to submit an application video, while others reported the use of practical experiences such as taster days which were particularly important where emphasis had shifted from experience and education, to allow organisations to 'get to know' the candidates. One project manager noted that their application questions had been revised to take into account the age of the applicants and to make them more accessible while another stated that they had tried to revise the approach to recruitment to ensure that passion and enthusiasm for heritage became a key factor, rather than experience and education.

> "We did a 'no experience necessary' person spec, advertised using local community links and social media, shortlisted up to eight candidates per vacancy and ran selection days which included three different selection activities, including a face-to-face interview, a role play and a group activity." (Project manager, Historic Buildings)

> "We worked closely with the Human Resources team at Royal Museums Greenwich and developed a tailored advertising form for the scheme. We also devised a methodology for interviewing which saw the interviews held on a Thames barge in the environment where the trainees would be working, plus a brief practical element as well as the more traditional interview questions. We have increased our knowledge of potential online advertising sites for jobs when recruiting new positions, particularly since we were trying to target specific groups." (Project manager, Industrial, Maritime and Transport)

"Our recruitment method is now more focused on providing a 'training experience' at interview stage such that all applications gain something from the day (even if unsuccessful)." (Project manager, Land and Biodiversity)

Eleven respondents stated that their organisation did not significantly change their recruitment processes for the project. In one case, this was because there was not enough time to implement the recruitment strategy that had been devised, although the respondent noted that this will be used for the second cohort of trainees and in other posts across the organisation. In other cases, the organisations perceived they were constrained to some extent by, for example, the civil service recruitment processes or those of partner universities. One noted that they had a long track record of focusing on diverse recruitment so had not needed to change their processes.

It was clear from the project manager responses that there has been a significant amount of learning around recruitment, both in terms of the approaches used and the targeting of advertising in order to reach key target audiences. The use of word of mouth and community partnerships was seen as particularly important for success in reaching non-traditional potential applicants.

"We have a new range of contacts for recruitment in local and West London schools and have a wider range of places to advertise jobs." (Project manager, Museums, Libraries and Archives)

"The new partnerships… have made it easier to circulate general opportunities more widely and reach different local demographics." (Project manager, Museums, Libraries and Archives)

Recruitment challenges

Although the projects were largely successful in appointing trainees to the programme, respondents raised a number of challenges associated with recruitment. In some cases these were practical issues, for example a rural project struggled to fill one of its posts as the preferred candidate was unable to relocate. Interviewees from other rural projects spoke about the difficulties related to trainees getting to work and how this had to be considered at recruitment stage when young candidates didn't have access to necessary means of transport. To prevent this excluding the candidates from the opportunity, the organisation had to consider the provision of transport.

In other cases, the challenges related to targeting recruitment to the specific demographics. As noted, some respondents acknowledged that their usual recruitment practices had to be revised in order to reach their new target groups. For many organisations, a greater local/regional focus to their recruitment has required grantees to change their approach to advertising – the use of social media was widely reported by project managers, along with a focus on local community groups and word-of-mouth through previous trainees. Interestingly, for some of the higher-profile organisations, increased publicity had resulted in difficulties appointing the target demographic. The two examples below, drawn from responses from the Bodleian Library and Cumbria Wildlife Trust, highlight the range of challenges facing the grantee organisations.

Cumbria Wildlife Trust

Cumbria Wildlife Trust offered two different traineeships; one to graduates with appropriate degrees, and another to 'local trainees'; individuals wanting to enter the conservation sector without a higher level qualifications who live in specific districts of the west coast of Cumbria.

Attempting to recruit local trainees has required the Project Manager and HR department to plan the recruitment strategy "very carefully" in order to target people who would meet the requirements for the traineeship. Recruitment was focused heavily on local media (local newspapers, colleges, local organisations, etc), and more information to applicants was given in order to assist them in completing their application forms.

Despite these efforts, in the first round of recruitment the project was only able to fill one of the two 'local' posts. The project manager stated that "it is clear that changes will need to be made in the second year to ensure both training placements are filled."

The Bodleian Library

A key target for the project is to increase applications from men and from individuals with a STEM background. A high number of strong applications were received from these groups, suggesting their approach to recruitment has generated interest with these target groups; however, they were outshone by very high quality applications received from more traditional applicants to archives (women with a humanities background). In order to address this and increase the likelihood of the target applicants reaching the shortlisting stage, the project team intend to provide more guidance to applicants on how to make a good application.

As a high profile organisation, media coverage of the vacancies in the first recruitment round undermined efforts to avoid advertising the traineeship in traditional forums. This gave rise to a number of very strong applications from traditional candidates. To address this, the project team was careful to avoid high profile publicity during the second recruitment round.

The Bodleian has failed to meet its BAME targets on both recruitment rounds. Prior to Skills for the Future, BAME applicants to archive and library trainee posts were at around 6%. This was improved quite significantly in the first recruitment round to 12%, but the numbers for the second recruitment round were lower at 7%. The project manager noted that it was difficult to be sure of the reason for this, but speculated that it was related to the introduction of a 'desirable criterion' around wishing to build a career in the UK heritage sector; this had led to a drop in applications from non-UK residents (although the traineeships continued to attract global interest). The team will be considering ways to attract more interest from BAME individuals in the next recruitment round.

Another aim of the project is to increase applications from individuals from less advantaged socio-economic backgrounds. As the project manager noted, "this is very novel in terms of recruitment equality and diversity monitoring, and we are still working with a number of colleagues on how we measure this in terms of the recruitments undertaken to-date, and in terms of how we address it in our recruitment strategy."

Although in a number of interviews grantees had reported successes in diversifying their pool of applicants, this did not always translate to more diverse appointments; interviewees talked about their inability to apply positive action approaches, meaning that they "had to take the best candidate, whether they fit our recruitment target or not." In such cases, successful candidates were often from the more traditional groups employed in the heritage sector (generally those with a higher level of prior educational attainment).

A small number of interviewees expressed confusion over the type of diversity the Skills for the Future programme was designed to achieve across the board. In applications, organisations were asked to set out their own rationale and targets but one interviewee rhetorically asked "is the programme looking for diversity in the context of the UK's population or the area within which the project is based?" (Strategic leader, Land and Biodiversity).

The projects on the whole have been successful in recruiting participants. This has demonstrated the strong demand for work-based training at the entry levels into the sector. It was clear from the research that diversifying the heritage workforce in any way takes focused effort and commitment in terms of adapting and adjusting recruitment processes. Successes were seen across the cohort and, crucially, where projects were less successful in meeting their recruitment targets, the organisations demonstrated commitment to learning from the process and implementing changes in the next recruitment round.

7.0 Training and partnerships

Training delivery staff

Many team members, both within the grantee's own organisations and those of their partners, have been engaged in directly supporting trainees. The trainer survey sought to explore the impact this had had on the staff in question. Individuals responding typically had a great deal of experience in the heritage sector; 52 respondents had worked in the sector for more than ten years while only 16 had less than five years' experience in the sector. They also generally had been with their current employers for many years, with more than a third of respondents (35%) having worked for their organisation for more than ten years. As might be expected, the majority (82%) had started work with their employer before the Skills for the Future project started. Almost all the respondents were paid employees; only one was a volunteer.

Table 7.1 Number of years' respondents had been employed in the heritage sector

Number of years employed in the heritage sector	Number of respondents
Less than a year	1
1-5	15
6-10	26
11-15	22
16-20	6
20+	24
Total	**94**

Table 7.2 Number of years' respondents had worked for their current employer

Number of years with current employer	Number of respondents
Less than a year	3
1-5	36
6-10	22
11-15	18
16-20	5
20+	10
Total	**94**

Most respondents had worked with trainees before, either through directly providing training or mentoring, or by supervising trainee performance. Only 20% had not worked in such a role previously, as outlined in figure 5.3.

Figure 7.31 What was your experience of training/mentoring/supervising trainees before the project?

Response	Total	%
No little experience	18	20

Response	Total	%
Some experience	40	43
A lot of experience	34	37

Perhaps as a result, most respondents (80%) had felt well prepared for their role in working with the Skills for the Future trainees, as demonstrated at Figure 5.4. It might be expected that those who did not agree with this statement would be those who had least experience in working with trainees, however there was no correlation in this respect, with only one of those who strongly disagreed stating that they had little or no previous experience. It appeared that support from the grantee organisation to the partner or host organisations was a determining factor in how well prepared the trainers felt; in their free-text response one respondent noted:

> "I feel that the support provided to the organisation and myself to support a trainee who lacked previous work or study experience was insufficient." (Trainer, Museums, Libraries and Archives)

In contrast, another who had strongly agreed that they had felt prepared noted:

> "I was a little nervous of taking part in the project as it has been a number of years since I had a role which has involved supervising and mentoring, however I felt really well supported by the Project Coordinator and the rest of the team." (Trainer, Land and Biodiversity)

Interviewees emphasised the importance of working closely with the hosts to ensure communication routes were open, and that hosts had opportunities to access support and information. A trainer linked to one of these organisations noted:

> "At the start especially, [the lead organisation] supported the trainee supervisors very well, but they have also allowed them to get on with the project and the trainees settle into the role on their own." (Trainer, Museums, Libraries and Archives)

Figure 7.4 To what extent do you agree with the following statement? 'I felt well-prepared to deliver the Skills for the Future training to the trainees.'

Response	Total	%
1 Strongly agree	4	5
2 Disagree	2	2
3 No opinion	6	7
4 Agree	54	59
5 Strongly agree	26	28

In addition to providing a high quality training – so often bound up with the skills of the trainer/mentor - a key objective of Skills for the Future programme is to build the capacity of the heritage sector as a whole to deliver vocational learning. In this regard, despite the high level of experience among the respondents, it was positive to note that the majority of respondents felt that the programme had had a positive influence on their own skills, both in terms of working with trainees and, more broadly, in terms of their heritage expertise. Other trainers

responding to the survey noted the benefit of the training that they themselves had participated in for the purposes of delivering the project. The programme had also enabled trainers to develop new networks and contacts, and build capacity in the host organisations.

> "My ability to deliver the required level of skill sharing has improved with practice and with the help of the training that I have received." (Trainer, Land and Biodiversity)

> "The project has enabled me to develop personally through formal training and building relationships with supporting agencies and organisations." (Trainer, Land and Biodiversity)

This was echoed in the qualitative interviews:

> "The project has provided opportunities for the hosts too - they've been able to network and come more into the mainstream. We've been able to work to upskill them too and not just the trainees." (Strategic leader, Historic Buildings)

As Table 5.5 shows, 73% of respondents either agreed or strongly agreed that they had increased knowledge in their area of heritage expertise, while 78% either agreed or strongly agreed that they were now better able to support trainees to complete their training. It is also positive to note that 8% of respondents agreed that they had enjoyed sharing their own knowledge with the trainees, a sentiment that some respondents shared in their 'any other comments' statements.

> "It's great to share my professional expertise with the volunteers and give them greater skills and understanding which will result in more efficient and better quality practice in the service and tasks they deliver." (Trainer, Museums, Libraries and Archives)

> "The experience has been truly rewarding with one of the most fulfilling and satisfying part of my work seeing disadvantaged individuals blossom through the training and mentoring the project has enabled us to deliver as a team. The journey and transition undertaken by the trainees is incredibly rewarding and it is humbling to know it has made such a big difference to people's lives and future opportunity." (Trainer, Land and Biodiversity)

Table 7.5 To what extent do you agree with the following statements?

As a result of my involvement in the Skills for the Future project…	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
I have enjoyed sharing my heritage knowledge and expertise with the trainees	1	0	1	28	60
I have increased knowledge in my area of heritage expertise	0	6	11	48	25
I have improved skills relevant to my job	0	3	15	43	29
I have developed new skills in training or supervising trainees	0	2	14	45	29
I am better able to support trainees to complete their training	0	1	11	46	32

As a result of my involvement in the Skills for the Future project…	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
I am more interested in supporting work-based learning to develop new entrants to the heritage workforce	0	1	7	41	41

A small number of respondents disagreed or did not have an opinion on a subject, particularly for questions related to the development of the trainer's own skills. As Table 5.5 shows, 6% of respondents disagreed that they had increased their knowledge in their area of heritage expertise, and a 14% of respondents had no opinion on whether they had improved skills related to their job. However, this is perhaps unsurprising given the level of existing experience amongst the survey respondents.

> "I already have quite a lot of experience as far as supervising trainees and the scheme we have here, so although the Skills for the Future project is a great addition to our trainee scheme, I don't feel I have learnt any additional skills as a result of the project. Had I had less experience before the SftF trainees came to us, I'm sure I would have learnt a lot." (Trainer, Museums, Libraries and Archives)

There was clearly an increased appetite among the respondents to support work-based learning in the future. 82% of respondents to this question agreed that Skills for the Future had made them more likely to want to be involved in such initiatives in order to develop new entrants to the heritage workforce.

The qualitative responses to the 'any other' comments question largely reflected the positive nature of the responses to the rest of the survey. Many commented on the benefits of the programme for the trainees but impacts were also noted for the organisations themselves.

> "Just to note that I am self-employed external trainer but we have structured the delivery of our training so that I developed internal trainers as part of the process. They will start to lead the training from now on which has boosted the capacity within the [grantee organisation]." (Trainer, Historic Buildings)

> "It's a brilliant project, not only for our trainee, but our whole team of staff and volunteers are gaining skills and knowledge from the scheme." (Trainer, Land and Biodiversity)

Training programmes and models[1]

The evidence shows that Skills for the Future funding has increased the range of training available in the sector, with the majority of grantee organisations having developed a new training programme for their project. Only five grantees reported that they had not developed a new programme specifically for this project. However, all but one of these organisations had received funding under the previous round of Skills for the Future, and were building on

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[1] In the survey and for the purposes of this report, the term 'training programmes' refers to the development of new 'curriculum' content or accreditation. The term 'training models' refers to the approaches used to delivering the training, e.g. through residential courses or the compilation of portfolios by the trainees.

that training programme in this second project. Other organisations which had also received Skills for the Future grants in the first funding round outlined ways in which their previous work had been revised to develop a new training programme for this new project, for example to suit a different demographic of trainees being targeted through their new grant. This response came from a first time applicant to Skills for the Future:

> "While the general structure was based on our existing Building Craft Apprenticeship programme we have run successfully for a number of years, we had to modify it significantly to suit the needs of a younger age group, and we incorporated a number of new training elements we have not previously delivered." (Trainer, Historic Buildings)

The motivations for developing new qualifications were explored in more detail through the qualitative interviews. One interviewee noted that "We developed our own qualification as there was no heritage-specific accredited training" (Strategic leader, Industrial, Maritime and Transport). For another, the ability to select and put together pre-existing modules to create a bespoke qualification had been useful, allowing the organisation to tailor their offer to trainees.

> "A new qualification was developed by choosing from existing Diploma units as listed on the Ofqual website… The units were chosen to make up a Level 2 Diploma qualification with the right number of credits which was approved by Ofqual." (Project manager, Land and Biodiversity)

The lack of existing, good quality heritage training was an issue that was commonly raised throughout the research; grantees reported that heritage-based degrees are not always meeting employer needs and are not tailored to the heritage work environment.

It was common for respondents to work in partnership to develop their new training programmes, particularly in terms of the development of a qualification (for example, by consulting with relevant colleges or awarding bodies).

> "A new qualification was developed by choosing from existing Diploma units as listed on the Ofqual website… The units were chosen to make up a Level 2 Diploma qualification with the right number of credits which was approved by Ofqual." (Project manager, Land and Biodiversity)

Lantra, a key awarding body supporting the land-based and environmental industries, has been particularly active in this respect and a number of the projects in the land and biodiversity sector have worked with Lantra to develop specific qualifications or new modules specific to trainees' needs.

> "City and Guild Diploma units are being used this year, with bespoke Certificates under development with Lantra Awards to more closely reflect the needs of the labour market (e.g. combining certification for heritage skills and use of technology)." (Project manager, Land and Biodiversity)

The operational aspects of project partnerships are discussed in more detail at section 5.3 of this report.

Project managers were asked whether they had developed new training models alongside new training programmes. Only nine organisations had not developed new models for this project, and again this was primarily because they had received SftF funding before, and new models had been developed using that grant. The models and approaches used for delivering training varied across the responding organisations; there was a raft of new methods being used to both develop and capture trainee knowledge.

> "The project is a new training model in itself, providing a unique balance between academic knowledge and practical hands-on skills." (Project manager, Industrial, Maritime and Transport)

A number of respondents talked of the importance of learning intensively, and a small number were using residential courses to facilitate this.

> "Week-long residential stays at our academic provider are a new experience for [our organisation] and one we found hugely beneficial as it allowed the trainees to become fully immersed with their learning and training, plus it allowed the build-up of comradery amongst colleagues and peers alike." (Project manager, Industrial, Maritime and Transport)

> "Among the new elements was: an extended craft based summer school run at the Dumfries House Estate; putting students on placements near to their homes; arranging NVQ assessment as a combination of site visits, phone conversations and online learning; and running short courses on health and safety and repair of traditional buildings." (Project manager, Historic Buildings)

Many project managers noted that their trainees were gathering evidence of their work-based learning to create portfolios which would be assessed. Some organisations had trained internal staff as assessors as part of the project and others were working with external verification bodies.

There was an even split between those who had developed new qualifications and those who hadn't. Where organisations had not developed a new approach, this was because they had been able to make use of an appropriate, existing qualification.

> "We decided to partner with the University of Aberystwyth and offer their postgraduate distance learning programme as part of the traineeship. This approach allows each institution to play to its strengths. The Bodleian has lots of experience in providing on-the-job training while Aberystwyth has many years' experience in delivering distance learning and vocational qualifications in archives." (Project manager, Museums, Libraries and Archives)

The qualifications offered across the grantee organisations were primarily vocational, although two organisations were training their new recruits to post-graduate level with a more traditional, academic approach, the Bodleian cited above and one other:

> "The University of Worcester developed a new post graduate course [as a partner in the project] – Post Graduate Certificate in Leadership and Management (Heritage) for which our current trainees have been the first cohort. This qualification attempts to

synthesise heritage learning with more business orientated approaches." (Project manager, Land and Biodiversity)

Grantee organisations were required to include career preparation activity in their training plans, and organisations noted the importance of this in their activities:

"Trainees were obliged to focus on career development and a careers project was instated." (Project manager, Land and Biodiversity)

It was also interesting to note an increased emphasis on digital and technological skills among the projects; a number of respondents referred to having introduced new elements of training to take these into account.

The importance of the development of new training was emphasised repeatedly amongst research participants. As one noted, the HLF grant had enabled their organisation to develop the only formal route into the media heritage sector for new entrants.

"There are no undergrad or postgrad courses or any other vocational training courses that focus on this aspect of the media industry [archiving film]. We have been invited to sit on a panel in the US at the Association of Moving Image Archivists annual conference, along with UCLA Archive, NYU, George Eastman House and the University of Amsterdam, to represent the UK's only training model for this sector, which demonstrates the need for this training." (Project manager, Museums, Libraries and Archives)

The Canal and River Trust

The Canal and River Trust provided an example of using Skills for the Future funding to meet organisational skills needs. Working in conjunction with the Heritage Craft Alliance (a private training provider), the organisation offered trainees both a Level 2 Award and Level 2 NVQ Diploma in Heritage Conservation and Restoration of Britain's Canals and Waterways. These qualifications were specifically developed and accredited by NOCN (previously the National Open College Network) as part of the project.

"The traineeship programme is a new approach of training and upskilling for Canal and River Trust. The model differs from conventional methods used in that bespoke qualifications have been produced to suit the needs of our network, with particular reference to the heritage within our stewardship and the skills required to the upkeep and maintenance of same."

Trainees were required to complete a portfolio that covers the key skills areas of lime, brick, stone and non-structural carpentry. They were also required to gather work-based evidence of all the key skills areas to demonstrate that competencies were met as per the set syllabus. Alongside training residentials, trainees have participated in a range of activities such as assisting on in-house heritage survey projects and conducting historic research on the Trust's stock of listed structures.

To ensure the training programme was embedded with the trainees, all allocated mentors and supervisors have received specific in-house mentor training, delivered in partnership with the Heritage Craft Alliance.

Challenges in developing the training offer

The respondents were generally positive about their experience of setting up the new training approaches, particularly as the outcomes have been seen to meet both the specific needs of the organisations themselves and the wider sector. However, a small number of respondents described challenges that they had faced, and these ranged from the practical – for example the time consuming nature of the process – to the external – such as the academic landscape.

> "The challenge is getting the shape and size of these qualifications right." (Project manager, Land and Biodiversity)

> "Filling in necessary paperwork is time-consuming. Awards are not received back for some time after the unit has been sent off for examination." (Project manager, Land and Biodiversity)

> "The main challenge now is ensuring that the course continues in the current competitive post-graduate landscape." (Project manager, Land and Biodiversity)

One organisation (in Land and Biodiversity) which has set up their own qualification working with Lantra Awards, noted that some awarding bodies had not been prepared to work with them as the numbers of trainees utilising the award would be low. Even though they had used the 'customised provision' option with Lantra, which reduced the red tape significantly, they had still found the process of developing the course content time-consuming. However,

they noted that it had been worth the effort to have a qualification that fits their needs specifically.

Partnerships

It was very common for new partnerships to have been developed; of the 26 respondents, only five organisations did not form new training partnerships and this was primarily because they had worked with the training providers during the first round of Skills for the Future. Similarly, only five organisations did not form new operational partnerships for delivery of the project. However, in one of these cases the project manager did note that the programme had allowed them to strengthen relationships with other organisations even though they had not delivered their project in a partnership.

The new training partnerships that were developed were largely formed with colleges and universities, creating new links between the sector and education providers. Partnerships were also developed with other organisations in the sector, allowing heritage organisations to share resources and knowledge.

> "This project has enabled co-operative training across the sector, for example one location hosting a masterclass for trainees from several locations." (Project manager, Industrial, Maritime and Transport)

In most cases, the new operational partnerships were formed with organisations also within the heritage sector who acted as hosts for the trainees. In one case, this led to a partnership with a large private-sector construction organisation which agreed to host trainees, and in others local authorities were lending their support to the projects through offering training advice.

Some responses demonstrated that through the programme the partnerships have evolved into other areas of business.

> "Through working together in delivering the training scheme, host organisations have developed much closer relationships than would otherwise have been the case. As a result of this there have been a number of examples of joint working which might otherwise not have happened. An example of this is sharing of expertise and technical skills within the group. The steering group is keen to continue meeting once this project is finished, and is currently working on developing a further project which will enable this to happen." (Project manager, Land and Biodiversity)

In another case, the respondent noted that the new partnership developed for the programme had enabled the organisation to bring specialist skills into the country.

> "We have been working with a training organisation, The Traditional Building Skills Company who are the only training provider of the Heritage Specialist Apprenticeship Programme in the UK. An outcome of the project was to train three college lecturers to be able to deliver this course in Northern Ireland and this was successfully achieved." (Project manager, Historic Buildings)

The qualitative interviews highlighted a number of themes related to the development of partnerships. Both case study interviewees and strategic leaders talked about the importance

of having open communication and clarity over expectations on both sides of a partnership, particularly where host organisations are involved. Some issues were raised around the level of capacity needed from host organisations to adequately support trainees and provide a valuable learning experience; one interviewee noted that they would not be working with some hosts again in subsequent phases of the project due to them not offering effective work experience to the trainees. Other interviewees agreed that it was vital that the hosts were prepared to see the traineeship as a way to up-skill the trainee and not just provide additional capacity in their workforce. In order to avoid this, one interviewee noted that they had targeted and vetted hosts carefully, opting to work with those who could offer specific opportunities and learning journeys.

It was also noted that the programme is a significant commitment for the host organisations, and in some cases they have to be ready to adapt to working with trainees with no experience of the workplace. However, the programme has provided additional capacity to engage smaller organisations in partnerships and host roles. While one interviewee noted that this can be time-consuming in terms of the provision of support to the organisations, it can also be highly beneficial and has led to partnerships which could be used for future traineeships or other delivery.

8.0 Impact of the programme

This chapter explores the impact of Skills for the Future on the four strategic aims of the programme.

Sustaining/expanding work-based training opportunities

Although many grantees were offering some form of traineeship prior to receiving Skills for the Future funding, many reported that, going forward, their training offer could not have progressed on the same scale without the grant. Interviewees suggested that the programme had allowed their organisation to take on more trainees, work with them in a more structured way, and provided a more focused approach to meeting the needs of their business.

> "We would have traditionally run our training through more generic providers than the Heritage Craft Alliance. Through this programme and working with the HCA we've been able to tailor the content to be more specific." (Strategic leader, Industrial, Maritime and Transport)

The ability to provide trainees with a bursary or wage that is sufficient to enable prospective trainees to take on the post has been important, and the funding has also allowed organisations to dedicate time to developing a project that means trainees are gaining real work experience. As noted elsewhere in this report, many organisations have created new qualifications specifically for their heritage sub-sector, while others now have up-skilled staff to deliver training and become qualified assessors in-house, adding capacity and the ability to roll out training to others. A number of interviewees noted the importance of being able to recruit a dedicated project manager with the funding to give the traineeships the appropriate level of input and coordination. One strategic leader, whose organisation's Skills for the Future project has now ended, noted:

> "Without Skills for the Future/HLF, we would be defaulting to relying on the big heritage players to run their own trainee and bursary schemes, which don't address the issues on anything like the same scale. Funding is a barrier to that now more than ever; we are still running our own trainee scheme but on a scale of about 50% of what we were doing three years ago due to funding pressure. It's really important that HLF carry on funding this. It has a massive impact." (Strategic leader, Historic Buildings)

In some cases (particularly within larger organisations), the value of the trainee scheme has been noticed elsewhere in the organisation. One interviewee noted that having seen the success of the Skills for the Future project, other departments have expressed interest in taking on a trainee when previously they were sceptical. These traineeships have been funded through the organisation's own funds, through Government apprenticeship schemes and through private organisations. They noted:

> "Overall it's improved our confidence – now staff [not involved in the project] are seeing the value of having traineeships". (Strategic leader, Land and Biodiversity)

However, other organisations also discussed taking on trainees through more conventional routes, for example as Apprentices, but had found difficulties with that route. One interviewee noted that their organisation was stepping away from that approach.

> "We tried the apprenticeship framework but the level of funding and the level of support provided weren't adequate. It was resource intensive to set up and it just wasn't feasible to carry on with it." (Case study interviewee, Land and Biodiversity)

Another interviewee, whose organisation acts as an umbrella for smaller organisations within the Industrial, Maritime and Transport sector, noted that the SME (small and medium enterprise) nature of the bodies they represent means they struggle with mainstream apprenticeship schemes.

> "The sectors are too small and specialised to be able to take advantage of apprentice frameworks and similar Government programmes." (Case study interviewee, Industrial, Maritime and Transport)

There was a clear view across the research that the Skills for the Future programme has successfully helped to build infrastructure to contribute to sustaining work-based entry level heritage training. However, there was also a consensus that to continue offering traineeships on such a scale would be impossible without external funding. One interviewee noted that their project has enabled their organisation to build up a network of contractors and has highlighted the value of having and delivering traineeships to placement providers so they are willing to take on trainees in the future. However:

> "The problem is that there are still lots of training needs to be addressed but none of the providers can run a substantial traineeship without external support". (Strategic leader, Historic Buildings)

It was clear from the responses that there is a perceived need in the sector for a large-scale traineeship programme such as that provided by Skills for the Future.

> "There is still a huge lack of training opportunities like those provided though the Skills for the Future programme. It is clear, from our project at least, that these types of placements are hugely successful for helping entry level candidates in to the sector yet there are so few available." (Project manager, Land and Biodiversity)

Funding models

The importance of external funding for the provision of work-based learning was expressed by almost all research participants.

> "We are having a real dilemma about future funding. We have written so many exit plans in the past but the reality is that someone needs to fund this work. In actuality, we bounce from ESF to HLF to Erasmus Plus… it will always be external funding. HLF are absolutely crucial to this." (Case study interviewee, Land and Biodiversity)

Thoughts are turning to potential approaches to sustaining work, even at a reduced level. For those working in partnership with host organisations, a key consideration is to ask hosts to provide a contribution towards the cost of the trainee; indeed, some have already successfully trailed using employer contributions to match-fund the Skills for the Future grant. Arguably, this could be a barrier for smaller organisations who do not have sufficient funding to contribute to costs but can still provide a valuable learning experience for trainees (particularly in more niche sectors of heritage). Another consideration mooted by one interviewee was a tripartite funding arrangement in which the lead organisation, hosts and the trainees themselves all make a contribution to the scheme's running costs. However, this could prevent access for trainees from economically disadvantaged backgrounds.

One strategic leader from the Land and Biodiversity sector noted that their organisation now writes traineeship posts into more generic (i.e. non-training focused) funding bids. The organisation currently has two such bids in the pipeline and one has already been successful. This means that the training capacity developed through Skills for the Future is utilised but does not need a large scale skills-focused grant to sustain the work. Because the necessary capacity has already been developed in the organisation, traineeships can now be delivered at a relatively low cost to funders. Another organisation noted that they planned to use an external evaluation to support their bids for future funding.

Further work to meet identified skills gaps and shortages

Meeting the skills needs of the heritage sector is a key aim of the Skills for the Future programme and the issue of addressing skills gaps was high on the agenda for the participants interviewed. For example, all respondents to the project manager research were able to point to at least one or two skills shortages in their area of heritage. Some were very specific to the organisation's own field, particularly in traditional approaches such as vessel maintenance, traditional building crafts and steam boiler maintenance. Conversely, other respondents pointed to gaps in skills in emerging fields such as the use of new technologies and digital heritage solutions. One interviewee noted that the Land and Biodiversity sector has lost some specialist knowledge due to retirement, leaving only generalists in the field with gaps to be filled in more niche roles.

It was not unusual for respondents to indicate gaps in more practical skills too; not only heritage-specific 'field' skills but also those relating to time and resource management, team work and communication.

> "There is a lack of 'real world' experience offered in degree-level courses and therefore many students come out of university with essential knowledge but not the skills and experience employers are looking for." (Project manager, Land and Biodiversity)

However, there remains a gap between organisational desire to recruit experienced candidates and the ability for potential candidates to acquire experience.

"It continues to be very difficult for people to gain experience within government organisations and therefore they are unable to gain the relevant voluntary experience necessary to secure a paid position with that organisation." (Project manager, Land and Biodiversity)

It was widely expressed by respondents that Skills for the Future was going some way to address skills shortages and gaps in the heritage sector. However, project managers felt that the extent of skills shortages is such that the scale of the projects was not large enough to deal with the issue in full; while the programme is making an excellent start, respondents commonly expressed that there was more to be done.

"There is a major shortage of hands-on skills within the sector and a growing number of jobs available for properly skilled and trained people to enter the sector. Governmental cuts … are also visible in the decreasing number of Conservation Officer roles within local authorities and this is having a knock on effect within the sector. Our Trust, by training up to 42 young people with these vital skills will go some way, albeit in a limited capacity, to addressing this shortage and ensuring traditional hands-on skills are kept and promoted." (Project manager, Industrial, Maritime and Transport)

"Research launched in 2009 indicated that 600 people were required to deliver work on pre-1919 buildings in Northern Ireland and of these 270 required training in various key occupational areas including carpentry and joinery, painting and decorating, bricklaying and stonemasonry. Since the launch of the research and with funding from the HLF, 29 craftspeople have been trained with the appropriate knowledge and understanding to work in the built heritage sector which is only a small step towards filling these skills needs and shortages. Therefore skills needs and shortages continue to exist in the heritage sector in Northern Ireland for all of the occupational areas". (Project manager, Historic Buildings)

Interviewees commonly reported that organisations had not fully realised the extent of the need to address a skills gap until the funding was secured. One interviewee suggested that the programme had "awoken a beast" in the heritage sector.

"Now people have started running the [trainee] schemes, they've realised what a difference having the trainees has made, especially now some are ending and the trainees are moving on. The hosts are definitely noticing the loss." (Case study interviewee, Land and Biodiversity)

This sentiment was commonly expressed; a number of interviewees noted that colleagues or host organisations had been reluctant to take on trainees due to the perceived level of input required, but having seen the level of benefit to the organisation had changed their stance. In fact, several interviewees felt that the benefits of the programme would be felt in the sector for decades to come as the trainees have successful careers in front of them in heritage, sustaining their learning from the programme and disseminating it to their future colleagues.

"The people that we have taken on have moved into important roles and I can see them leading the sector in 20 or 30 years' time, and their success will be down to the Skills for the Future project." (Strategic leader, Land and Biodiversity)

"We will really see the benefits of this programme in a few years' time. I can see the trainees we have now becoming supervisors and managers in the future, at which point they will have a good heritage head on them – they'll have been grounded in it from the beginning of their careers – and this will mean a heritage approach will spread throughout their own workforce. It's a win-win." (Strategic leader, Industrial, Maritime and Transport)

The same strategic leader noted that their organisation plans to roll out the heritage-specific training modules developed through Skills for the Future to a wider staff base, meaning those methods will be embedded in the wider workforce. There are plans to make the training mandatory for relevant roles in the future.

However, interviewees commonly expressed that there was still a long way to go with fully addressing the high level of need in the heritage sector. Some referred to their contribution as 'a drop in the ocean', while others referred to 'just scratching the surface.' One interviewee felt that heritage sector organisations need to come together to address the problem jointly.

"There's still a [skills] deficit and if it doesn't get fixed then there will be a decline in heritage". (Strategic leader, Historic Buildings)

Trainee progression

If the Skills for the Future programme is to address skills needs in the sector, retaining trainees and moving them into further training or employment is vital. The research with project managers found that in most cases, all the recruited trainees have completed or are due to complete their placements successfully. A small proportion – 15 trainees – have left the programme early, which was most commonly due to securing employment elsewhere; across the 361 trainees recruited to date, only five had left either for personal reasons or for not meeting the standards required by the grantee.

Similarly, information submitted by the project managers showed that almost all the trainees have received or are expected to receive some form of formal accreditation, even where the traineeship itself does not lead to a qualification. In such instances, trainees will complete (or have completed) certification in specific skills such as tractor driving, wildlife identification, first aid at work or project management.

It is difficult to fully assess the success of the grantees from the 2014 cohort in moving the trainees into employment at this stage, as so many are still undertaking their placements. However, several organisations reported that they had progressed trainees into higher level training or apprenticeships within their organisations on completion of the Skills for the Future placements (eight trainees). A further seven trainees have moved into further training elsewhere in the heritage sector.

In terms of employment progression, 11 trainees have been recruited into full-time posts with the grantee organisations (over and above those who have moved into higher-level traineeships). Eight others have taken on part-time roles within the grantee organisations. 72

trainees had moved into full-time employment elsewhere in the heritage sector with a further 11 in part-time roles. As far as the respondents were aware, five had moved on to volunteer roles in the sector. A handful of organisations noted that it was early days for the trainees who have completed their placements, with some having finished very recently. In such cases, the grantees expect the number having moved into employment to increase.

Very positive results were reported by the strategic leaders whose first round projects have now concluded, with the majority stating that they had been able to retain almost all the trainees in the heritage sector, with some now holding management and leadership posts. One interviewee explained that their trainees had been out of employment for some time and had needed a significant level of hand-holding and "back to basics" support. It was positive to note that the majority of their former trainees are still working in the sector. Another interviewee stated:

> "We've had incredibly good outcomes; an 80-90% success rate of trainees going on to work in the sector". (Strategic leader, Land and Biodiversity)

This provides an indication that those funded in the second round of the programme might see similar levels of success in retaining trainees and moving them into heritage jobs.

Sustaining or further developing work-based training capacity

As Table 6.1 shows, the overwhelming majority of respondents expected to see a lasting impact on their organisations from the development of new training and recruitment processes (where they had been developed). In one case for example, the success of the trainee scheme has been so great that the organisation intends to roll it out nationally.

> "The intention is to expand the existing 'trainee' provision developed largely via this programme into an ongoing national scheme across [the organisation], with the backing of the Chief Executive. This is mainly due to the current HLF trainees and training programme producing positive feedback across teams and highlighting the need for such a scheme to continue." (Project manager, Land and Biodiversity)

In other examples, the development of training materials and training for existing staff means that capacity has been developed to a point where the organisation is able to roll out the use of the materials to other areas of the business – such as volunteers or existing staff – or in the case of one grantee, to other organisations.

> "This new training method will allow [the organisation] to explore further training opportunities based on [the same] model that has proven to work exceptionally well. This gives us the scope to review potential in-house training … to suit internal employees." (Project manager, Industrial, Maritime and Transport)

One organisation felt that there would be little lasting benefit of the new ways of delivering training. This was primarily because most of the partners were already experienced in delivering work-based learning.

Table 8.1 Ongoing benefits of new training and recruitment processes (number of respondents)

	If you have developed new ways of delivering training through this project, to what extent will these benefit the organisation going forward?	If you have developed new recruitment methods and processes as part of the programme, to what extent will these benefit the organisation going forward?
Not applicable	7	11
Very little	1	2
To some extent	15	17
To a great extent	13	6

Respondents commonly spoke of rolling out aspects of the trainee recruitment into their standard recruitment processes. The majority intended to sustain at least some of the new approaches going forward, and even roll them out to other posts in the organisation.

> "Selection days with shorter interviews have been adopted as normal practice for some new roles within one of the Trusts, which allows for a greater range of individuals to demonstrate their skills and suitability for a role with less emphasis on formal interview." (Project manager, Land and Biodiversity)

> "The success of the use of an assessment centre has demonstrated that, while time consuming and costly, this is a very effective method for selecting candidates with a good fit for the role on offer. Since using this method, other staff members have adopted this approach for recruiting candidates for traineeship roles." (Project manager, Land and Biodiversity)

> "The team are developing a best practice guide on how to use local relationships and routes for recruitment and a new Resourcing Specialist role will be encouraging the use of open days as a recruitment method. The team are now explicit that "experience" cannot play any more than 40% weighting in shortlisting or selection. The recommendation is that it should be just 20% of the decision making process." (Project manager, Historic Buildings)

In one case, the organisation had very little experience of conducting recruitment. Receiving the funding had meant that they had been able to develop internal capacity and expertise when looking to conduct entry-level recruitment.

> "As a small team, we had not previously had much experience of recruitment on a larger scale, but this project gave us the opportunity to develop a recruitment package with an experienced consultant and the support of a dedicated Human Resources team, and then follow through with advertising and appointments. Having now carried out this process two years running, we have a better understanding of how to focus our advertising and shortlisting selection if we undertake a similar project again." (Project manager, Industrial, Maritime and Transport)

Only one organisation stated that there would be little lasting benefit from recruitment changes, and this was because the project manager felt that the organisations' standard recruitment processes were both appropriate and adequate for recruitment to their 'mainstream' posts.

Skills for the Future has been important for developing capacity in the grantee organisations to deliver work-based training; 32 of the respondents stated that their organisations were now more able to offer work-based training opportunities to entry-level applicants than before the project (15 to a great extent, 17 to some extent). Many respondents felt that the programme had increased both knowledge and resources in the organisations, positioning them to continue providing training in the future. However, as noted above, some acknowledged this desire is constrained by financial limitations.

> "We would like to continue to offer the organisational and management support necessary for [maritime] vessels within our sector to host specialist training placements. As a result of this project, we now have the experience and knowledge to do this and have a system set up which is working well and which has already strengthened as a result of lessons learned from Year One. However, without further financial input, we will be unable to continue to deliver training of this kind within our limited budget." (Project manager, Industrial, Maritime and Transport)

Echoing this, there was an almost universal appetite to develop and continue the provision of work-based learning within the funded organisations. However, organisations commonly noted that taking this forward was heavily dependent on securing external resources.

Increasing capacity in the wider heritage sector

The research asked project managers whether their activities had contributed to the overall capacity of the heritage sector to deliver vocational training, one objective of the Skills for the Future programme overall. Grantees were very positive in their responses, and referred widely to examples of increasing training capacity in the sector – particularly by placing trainees in host organisations – meaning that they have also gained new knowledge from delivering the programme. Shared learning and rolling out the trainee approach was a common theme.

> "This model of training that has now been incorporated into the Trust is setting a new standard for heritage training. As our Trust holds stewardship over the third largest portfolio of listed structures in the UK, it is vital that we promote our new training methods to other custodians within the heritage sector with the aim that these could also follow suit in terms of vocational training." (Project manager, Industrial, Maritime and Transport)

> "This project gives [our organisation and our partners] confidence to promote vocational training to other organisations and partners, and processes to share learning on. Other organisations have actively sought to discuss and learn from the project even within the first year." (Project manager, Land and Biodiversity)

> "[Our organisation] has used the skills mapping exercise to develop template training models and units for other organisations to learn from and is also in discussions with sector training bodies regarding potential legacy and accreditation." (Project manager, Industrial, Maritime and Transport)

One respondent noted that learning had not only been shared with heritage organisations across the wider sector but also between organisations within the Skills for the Future programme, with one organisation providing advice to others on accreditation. One grantee

had allocated one fifth of their trainees' work-placement time to pro bono help for local heritage organisations, meaning training and support had been rolled out to a further 35 organisations as a result. Trainees had been widely involved in developing a social media presence within their host organisations and this was extended to sharing information about their experiences as trainees.

Another common theme was that the programme had facilitated the creation of employment opportunities, and had opened up those opportunities to those who might not otherwise be able to access them.

> "We have a near 100% success rate in getting our trainees into the industry. We enable those who have no qualifications to enter the industry and we enable those who have qualifications but no experience, to gain the element they need to gain employment." (Project manager, Historic Buildings)

The aim of the strategic leader interviews had been to establish whether the programme had achieved wider sectoral impact. However, the majority of the interviewees did not feel able to generalise their experiences to the heritage sector more broadly. It was felt that there is such diversity in the sector that lessons from one area may be difficult to apply in another.

Further work to increase the diversity of the heritage workforce

The research for this evaluation found that there was a fairly significant perceived need to diversify the heritage workforce, and indeed for some organisations this had been the primary motivation for applying for the Skills for the Future grant.

> "Organisations can very easily become exclusive without intending to – volunteers do jobs as the base level to get a foot in the door, but most people can't afford to do that, or don't have the networks to do that." (Strategic leader, Museums, Libraries and Archives)

> "Some staff haven't had a woman on their team in 50 years." (Strategic leader, Industrial, Maritime and Transport)

However, as discussed in Chapter Four of this report, there have been some positive achievements in attracting 'non-traditional' candidates into the sector among Skills for the Future grantees.

> "Our statistics have shown that limiting the experience element of our roles when advertised, using local community links and targeting our advertising to organisations supporting underrepresented groups all played a part in increasing our stats around BME and young people." (Project manager, Land and Biodiversity)

Although most respondents to the project manager research felt that they would be able attract and recruit a more diverse workforce in the future, there was less confidence than in the other areas discussed, with only six agreeing to a great extent and a further 15 agreeing to some extent. In some cases, it was felt that the organisation had learnt lessons in terms of their approaches to targeting and engaging non-traditional groups but that organisations were somewhat constrained by 'external' factors (such as recruitment policies). However, it was clear from the interview responses that the will is there in the sector to look to new avenues for staffing.

> "This project has proven that this organisation can employ and develop individuals from outside a traditional museum skill sector." (Project manager, Museums, Libraries and Archives)

> "It has made us question the role of graduate entry to the sector. Is it necessary?" (Strategic leader, Museums, Libraries and Archives)

9.0 Conclusions

The research yielded very positive feedback about the Skills for the Future programme. Comments taken from the surveys demonstrate the level of enthusiasm for the programme from those involved in delivering it:

> "It is a fantastic project that really changes people's lives; not only the trainees but the mentors and the whole organisation. Their new passion, thirst for knowledge and energy rubs off on the whole organisation. A very enjoyable, rewarding and worthwhile project I am proud to be part of." (Trainer, Land and Biodiversity)

> "To date we have been thrilled with the progress of the Young Heritage Apprentices programme, but in terms of the impact it has had on our organisation and even more so on the lives of the young people engaged in the programme. As we look towards our upcoming graduation of our first year of students, it has been incredibly rewarding to follow the progression of the students as they gain not only valuable work-based skills but also a range of life skills." (Project manager, Historic Buildings)

There was also a sense that the programme has motivated the sector into action over meeting its skills needs.

> "Without this programme, the sector would have wrung its hands, moaned that there wasn't enough funding and let its collections deteriorate." (Strategic leader, Museums, Libraries and Archives)

This section of the report assesses to what extent the intended outcomes of Skills for the Future have been achieved by the grantees to date, and draws out findings which illustrate the key successes and key challenges in delivering the programme so far.

Meeting the programme outcomes

Both grantees and the wider heritage sector have benefitted from an influx of new, more diverse, employees in roles which did not exist before Skills for the Future. According to survey respondents, the programme is contributing to addressing skills gaps and shortages, and knowledge has been shared with heritage organisations outside those funded by the programme, including the development of new qualifications which could be rolled out to the wider sector. It was also clear from the research that the trainees had brought skills into the sector with them even before they had completed their training, with many respondents raising the issue of improved digital knowledge in the organisation as a result, and increased presence for the organisations on social media for example.

> "The trainees have been a breath of fresh air to the sector." (Project manager, Cultures and Memories)

A theme arising across the interviews was that the programme exposed the grantees' need for new skills; organisations weren't clear about the extent of their skills needs until the

funding to address it became available. This potentially raises questions about the sector's capacity to reflect on their longer-term needs and plan for them accordingly.

It was clear that there is an issue with the learning undertaken by the trainees before they take up their posts. It was widely reported that heritage-specific degrees are not meeting the needs of heritage employers; while graduates are equipped with strong theoretical knowledge, their practical and applied skills can be lacking. Through Skills for the Future, grantees have the opportunity to address those issues through developing training to meet their organisational needs (and the needs of the wider heritage sector), but respondents were keen to stress that work needs to be done to improve heritage education before the point of entry to the workforce.

> "Advice on where to look for jobs, encouragement to volunteer and time spent on relevant skills (e.g. how to complete a funding proposal) are services that universities should be attempting to incorporate in to their courses in order to bridge the skills gap. More partnership projects between universities and colleges and conservation organisations would help to achieve this." (Project manager, Land and Biodiversity)

Taking each of the HLF programme outcomes in turn, it is clear that the grantees have already made strong progress in meeting the requirements.

Outcome: people will have developed skills

The trainees participating in the second round of funding have to date universally been able to access accredited qualifications ranging from practical skills certified at Level 2 through to post-graduate level study. They have experienced strong progression routes with many moving on to higher levels of training or full time employment in the heritage sector. There was also a good level of retention on the programme with few trainees leaving their posts before completion.

> "Employers are noting that they value the set of skills our trainees are gaining in the traineeships, and are actively contacting the Trusts to enquire about suitable candidates, or proactively employing former trainees in their businesses." (Project manager, Land and Biodiversity)

Outcome: people will have learnt about heritage

Grantee organisations widely benefited from increased capacity; not only in terms of having more staff in post as a result of the traineeships but also from developing their existing staff. The trainer survey showed that staff involved in the project felt that they had built their own skills not only in delivering training but also in their existing areas of heritage expertise. Grantees have also benefited from the development of new training resources such as bespoke qualifications and stronger links with partner organisations. A good example of this can be seen in the case of a Historic Buildings grantee which has developed a 'Traditional Building Skills Forum', bringing together organisations across Northern Ireland to support the development of more substantial heritage-based training. Meanwhile, a grantee from the Museums, Libraries and Archives sector is looking to combine the SVQ developed through Skills for the Future with creative apprenticeships to open up another source of funding.

The interviews with strategic leaders had a strong focus on how the programme might impact on the wider heritage sector. Organisations involved expressed limited knowledge of issues in the wider sector, focussing instead mainly on their own organisation, or in some cases, their heritage sub-sector. This suggests there is an opportunity for more cross-sector knowledge sharing and examination of challenges or lessons learned. Some interviewees felt the chance to share learning could be useful.

One strategic leader noted that by collaborating more, grantees would be able to pass on knowledge to other heritage organisations about how they could all work together to change the public perception of the heritage sector, in order to increase diversity for example.

> "Quite a lot could be done with better knowledge-sharing, doing more by working together." (Strategic leader, Historic Buildings)

Outcome: more people and a wider range of people will have engaged with heritage

The Skills for the Future programme has gone some way towards encouraging organisations to focus their efforts on attracting non-traditional candidates into the heritage sector. There are clear examples of success in attracting diverse groups, particularly in terms of age and, for example, relating to gender, ethnicity and those from less advantaged socio-economic backgrounds. However, challenges remain, not least in terms of grantees not always being clear about how they are trying to diversify (though they were asked to state this in their Skills for the Future application). Many remain bound by organisational recruitment policies preventing positive action in recruitment, and in high demand posts this means roles generally are still awarded to those with qualifications and experience. Less progress has been made in diversifying the sector's ethnic composition, with a number of organisations struggling to meet their targets in this area.

Organisations commonly intend to roll out the qualifications developed through Skills for the Future to their volunteers, either wholly or in part. This is of benefit to the volunteers as it allows them to formalise the knowledge they have gained through experience, allowing another route to potentially widen access to the sector.

The research findings have shown that while there are some innovative approaches being used for recruitment, there is no universal approach which would fit all funded organisations. This is primarily because of the diversity of the sector; the organisations in the Industrial, Maritime and Transport sectors face very different skills shortages to those in the Museums, Libraries and Archives sector for example. This suggests that while there may be some transferrable lessons, organisations must work to find their own solutions – or in partnership with similar organisations – tailored to local need and the needs of their heritage sub-sector.

Funding for training

Respondents were clear that work-based learning and training is a beneficial way to address skills gaps and shortages in the heritage sector. However as this report has suggested, funding remains a critical issue and it is unlikely that work-based learning could be sustained at a comparable level without external funding. This is pertinent, as most respondents felt that the programme was 'scratching the surface' of addressing the skills gaps in the sector, even though it is having a significant positive impact in the eyes of the grantees.

"We won't take on any new trainees unless we can fund them from an external source. They can only exist if they're being paid for; we don't have a core budget to allow for something like this as we've lost 27% of our government funding since 2011. The trainees can't sustain the organisation like my senior staff can unfortunately." (Strategic leader, Land and Biodiversity)

The challenge for grantees is to ensure that organisations can build up enough capacity or develop sustainable qualifications which can be taken forward with other funding opportunities. There are clear implications for small or medium organisations, for whom the research suggests the process is more difficult because due to capacity or more limited funding options.

10.0 Recommendations

In this final section we draw upon the key findings and learning identified above to present recommendations for the future development of Skills for the Future and other grants programmes.

The grantees interviewed for this research comprise a sample of the total population, purposively selected to represent the diversity of the programme. Accordingly our findings must be interpreted with some caution: there is no 'one size fits all' and recommendations at the programme level will necessarily miss this subtlety. Nonetheless we hope our recommendations will provide opportunities for grantees to reflect on some of the key tensions and ingredients for success; and for the Heritage Lottery Fund to consider the resources and support that may be required to best develop the projects.

On the basis of the evidence we therefore recommend that grantees should:

- Build upon the success of the traineeships and the development of capacity in developing effective accredited routes into the sector by consolidating and sustaining this commitment to entry-level work-based training.
- Make effective use of new training and operational partnerships to further develop new and improved vocational training routes into the sector.
- Continue to promote and increase diversity in the sector by celebrating project successes in marketing materials and outreach events and embedding, where appropriate, some of the innovative recruitment practices referenced in this study.
- Consider innovative approaches to securing funding to sustain a trainee model. While there are a range of options for obtaining financial contributions from hosts and participants, it was positive to see an example of training being successfully incorporated into more generic funding bids, and bespoke qualifications being utilised as elements of mainstream apprenticeships.

We further recommend that the Heritage Lottery Fund should:

- Facilitate further sharing of information and effective practice across grantees and the wider sector to support organisations to collaborate to overcome common challenges and share learning on policies, processes and partnerships which have proven effective. It is difficult to provide 'one size fits all' guidance; supporting the development of communities of practice will help to generate tailored solutions for sector and area-specific problems.
- Consider providing further direction on how grantees should define workforce diversity in the context of sector need and continue to measure progress in addressing it. The evaluation has generated learning on recruitment practices to break down barriers to entry; these should be promoted and shared.
- Consider further work with sector skills councils to generate and share tailored labour market information for future programmes to better identify and target skills gaps.
- Further encourage and build on the contributions of sector skills councils such as Lantra, and Creative and Cultural Skills to support their efforts to develop sector-specific qualifications and increased employer engagement.

ANNEX TWO: PROJECT MANAGER QUESTIONNAIRE

This questionnaire relates to the single project delivered through the HLF grant received in 2013/2014. Please complete it electronically and return to Ecorys.

Project Overview

Organisation name

Grant amount awarded

Match funding proposed

Project inputs

Q1 Please detail any significant deviations from the planned budget to date.

Q2 How much Government funding, if any, have you brought into the project (e.g Skills Funding Agency)

Q3 How many paid staff – in project management, training and mentoring roles, for example, have worked on the project in year 1?

Q4 Please estimate the number of hours of volunteer time put into the project in year one.

- Recruitment of trainees

Q5 How many trainee vacancies were advertised in year one?

Q6 How many applications were received for these vacancies?

Q7 What demographic targets did you have for:

- a)   applications?
- b)   recruitment?

Q8 To what extent did you achieve these targets

- Project outputs and outcomes
- Trainee outputs

Q9 Number of trainees taking up placements in year 1:

Q10 Number of trainees completing placements in year 1:

- Did any fail to complete their placement?

Q11 Number of trainees receiving accreditation for their learning:

- This may refer to a full Award/Certificate/Diploma or just one or more accredited Units, provided by a recognised Awarding Organisation

Q12 Number of trainees moved into paid employment within your organisation:

- a)	full time
- b)	part time

Q13 Number of trainees moved into paid employment within the heritage sector:

(not including those counted in the box above):

- a)	full time
- b)	part time
- c)	If known, please supply the names of the destination employers.

Q14 Number of trainees moved into paid employment outside the heritage sector:

- a)	full time
- b)	part time

Q15 Of those who are not in paid employment in the heritage sector, how many are volunteering in the heritage sector?

- Question	Yes/No Please elaborate or clarify

Q16 Was a new training programme developed specifically for the project?

- Did you have to spend time developing a new programme in terms of content/accreditation?

Q17 Was a new model of training delivery developed for the project?

- What is new about the model? For example, is training delivered in a new way, e.g. trainees completing portfolios for the first time?
- If you are not using a new model, how long have you been delivering similar training in your organisation?

Q18 Have you created or are you working towards creating a new qualification or set of units?

- If so, please tell us about it.
- Are there any challenges?

Q19 Have your staff

- Received Training
- Gained new accreditation in order to help deliver this vocational training project?
- If so, how many?
- Please provide any further details.

Q20 Have the trainees contributed unanticipated business benefits to your organisation?

- If so, what are they?
- Have existing colleagues benefitted from the trainees being part of your organisation?
- Project legacy
- Organisational medium-term outcomes
- Question	Yes/No Please elaborate or clarify

Q21 Have new training partnerships been developed for this project?

- E.g. you may be working with a new FE college or other training provider

Q22 Have new operational partnerships been developed for this project?

- E.g. you may be working with a number of organisations to host the trainees with whom you were not previously working with in the context of training

Q23 Have your recruitment processes changed significantly as part of the project?

- Were your targets and methods for recruitment for this project significantly different from normal practice?
- For example, did you change your type and scope of advertising? The places you advertised? Your application form?

The style of recruitment or interview?

Q24 Have your recruitment monitoring practices changed significantly as part of the project?

- Did you systematically collect data on recruitment and/or trainee progress where you didn't before; or collect significantly more data?

Q25 If you have developed new ways of delivering training through this project, to what extent will these benefit the organisation going forward? Please mark one box

- Not applicable
- Very little
- To some extent
- To a great extent
- Space to explain:

Q26 If you have developed new recruitment methods and processes as part of the programme, to what extent will these benefit the organisation going forward?? Please mark one box.

- Not applicable
- Very little
- To some extent
- To a great extent
- Space to explain:

Q27 To what extent do you feel that your organisation is more able to offer work-based training opportunities to entry-level applicants now than before the SftF project? Please mark one box.

- Not applicable
- Very little
- To some extent
- To a great extent
- Space to explain:

Q28 To what extent do you feel that your organisation is more able to attract and recruit a more diverse workforce? Please mark one box.

- Not applicable
- Very little
- To some extent
- To a great extent
- Space to explain:
- Sharing learning and looking ahead

Q29 How has your project contributed to the overall capacity of the heritage sector to deliver vocational training?

Q30 What have you done to share project outputs and learning inside and outside the heritage sector?

- Please list. For example: article or blog on website; delivered at a conference; presented to other organisations in the sector; influenced a strategic training partner
- Please add any relevant links.

Q31 Do you have specific plans to offer entry-level work-based training opportunities in the near future not funded as part of the HLF project?

- Please detail. If not, might you do so at a later date?
- Final comments

Q32 Do any skills needs or shortages continue to exist in the heritage sector, in your opinion? What are the key ones?

Q33 Do you have anything else to add about how the project has impacted on your organisation, your partners or the heritage sector more widely?

ANNEX THREE: TRAINER SURVEY

Ecorys has been commissioned by the Heritage Lottery Fund to evaluate the second funding round of the Skills for the Future Programme. This survey has been designed to assess the impact the Programme has had on staff delivering or supervising training which is funded by the grant received from HLF in 2013 / 2014.

Name of project:

Name of employer:

Are you paid or a volunteer?

How many years have you worked for your current employer?

How many years have you worked in the heritage sector?

When did you start working with your current employer? (Please mark one box)

- Before the Skills for the Future project
- During the Skills for the Future project
- What was your experience of training/mentoring/supervising trainees before the project? (Please mark one box)
- No/little experience
- Some experience
- A lot of experience

To what extent do you agree with the following statement?

- I felt well prepared to deliver the Skills for the Future training to the trainees.
- (Please mark one box)
- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

As a result of my involvement in the Skills for the Future project...

- I have enjoyed sharing my heritage skills and expertise with the trainees (Mark the most relevant box below).
- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

I have increased knowledge in my area of heritage expertise (Mark the most relevant box below).

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

I have improved skills relevant to my job (Mark the most relevant box below).

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

I have developed new skills in training or supervising trainees (Mark the most relevant box).

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

I am better able to support trainees to complete their training (Mark the most relevant box).

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

I am more interested in supporting work-based learning to develop new entrants to the heritage workforce (Mark the most relevant box).

- Strongly disagree
- Disagree
- No opinion
- Agree
- Strongly agree

Do you have any other comments about your experience of taking part and the impact of the project?