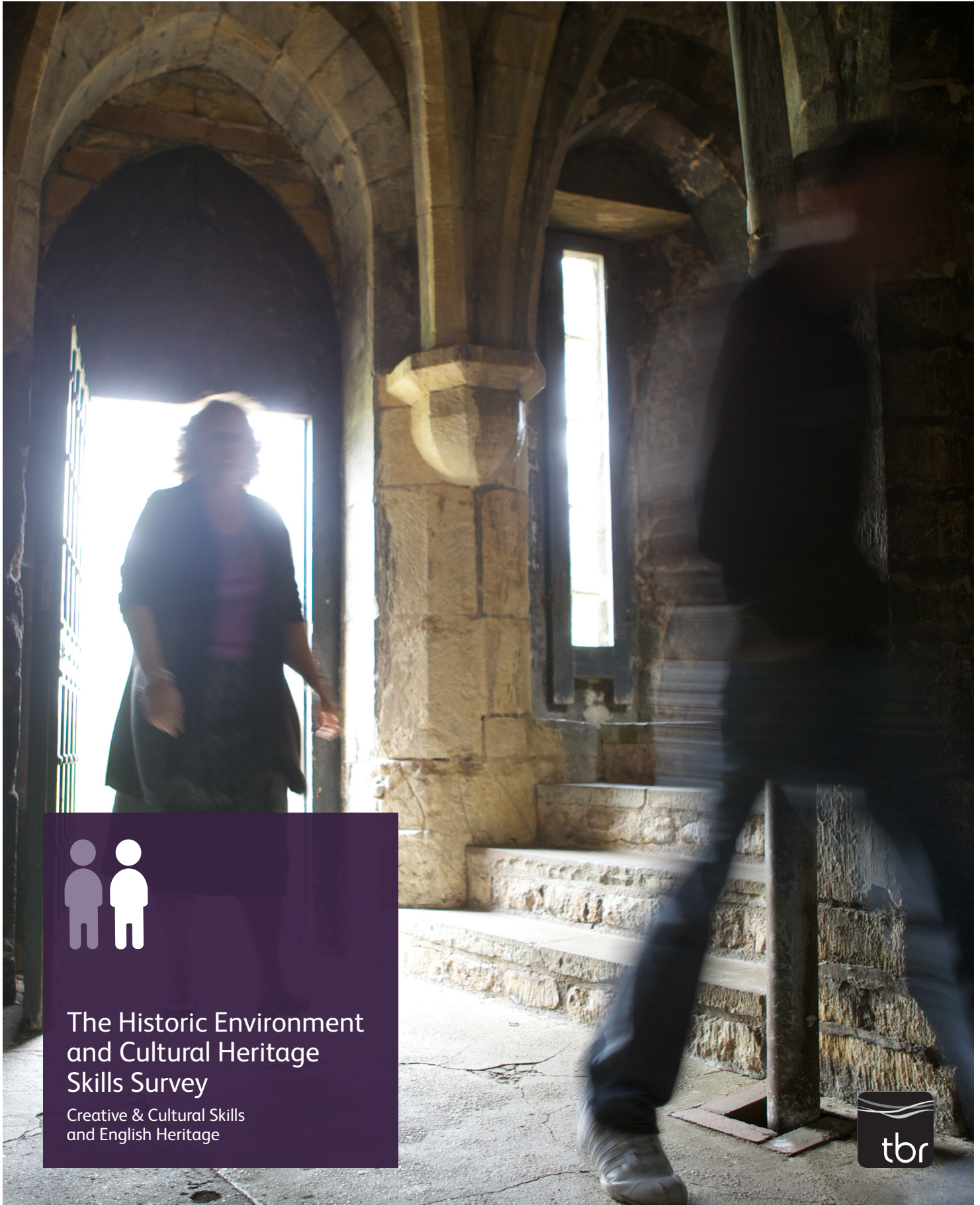




ENGLISH HERITAGE

creative
& cultural
skills

The National
Skills Academy
CREATIVE
& CULTURAL



The Historic Environment and Cultural Heritage Skills Survey

Creative & Cultural Skills
and English Heritage



Creative & Cultural Skills supports the skills and training needs of the UK's creative and cultural industries. We deliver through our Skills Academy, a growing network of employers and training providers who are committed to the provision of high quality, industry-relevant creative education and training, apprenticeships and careers advice. We are licenced as a Sector Skills Council by the UK Commission for Employment and Skills.

For further information, please visit www.ccskills.org.uk

English Heritage exists to help people understand, value, care and enjoy England's unique heritage. English Heritage on behalf of the Historic Environment Forum produces an annual survey of the state of England's historic environment entitled 'Heritage Counts'. Each year 'Heritage Counts' explores the social and economic role of the historic environment and focuses in-depth on one specific theme. The theme of 'Heritage Counts 2013' is skills and this research will help inform the 'Heritage Counts' report. A copy of the full report will also be published on the 'Heritage Counts' website.

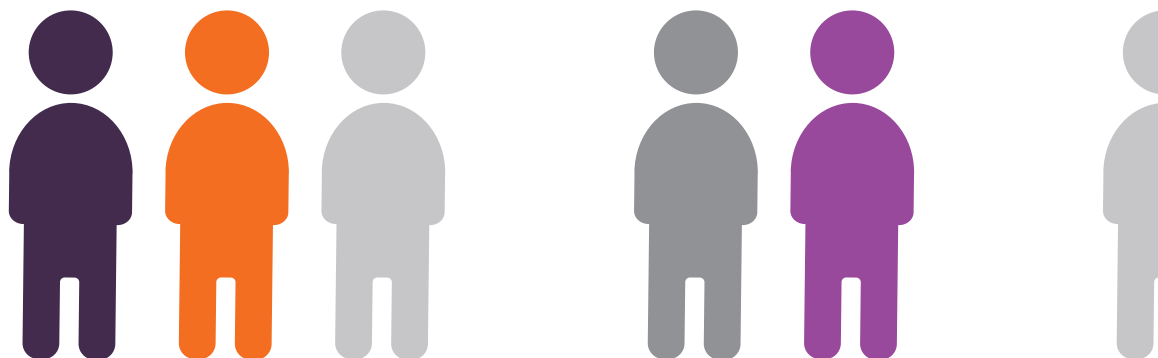
For further information please visit <http://hc.english-heritage.org.uk/>

Sector Priorities Fund Pilot (SPFP) aims to pilot strategic project activity with Sector Skills Councils (SSCs) in order to inform recommendations which will ensure that the delivery of post – 16 skills provision is more responsive and aligned to the needs of employers. This project is part financed by the European Social Fund through the Welsh Government.

For more information please visit: www.wefo.wales.gov.uk

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FOREWORD

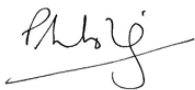
Across the historic environment and cultural heritage sector there are a vast number of professionals and volunteers who work tirelessly towards preserving and presenting our heritage assets. However, in recent years concerns have been raised about skills being lost and not replaced. It is with these issues in mind that Creative & Cultural Skills and English Heritage, drawing on additional funding from the Welsh Government Sector Priorities Fund Pilot set about investigating these concerns.

We are therefore pleased to present 'The historic environment and cultural heritage skills survey', a major piece of research examining the skills of entrants entering the sector, the skills of current employees and the issues employers perceive to be key in the future.

This is the first piece of research in the UK that has looked at skills across the wider cultural heritage sector. This ambitious project demonstrated that there are some common issues across the sector with nearly half of all organisations feeling that their workforce is currently lacking skills and most not having a training budget.

Having worked together to identify the issues, as a sector we must act together to develop successful solutions. The report is also feeding into 'Heritage Counts', an annual survey of the historic environment which this year focuses on skills. Heritage Counts is written by the Historic Environment Forum (HEF), the umbrella body representing heritage interests in England. HEF acknowledges that there are serious skills issues in the sector that can only be addressed by cross-organisational working and has pledged to commit to action to increase the skills sets of heritage professionals.

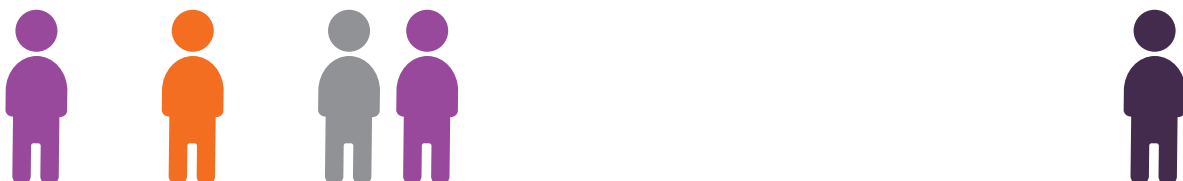
'The historic environment and cultural heritage skills survey' has created a substantial body of evidence to inform future work to support the sector that can be widely used to aid the development of skills provision, to ensure the future importance and success of the sector.



Pauline Tambling,
Joint CEO, Creative & Cultural Skills



Dr. Simon Thurley,
Chief Executive, English Heritage



01 EXECUTIVE SUMMARY

The objective of this project was to conduct primary research into skills needs across the UK's cultural heritage sector. The sector consists of four main sub-sectors: archaeology, conservation, cultural heritage institutions and planning and other related services for the built historic environment. The research incorporated 1,010 telephone interviews with cultural heritage individuals/organisations from across the UK. To gain further insight, 22 in-depth interviews were also completed in England and Wales across the four sub-sectors as well as 10 additional interviews with statutory and membership bodies across the UK.

This summary draws together the key findings from the skills survey and in-depth interviews, looking at skills issues amongst new entrants (at any level), skills gaps and needs in the current workforce, the development of existing staff and potential business change in the future.

The overarching finding of the research is that in all sub-sectors a much larger proportion of organisations (including sole traders/freelancers) identify team members as lacking skills, compared to those who have struggled to find the right applicant. As such, the main issue for the sector is skills gaps rather than skills shortages.

1.1 NEW ENTRANTS AND SKILLS SHORTAGES

In the past 3 years, 66% of cultural heritage employers/individuals had successfully recruited new staff (at any level) and 10% had sought to recruit new staff, but had not appointed successfully. However, 31% had neither sought, nor recruited any new (paid or unpaid) staff.¹

The main roles for which cultural heritage employers had successfully recruited included specialist roles (which require specific training in, and knowledge of, a particular area), visitor service roles, administrative roles and management roles. Recruitment for specialist and management roles was described as having been particularly challenging. On a sub-sectoral basis, these roles included:

- **Archaeology:** all-round archaeologists and project managers.
- **Conservation:** conservators of art and artefacts, archaeologists and chartered surveyors with a conservation specialism.
- **Cultural heritage institutions:** archivists, curators, conservators and non-heritage specialist roles (such as geologists, accountants etc.).
- **Planning and other related services:** town planners with a conservation specialism, architectural/gardens/landscape historians and archaeologists.



¹ Note: respondents could give more than one response to this question and so totals are greater than 100%.

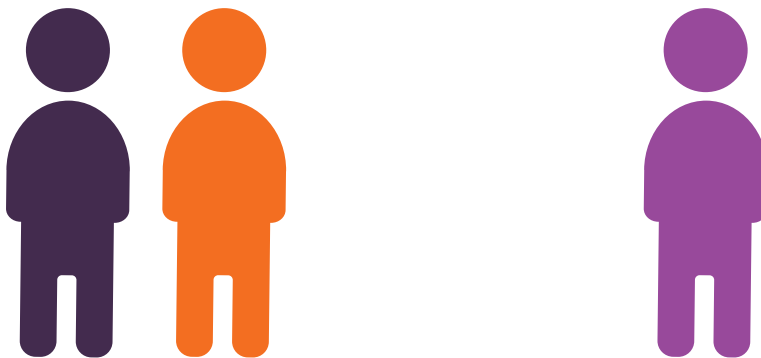
Key skills gaps identified by those who struggled to find the required skills amongst new recruits included specialist and relevant work skills.

Specialist skills gaps by sub-sector included:

- **Archaeology:** field work (invasive and non-invasive), post fieldwork analysis and desk based or environmental assessment skills.
- **Conservation:** preventative and interventive conservation, knowledge of the history of the production/creation of objects, preservation and handling techniques, cataloguing and recording skills and storage techniques.
- **Cultural heritage institutions:** for museums and galleries: preservation and handling techniques, collections care, management and interpretation and collection management. For libraries and archives: digital preservation and management, decay processes and conservation techniques, language skills (e.g. Latin/Anglo Saxon etc.) and palaeography. (Historical sites did not mention any particular specialist skills needs).
- **Planning and other related services:** key specialist skills included project management of heritage related projects, communication and planning community engagement activities.

Work skills considered to be lacking amongst new recruits included communication skills (11%), customer care skills (11%), team work (11%), time management (11%), planning and organisation (6%), commercial awareness and business acumen (6%) and the ability to work under pressure (6%).

When asked what impact these gaps were having, 31% of cultural heritage respondents felt that they disrupted workflow and 31% considered that they created excess work for other employees. Those interviewed in-depth, observed that these challenges can result in the need to outsource work from a wider geographical area.



In considering entry routes, 42% of respondents indicated that they and their staff had worked elsewhere before taking up their current role. Almost half (47%) of the individual respondents held a Master's Degree as their highest level of qualification and 24% had achieved a Bachelor's Degree before starting their current role. The majority of respondents across all sectors (84%) considered that this level of qualification provided them with a sufficient level of knowledge and skills to support them in their role. To some extent the question remains as to whether these qualifications are more than sufficient in terms of skills requirements.

Despite a high proportion of staff having previously held relevant roles, 57% of the overall respondents observed that new staff needed some training on joining the company: 12% felt that new staff needed a lot of training or support to fulfil their role.

1.2 SKILLS GAPS

Overall, 42% respondents considered that their organisation is currently lacking skills. While this trend was similar across the various sub-sectors, respondents from archaeology were the most likely to consider they had skills gaps (49% compared to an average of 42%).

The key roles where skills gaps are considered to exist include management, specialist and marketing roles. Across the sector as a whole, specialist skills, IT and digital skills (such as social media, web optimisation, website management and design) were considered to be missing.



As might be expected, specialist skills gaps varied according to different sub-sectors. By sub-sector, these included:

- **Archaeology:** invasive and non-invasive field work skills, archaeology science skills, desk-based or environmental assessment skills, cataloguing and recording skills and post-field work analysis skills. Other specific skills mentioned included demonstration skills, understanding/ communicating with audiences/participants, community engagement skills, collaboration skills and evaluation skills.
- **Conservation:** preventative and interventive conservation, conservation science skills, knowledge of the history of the production/creation of objects, preservation and handling techniques, cataloguing and recording skills and storage techniques. Other skills gaps mentioned knowledge of architectural history and built heritage, heritage horticultural theory and habitat management and monitoring.
- **Cultural heritage institutions:** collections care, management and interpretation, preservation and handling techniques, storage techniques and collection management, digital preservation and management, cultural asset management, interpretation, preservation and restoration, recording, describing and inventorying/cataloguing and basic conservation and restoration skills.
- **Planning and other related services:** managing the planning application process, managing information and knowledge relating to the planning service, facilitating the sustainable development of places, the use of materials & repairs to historic buildings, the techniques and standards involved in research and investigation, regulations, controls and sanctions in planning and building and conservation policy.

When asked why these skills were lacking, 18% of respondents attributed this to staffs' inexperience; 17% to a lack of relevant training, and 17% to insufficient training budgets.

When asked what impact these skills issues had on their team or organisation, 31% overall cultural heritage organisations indicated they were falling below capacity; 25% stated that it disrupted workflow, and 19% that this led to increased workload for others. While this trend is very similar across the various sub-sectors, 25% archaeology respondents and 33% planning and other related services respondents indicated that gaps lead to more work being outsourced. Furthermore, 18% conservation respondents felt that they were having to turn business away. For 18%, skills gaps had no impact on their business.

1.3 DEVELOPMENT OF EXISTING STAFF AND PROVISION OF TRAINING

Just over half (58%) the respondents across the cultural heritage sector indicated that training offered to staff tended to be 'on the job', and supported by a colleague. Just under one third (31%) offered part-time or short courses with no qualification, coaching or mentoring from an experienced colleague. 21% offered part-time or short courses with a qualification.²

The main training opportunities offered by sub-sector include:

- **Archaeology:**
 - 69% of archaeology respondents offered 'on the job' training with support from a colleague,
 - 53% offered coaching or mentoring from an experienced colleague,
 - 41% offered part-time or short courses without a qualification and
 - 29% offered part time or short courses with a qualification.
 - 23% of archaeology respondents also offered training via networking opportunities (compared to a 10% average).
- **Conservation:**
 - 58% of conservation professionals offered 'on the job' training with support from a colleague,
 - 29% offered coaching or mentoring from an experienced colleague,
 - 23% offered part-time or short courses without a qualification,
 - 22% offered CPD training,
 - 19% offered part time or short courses with a qualification and
 - 10% offered no training.
- **Cultural heritage institutions:**
 - 66% of cultural heritage institutions offered 'on the job' training with support from a colleague,
 - 34% offered part-time or short courses without a qualification,
 - 32% offered coaching or mentoring from an experienced colleague and
 - 19% offered part time or short courses with a qualification.

² Note: respondents could give more than one answer to this question and so totals are greater than 100%.

■ **Planning and other related services:**

- 44% of planning and other related services respondents offered 'on the job' training with support from a colleague,
- 28% offered coaching or mentoring from an experienced colleague,
- 30% offered part-time or short courses without a qualification,
- 26% offered part time or short courses with a qualification,
- 24% offered no training and
- 19% offered CPD training.

Over 50% of respondents, overall and across the sub-sectors, offered the same training to their unpaid and paid staff.

The majority of overall respondents (60%) had no training budget; 17% of those with a budget stated that this was below £5,000 per annum. Respondents whose training budgets had increased, stated that they were now able to work to their full potential, support a more motivated workforce, adapt to new technologies and ways of working. Organisations whose training budgets had declined however, were more likely to find that they were falling below capacity, that some peoples' workloads had increased, and that there were fewer opportunities for staff to develop.

1.4 BUSINESS CHANGE AND THE FUTURE

In order to understand the impacts of recent public sector spending cuts on cultural heritage organisations, respondents were asked if they received public funding (e.g. through grants or direct funding). Overall, 39% of respondents had, although Conservation was least likely to have received such support (9%). 61% of those with public funding had already changed their delivery model in response to the cuts and the majority of those felt that the loss of funding was either significant or very significant to the success of their organisation.

Just over half (53%) the organisations felt that they had the skills required to manage change, or had them to a large extent. These included change management, strategic planning, financial planning and sourcing income. Where such skills were lacking, respondents would offer internal or external training to existing staff or recruit new staff.



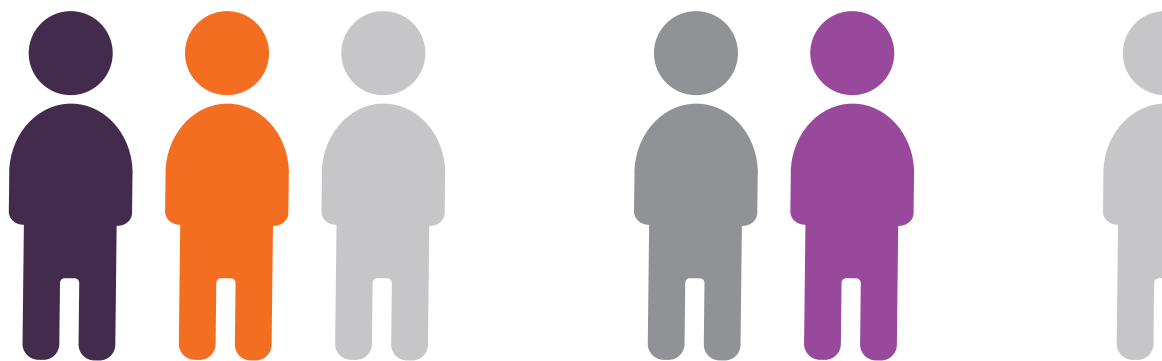
In thinking about managing future change and challenges, half (51%) the respondents expected the number of unpaid staff to rise over the next 5 years; 38% felt it would stay the same.

As business and enterprise skills have been identified in previous research as being of vital importance to organisations in the sector, respondents were asked which specific business skills would be important for their organisations over the next 5-10 years. These included budget planning, identifying new and alternative sources of finance, planning and managing sustainability and growth, diversifying current income streams, and marketing and advertising. 29% of cultural heritage respondents indicated they would provide informal internal or external training without a qualification for existing staff to develop these skills; 24% would seek external training that did not result in a qualification; and 20% envisaged needing to recruit new staff.

When asked which skill sets respondents felt would be important in the future 62% envisaged that balancing sector specialist skills and business skills would be crucial; half (56%) identified specific skills relating to their sector.³

The loss of cultural heritage related skills through retirement is a key concern; 49% of respondents stated that they felt skills were being lost due to retirement. Overall, 32% felt this would happen in the next 2 years and 56% stated this would occur in the next 5 years.

A number of the statutory organisations and membership bodies raised concerns about the impacts of changing political infrastructures. Historic Scotland, for instance, considered that the uncertainty surrounding the Scottish Independence Referendum is a key challenge for the cultural heritage sector in Scotland. The Northern Ireland Environment Agency was concerned about the move towards localised heritage responsibilities.



³ Note: respondents could give more than one answer to this question and so totals are greater than 100%.

1.5 KEY OVERARCHING FINDINGS

The key findings drawn from this research are that:

- The majority of organisations are limited in the number of new recruits they can employ, and a high number of experienced individuals who were previously employed in the sector are now unemployed, working in short term contracts or consultancy roles. Consequently, competition for recruitment is fierce. Employers increasingly 'whittle down' candidates on the basis of their qualifications, but are also looking for highly experienced individuals to fill these posts, rather than newly qualified applicants. Since there are few alternative entry routes for the architecture and conservation professions, employers expect at least a graduate level qualification and often overlook alternative qualifications and entry routes.
- Amongst new entrants, key skills gaps include specialist skills, work skills and IT and digital skills. This reflects their lack of experience, the absence of relevant training and insufficient training budgets. Such skills gaps are impacting on organisations' capacity, workflow disruptions and increased workloads. Organisations are also increasingly outsourcing work, which is having the effect of raising specialist consultancy fees.
- There is perceived to be a lack of relevant training. Combined with reductions in (or removal of) training budgets, this means that training is often undertaken via informal formats such as 'on the job' training or coaching or mentoring from an experienced colleague.
- A number of organisations expect to be affected by changes in public funding: this may force organisations to pursue more commercial opportunities. The key skills required to manage this include change management, strategic planning, financial planning and sourcing income. Key business skills needed include budget planning, identifying new and alternative sources of finance, planning and managing sustainability and growth, diversifying current income streams and marketing and advertising.
- The combination of recruitment challenges, skills gaps and the challenges in addressing these skills gaps⁴ coupled with an ageing workforce, present major concerns regarding the retention of skills within the sector. As a result of these issues, 49% of respondents consider that skills and knowledge will be lost without replacement due to retirement at some point in the future; 32% felt this would happen in the next 2 years and 56% stated this would occur in the next 5 years.

⁴ Including low training budgets, lack of entry level opportunities, perceived lack of training opportunities/capacity to undertake training opportunities.

- In general, respondents in England, Wales and Scotland did not typically associate themselves with a broader 'cultural heritage sector' but were more strongly aligned with their individual professions or sub-sectors. The exception to this was in Northern Ireland where a number of cultural heritage professions work together within the remit of the Northern Ireland Environment Agency. This joint working is considered to foster a stronger sharing of skills across the sector and to give the cultural heritage sector a stronger voice and recognition of its contribution to the economy.
- A key concern raised by a number of the statutory organisations and membership bodies is the impact of the localisation of services and (in Scotland) the up-coming Scottish Independence Referendum. These changes are likely to result in a lower level of skills development as organisations concentrating on survival do not work together to share skills. Other concerns include the ability of the cultural heritage sector to keep pace with impacts of climate and technological change during a time of reduced budgets.

1.6 RECOMMENDATIONS

A number of individual recommendations present themselves from the findings, which are outlined below.

- As previously identified in the range of literature on cultural heritage and the historic environment, a major short term concern within the sector is the loss of critical specialist skills without replacement due to a retiring workforce. While organisations seem to be broadly happy with current recruitment procedures, most are still mindful that skills may be lost in the long term. To this end it is important that industry bodies, membership organisations and others act to ensure that the sector is able to change pro-actively through effective succession planning.
- Generic work skills within businesses are still an issue, with this area constituting a key gap amongst new entrants. Skills related to planning and organisation, commercial awareness and business acumen, the ability to work under pressure, communication skills and so forth are consistently mentioned by organisations. Individuals in specialised roles may also be increasingly likely (in a sector that has contracted) to have to take on broader organisational roles, without possessing the necessary skillset going into the role. To support this, consideration should be given to the broader abilities that Higher Education courses impart, beyond specialised areas such as conservation or archaeology. Similarly, apprenticeship pathways developed within the sector should not focus only on one area of specialisation, but also include a strong generic base of skills.

- IT and digital skills, in the areas of social media, web optimisation, website management and website design remain a significant skills gap, amongst cultural heritage institutions in particular. There is recognition that these organisations are not going as far as they could in harnessing digital opportunities, and further developing revenue streams with regards to areas such as tourism. This is an area in which larger organisations are more likely to have a clear route forward, so disseminating the lessons learnt may prove key in the future digital capabilities of smaller organisations across the sector.
- Joint working should be encouraged across the spectrum of the historic environment and cultural heritage sectors. This could help to increase the strength, voice and recognition of the historic environment and cultural heritage as a whole. Encouraging such working may support skills development overall as specialists share their knowledge with related sub-sectors across the UK. For example, increasing town planner's awareness of the specific conservation skills needed to maintain historic buildings or a sharing of knowledge on digital archiving techniques between architectural historians and archivists/libraries).
- While specific leadership courses do exist for the cultural sector, there is potentially a gap in provision beyond cultural heritage institutions. Many organisations in the sector feel that they are lacking in high-level leadership skills such as change management and financial planning for the future. There is a need to ensure that these abilities are translated across the whole sweep of the sector, creating a sustainable base to run organisations that have ever more diverse funding models and business practices.
- Some parts of the sector have very specialist skills, where only a handful of people have the expertise necessary to conduct a certain job role or function. Whilst this data is available for certain parts of the cultural heritage and built environment sectors, particularly those where census/audit style approaches are undertaken⁵, the same processes are not delivered across the whole spectrum. Such forensic data is crucial to investigate and map the precise skills that are most at risk and maybe an approach that members of the historic environment and cultural heritage sub-sectors wish to pursue in future research.

⁵ Such as the *Annual Report on Local Authority Staff Resources* carried out in partnership between the Institute of Historic Building Conservation (IHBC), English Heritage, and the Association of Local Government Archaeological Officers (ALGAO).

02 INTRODUCTION

2.1 STUDY CONTEXT

The cultural heritage sector makes a significant contribution to the UK economy, environment and society. Cultural heritage is also central to tourism, with the UK ranked 5th in the world for historic buildings and monuments⁶ and the UK's five most popular visitor attractions being museums.⁷ Participation in cultural heritage is significant, for example in 2012, 73% of adults in England visited a heritage site and 52%, a museum or gallery⁸. In Scotland, one in five of all schools visits are to an historic environment site⁹ and in Wales, more than half the museum workforce is voluntary¹⁰.

The sector, as a whole, cares for, maintains and protects cultural heritage and encourages the public to discover, share and celebrate it. It is worth noting that the Heritage Lottery Fund¹¹ does not define heritage, rather it encourages 'people to identify their own heritage and explain why it is valued by themselves and others.' This in itself may challenge the sector's own view of what constitutes heritage.

Since the 2008 *Cultural Heritage Blueprint*, the economic climate has changed dramatically with the loss of employment, skills and knowledge across the sector. Funding challenges have led to a focus on organisational resilience and sustainability. The skills issues that have emerged from these economic changes range from governance to fundraising and business entrepreneurship. Sustainability concerns include an ageing workforce, particularly where volunteers are central to the organisation, and the potential loss of skills.



6 <http://www.visitbritain.org/insightsandstatistics/visitoreconomyfacts/>

7 Ibid.

8 DCMS, (2012), Taking Part 2012/13 Quarter 3 Statistical Release.

9 Historic Scotland, (2012), Scottish Historic Environment Audit 2012.

10 <http://cymru.gov.uk/topics/cultureandsport/museumsarchiveslibraries/cymal/museums/volunteering/?lang=en>

11 HLF, (2012), Strategic Framework 2013-18: A lasting difference for heritage and people, Page 10.

Other factors that people working in cultural heritage need to respond to include:

- Planning policy and legislation in England – for example, the development of Neighbourhood Plans and community asset management.
- The environment – for example, carbon reduction and climate change.
- Health and well-being – for example, access to the landscape for walking and cycling; the Happy Museum project.¹²
- The role and use of digital media across all areas of work in cultural heritage.
- Changes to the school curriculum in England – the increased focus on ‘academic’ subjects and decrease in vocational qualifications.
- The impact of student fees on subjects that provide an entry to working in cultural heritage – for example, decreasing archaeology applications.¹³

Within the sector, there also are varied approaches to training and development. The Heritage Lottery Fund is a major funder of skills’ training through, for example, its Skills for the Future programme (which awarded over £20 million in May 2013 to 39 projects providing training opportunities for people seeking a career in heritage¹⁴). Skills development is one of the key outcomes in the framework that currently underpins all the Fund’s grant programmes.

Together, these issues illustrate the increasingly complex environment in which those working in cultural heritage are required to operate, respond to, lead and innovate within. To date, cultural heritage skills research raises a number of other issues, including that:

- the workforce is covered by several Sector Skills Councils, Creative & Cultural Skills, Construction Skills, and LANTRA. Architects, chartered surveyors, engineers and town planners are covered by their respective professional bodies.
- previous research has focused on discrete parts of the sector; using pre-recession data, and is insufficient in terms of understanding current and future skills issues.

Overall, the main drivers of skills issues emerging from the recent literature are the economic climate, funding reductions and the challenges that these present.

¹² <http://www.happymuseumproject.org/>

¹³ Aitchison, K. (2012), *Breaking New Ground: how archaeology works*. Landward Research.

¹⁴ <http://www.hlf.org.uk/HowToApply/programmes/Pages/SkillsfortheFuture.aspx#.UIQNEtI3veA>

Other drivers include:

- A changing society – with an increasing wealth gap and an ageing population.
- Cultural participation and expectations – with a general trend of increasing participation e.g. Taking Part data and the Scottish Household survey and how communities want to engage and participate.
- Sector support structures have changed in particular for England with Arts Council England becoming the lead body, the reduction in Renaissance funding and dismantling of the Hub structure, and the proposed split of English Heritage’s functions.
- Fewer jobs make entering and changing jobs more difficult.
- Job reductions and the loss of expertise and knowledge.
- Less time to train through increased workloads and reduced budgets.
- Technological – new material forms (digital, time-based) that need to be conserved require new skillsets to undertake this work.
- Environmental sustainability – travel, conservation and buildings environment, climate change and the impact on collections.¹⁵
- Contributions to cultural tourism, healthy living and wellbeing.¹⁶

The Museums Association (2013)¹⁷ has noted the potential impact of student fee increases, which it regards as a barrier to diversifying the workforce. However, none of the recent museum reports has referred to the loss of arts and humanities teaching funding.

In responding to these challenges, Creative & Cultural Skills and English Heritage identified that whilst there are a number of skills studies of various parts of the cultural heritage sector, along with overviews of the sector as a whole, there is no detailed and comparative understanding of skills needs across the sector and across the UK. To this end, Creative & Cultural Skills and English Heritage, with additional funding from the Welsh Government Sector Priorities Fund Pilot, commissioned TBR, working with Qa Research, Pomegranate and Landward Research to deliver the Historic Environment and Cultural Heritage Skills Survey, 2013.

¹⁵ CyMAL, (2010), *A Museum Strategy for Wales*. Wales: Welsh Assembly Government.

¹⁶ Ibid.

¹⁷ Museums Association, (2013), *Diversify: reflections and recommendations*. London: Museums Association.

2.2 AIMS AND OBJECTIVES

The primary objectives of the project were to:

1. Build a useable and robust breakdown of both occupations and sub-sectors within the cultural heritage sector to sample, which can be applicable to the UK as a whole.
2. Conduct primary research of the skills and workforce needs within the cultural heritage sector, gathering information on employer and employee perspectives.

With this in mind, the objectives of the project were to deliver an understanding of:

- a. The key skills shortages and gaps across the sector
- b. The skills needed for employees to develop their roles within the sector
- c. What the current workforce expects for the future of its sector
- d. Key challenges to be faced by the sector over the next 5-10 years
- e. How the current skills gaps and shortages relate to the current provision of HE, FE and informal training opportunities
- f. Employer perspectives on the current provision of qualifications and training
- g. Gaps in the supply of training

The project follows the standard definitions for a skills gap and a skills shortage¹⁸:

- Skills shortages arise when employers find it difficult to fill their vacancies with appropriately skilled applicants.
- Skills gaps arise where members of the existing workforce are seen to lack the skills necessary to meet business needs.



18 <https://almanac.ukces.org.uk/Skills/What%20are%20skills%20mismatches/Forms/AllItems.aspx>

2.3 SECTOR DEFINITION

No previous study has attempted a combined articulation of needs across this sector's footprint. To date, the different elements of the sector have been dealt with in separate reports. Determining a holistic definition of the cultural heritage sector requires bringing together a range of activities and organisations.

Following consultation with the steering group, the following professions were identified as constituting the cultural heritage sector:

- Archaeologists
- Conservators of art and artefacts
- Conservation Architects
- Conservation Engineers
- Landscape Architects
- Town Planners working on pre 1919 buildings
- Chartered Surveyors with a conservation specialism
- Conservation officers
- Architectural and buildings historians
- Museums and Galleries (including learning teams and curators)
- Libraries and archives (including learning teams)
- Historic sites (including learning teams)
- Cultural heritage membership organisations
- Statutory staff at Cultural Heritage related organisations

Clearly, providing clear cut definitions was extremely challenging, as there are naturally areas of overlap (for example, conservators of art and artefacts are likely to be employed by museums). There are also some instances where activities may be perceived not to sit naturally together (for example, the inclusion of town planners and archives).

It is recognised that such definitions are rarely perfect for everyone. However, a core requirement of this project was to represent the combined interests of the sector 'at large'. This called for the development of a definition that is both broad in scope, but also allows for sufficiently detailed sub-sector disaggregation. The definition adopted is as follows:

Table 1:
Sector definition

Sector	Sub-sector	Segment (where relevant)	Description of activities undertaken by sub-sector
Archaeology	Archaeology: businesses	All archaeology businesses together with all freelance/ self-employed archaeologists in all parts of the UK.	Archaeologists provide and manage archaeological services to standards of best practice for the recording, research, interpretation, conservation and presentation of the material remains of past communities to promote understanding and for the lasting benefit of local people, the wider community, economic, cultural, professional and educational interests, and for future generations. This study includes conservation and presentation feature as well as investigation, and the discipline covers all aspects of the material past ranging from landscape (including underwater) scale, through sites, structures and wrecks, individual features and places (built, buried and underwater), to artefacts and eco-facts, including commissioner and specifier roles.
	Archaeology: specialised teams	University departments & Local Authorities	
Conservation	Conservation: art and artefacts		The term conservation is used here to refer to the full range of activities associated with the restoration and preservation of our material heritage: analysis, assessment, treatment, documentation, protection, etc. This group refers to individuals/teams/ organisations/volunteers working on movable material heritage – including elements of buildings, such as wall paintings and stained glass windows but not the buildings themselves – as well as the intangible values associated with the material heritage.
	Historic Buildings: Conservation Architects		As research carried out by the National Heritage Training Group covers people who directly carry out conservation, repair and maintenance work on historic buildings, this sub-sector is only to cover those who provide specialist professional advice on these issues, rather than those who directly carry out the work itself (i.e. provide an advisory role, rather than skilled craftsmen).
	Historic Buildings: Conservation Engineers		This will include conservation architects – who provide specialist guidance on matters relating to conservation, repair and maintenance of historic buildings and conservation engineers – who offer specialist engineering services for the assessment of historic building structures and for the design of sensitive structural solutions for their restoration, adaptation and repair.
	Historic landscapes: Landscape Architects		Landscape architects work to protect, conserve and enhance the natural and built environment for the public benefit and manage open spaces including both natural and built environments. They work to provide innovative and aesthetically pleasing environments for people to enjoy, whilst ensuring that changes to the natural environment are appropriate, sensitive and sustainable.



Sector	Sub-sector	Segment (where relevant)	Description of activities undertaken by sub-sector
Planning and other related services for the historic built environment	Town planners	A local authority team	Town planning officers develop policy and direct or undertake the planning of the layout and the co-ordination of plans for the development of urban and rural areas. For the purposes of this study, planners working on pre-1919 buildings were the key focus.
		Specialised teams in planning businesses	
	Chartered surveyors with a conservation specialism		Chartered surveyors with a specialism in conservation conduct surveys related to the measurement, management, valuation and development of land, natural resources, buildings, other types of property, and infrastructure such as harbours, roads and railway lines.
	Conservation officers		A building conservation officer deals with historic environments and buildings, and their long term care and enhancement. Conservation officers frequently work with buildings officers on listed buildings on development, planning application and conservation issues, up to a third of planning applications submitted involve conservation issues. They also work in conservation areas on developments where maintaining a distinctive character is important.
	Analysing and recording buildings history		Architectural historians survey areas that are often threatened by extinction. They identify historic structures using high-quality photographs and standard forms to document architectural features, style, history, and significance to the community. They also study habitats—the neighbourhoods and districts surrounding buildings. They research the history of an area and each building in it. After completing their research, they decide which buildings are important enough to be designated state or national historic properties. The architectural historians then complete detailed reports about these buildings.
Cultural Heritage Institutions	Museums and Galleries	Museums Galleries	Museums, galleries, libraries, archives and historic sites acquire, conserve, research, communicate and exhibit the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment. ¹⁹ This group includes all activities related to the running of these organisations/sites/venues. However to ensure that non-heritage libraries and archives (such as storage centres for modern day environmental data etc.) were not included, only those with substantial collections of manuscripts noted under the indexes to the National Register of Archives were included in this study. Private galleries for the sale of art were also excluded as these were considered to be retail focussed, rather than heritage organisations.
	Libraries and archives		
	Historic sites		
Managing public and government interaction with cultural heritage	Cultural Heritage membership organisations		Cultural heritage related membership organisations play a role in professional development of the sector. These organisations often support heritage related training, research, networking and advocacy for the sector.
	Statutory staff at Cultural Heritage related Organisations.		The staff of central government heritage bodies that are involved with any aspect of designation, protection, research, planning or policy work (including providing advice to central government, working with Local Authorities and to some extent engaging with homeowners and other members of the public).

This project does not cover activities related to heritage crafts or servicing heritage sites with traditional building craft skills, as English Heritage, Historic Scotland and Construction Industry Training Board (CITB) are publishing a Repair, Maintenance and Retrofit of traditional buildings skills research update in November 2013. It delivers updates on the National Heritage Training Group (NHTG) reports, in England (2008) and Scotland (2007).

19 ICOM, (2007), Development of the Museum Definition: http://archives.icom.museum/hist_def_eng.html

2.4 STRUCTURE OF THE DOCUMENT

The remainder of this report is structured as follows:

- Section 3 provides an outline of the methodology used in this research.
- Section 4 presents the key findings from the literature review stage.
- Section 5 outlines the key findings from the Historic Environment and Cultural Heritage Skills Survey, in combination with the in-depth interview findings and field extension interviews with statutory bodies and membership organisations.
- Section 6 presents the key conclusions and recommendations drawn from the study findings.
- Finally, the Appendix section contains any additional supporting material not contained within the main report.



03 METHODOLOGY

The project involved the following main stages:

- Consultation with the steering group to finalise the sector definition to be used and desk research to gather correlating data to develop a population estimate.
- A high level literature review and informal stakeholder consultation to understand the current stock of knowledge against the study's objectives. This identified gaps to focus on in the survey and consultation.
- A survey of 1,010 organisations and individuals operating across the sector and the UK.
- In-depth interviews with 22 individuals working in the sector in England and Wales and 10 field extension interviews with organisations who manage public and government interaction with cultural heritage (i.e. statutory staff at cultural heritage related organisations or membership organisations).

3.1 DEFINITION AND SAMPLE DEVELOPMENT

To attain a robust sample to interview, a detailed desk research element was carried out to identify appropriate population figures and contact details according to the definition. The desk research element however, highlighted a number of challenges, including:

- There is no precedent for surveying this sector as a whole. There are various pieces of work that estimate the size of different aspects of the sector, but no previous studies have sought to assess this group of activities collectively.
- Creative & Cultural Skills' Footprint and Blueprint do cover cultural heritage. However, the definition is slimmer²⁰ and the statistics are drawn primarily from analysis of national statistics using Standard Industrial and Occupational Classification codes (SICs and SOCs).²¹ The ability to use national statistics in this project is limited; there is no SOC for archaeologists, specific conservation professions, museums, public galleries or historic site staff, architectural/buildings historians or conservation officers. There is also no method of segregating: town planners/surveyors who work on pre-1919 buildings from those who work on modern buildings; those who work in libraries and archives with a collection of historical significance from those who do not; those who work for cultural heritage specific membership organisations; nor staff in Cultural Heritage related organisations who are engaged in statutory duties from those who are not.

²⁰ The main sectors covered are: archaeology, Built Heritage, Museums & Archives, Related Membership Organisations

²¹ Third party data sources are also used to develop Creative & Cultural Skills footprint statistics for Cultural Heritage, specifically TBR's dataset Trends Central Resource and Archaeology Labour Market Intelligence profiling reports produced by the Institute of Field Archaeologists.

- The availability of population figures varies greatly; for some professions only the number of businesses or individuals (employees) is available (rather than both), for others there is only roughly estimated population data available (e.g. Architectural Historians).
- The availability of regional data is varied; some studies break down the population estimate by region, whereas others look at a UK figure, or only one specific nation (e.g. a Scotland/England population).
- For some professions, such as Conservation Engineers, Architectural/buildings historians and Conservation officers, the total population is too small to draw out any robust findings at the level of an individual profession.

Combined, these challenges meant that it was possible to develop a population estimate for each of the four sub-sectors, either in terms of number of individuals or number of organisations, but not for the sector as a whole. I.e. for both Archaeology and Cultural Heritage, population figures were available for the number of organisations and individuals, while for both Conservation and Planning and related services, population figures were available for individuals. Further detail on this and the sources of population data is provided in the Appendix (page 128). Using this population data, a sampling framework was developed to ensure that the telephone interviews conducted represented each sub-sector and therefore the sector as a whole.

It should be noted that given the different operating model and organisational objectives of those in the 'Managing public and government interaction with cultural heritage' sector all interviews in this group were conducted in-depth via semi-structured qualitative interviews. As such, there is no quantitative data available for this sector.

The output of the survey includes a set of highly detailed statistics (including sub-sectoral significance testing) on each of the four sub-sectors and the responses to the survey overall. In order to ensure maximum readability of this report, the decision was taken to focus analysis on descriptive statistics. However, the data workbooks are available on request for further interrogation.

Table 2 sets out the total number of responses achieved by region and sub-sector and Table 3 sets out the responses by segment.



Table 2:
Breakdown of telephone survey responses by region and sector

Region	Archaeology	Conservation	Planning and other related services	Cultural Heritage Institutions	Total
North East	4	6	7	20	37
North West	4	13	27	32	76
Yorkshire & the Humber	6	14	19	34	73
East Midlands	13	10	18	29	70
West Midlands	1	17	20	33	71
East of England	4	22	23	34	83
London	3	32	18	47	100
South East	11	31	38	55	135
South West	10	27	32	49	118
Wales	9	11	12	52	84
Scotland	9	27	13	73	122
Northern Ireland	1	15	5	20	41
England Total	56	172	202	333	763
UK Total	75	225	232	478	1,010

Table 3:
Breakdown of telephone survey responses by segment

Sub-sector	Segment	Number
Archaeology	Archaeology	75
Conservation	Conservation: art and artefacts	75
	Conservation Engineers	9
	Historic landscapes: Landscape Architects	74
	Historic Buildings: Conservation Architects	67
Planning and other related services	Town planners	107
	Chartered surveyors with a conservation specialism	25
	Conservation officers	89
	Architectural/Buildings historians	11
Cultural Heritage Institutions	Galleries	119
	Historic sites	107
	Libraries and archives	112
	Museums	140
Total		1,010

3.2 IN DEPTH INTERVIEWS

The project covered the whole of the UK. However, taking into account the specific England and Wales funding, the in-depth interviews focused on England and Wales.

Table 4 and Table 5 below set out the responses by nation, sector and profession.

Table 4:
Breakdown of in-depth and field extension interviews by nation and sector

Sector	Archaeology	Conservation	Planning and other related services	Cultural Heritage Institutions	Managing public and government interaction with cultural heritage
England	2	4	3	4	2
Wales	1	2	2	2	2
Scotland					1
Northern Ireland					1
UK wide				1	4
Total	3	6	5	7	10

Table 5:
Breakdown of in-depth and field extension interviews by profession

Sector	Sub-sector	Number of interviews
Archaeology	Archaeology: businesses	2
	Archaeology: specialised teams	2
Conservation	Conservation: art and artefacts	2
	Historic Buildings: Conservation Architects	1
	Historic Buildings: Conservation Engineers	1
	Historic landscapes: Landscape Architects	1
Planning and other related services	Town planners	2
	Chartered surveyors with a conservation specialism	2
	Conservation officers	1
	Analysing and recording buildings history	1
Cultural Heritage institutions	Museums and Galleries	3
	Libraries and archives	2
	Historic sites	2
Managing public and government interaction with cultural heritage	Membership Organisations	4
	Statutory staff within Cultural Heritage organisations	6
Total		32

04 LITERATURE REVIEW

The literature review identified themes and skills issues that informed the telephone survey and in-depth interviews. It predominantly draws on recent and post 2008 publications. Research in progress at the time of the study included *Literature Review* and *Narrative on existing skills research in the Historic Environment sector* (English Heritage and Pye Tait), *Skills Assessment of Local Authority Conservation Staff* (Institute of Historic Building Conservation – IHBC) and *Skills Assessment of Local Authority Archaeology Staff* (Association of Government Archaeology Officers).

The substance of the review inevitably reflects the interests of those publications considered. However, this means that not all the sectors and subsectors identified within the cultural heritage sector have been equally covered and definitions of the sectors vary. In this context, it should be noted that one of the key survey findings is that respondents tend to align with their profession or subsector rather than a broader ‘cultural heritage’ sector.

The sources reviewed contained no current (or post-recession) information on the following cultural heritage areas:

- Conservation, repair and maintenance of historic buildings – in Scotland, Wales and Northern Ireland – published information is pre-2008. It is noted that English Heritage, Historic Scotland and Construction Industry Training Board (CITB) are due to publish *Repair, Maintenance and Retrofit of traditional buildings skills research* update in November 2013.
- Analysing and recording buildings’ history in Scotland, Wales and Northern Ireland – published information is pre-2008.
- Conservation and maintenance of historic landscapes in Scotland, Wales and Northern Ireland – published information is pre-2008.
- Planning and other related services for the built environment in Scotland, Wales and Northern Ireland – published information is pre-2008.
- Activities related to running cultural heritage institutions, in particular:
 - archives – only some specialist skills information in Pirie & Selwood (2012);
 - museum and historic environment asset transfer, administrative staff, building and site management, visitor services, marketing, fundraising, retail and catering services, and volunteers.

The majority of the sources do not distinguish between skills “shortages”, where the skills required cause recruitment difficulty, and a skills “gap” as constituting “need” within the workforce (which may constitute reskilling). Reports tend to refer to skills, organisational and sectoral issues.

While most of the literature reviewed is UK-wide, the extent to which the findings apply to Scotland, Wales and Northern Ireland varies. However, where relevant, nation specific issues are highlighted (e.g. the importance of the volunteer workforce in running museums in Wales).

4.1 KEY THEMES AND SKILLS ISSUES

4.1.1 Attitudes and behaviours

Overall, the literature suggests that historic environment and cultural heritage organisations:

- recognise the business benefits and value of training and development and commit to that;
- broaden entry routes and recognise the value of increased workforce diversity; and
- understand the role of risk in developing entrepreneurial approaches to sustainable businesses.

Widespread organisational, institutional (including governing bodies) and sectorial change is required. Despite a tendency to be extremely cautious and risk-averse, the sector regards the absence of these as impeding development.

The Historic Environment Forum (May 2013)²² identified that client demand for accredited professionals was the strongest driver for training and development. This requires an understanding of, and specification of accredited professionals by clients.

The Museums Association (2013)²³ also suggested that strategic bodies and funders need to take a “harder line” and show leadership in their own practice. It recommended that more entry-level training should be provided on the job by employers, that there should be more entry posts or traineeships and Apprenticeships, and it referred to new approaches to volunteering and internships. Initiatives to broaden entry are in place, but the Museums Association regards more widespread organisational change as needed at board, leader and sectoral body levels.²⁴



22 Historic Environment Forum, (May 2013), *Preliminary Report on the Historic Environment Forum Skills Summit 1 May 2013*. Unpublished: Historic Environment Forum.

23 Museums Association, (2013), *Diversify: reflections and recommendations*. London: Museums Association.

24 Ibid.

4.1.2 Leadership and management

Across the historic environment and cultural heritage sector, gaps identified in the literature in leadership and management skills include:

- archaeology – managing people;
- conservation – general leadership;
- built environment – none were identified in the literature reviewed;
- museums – advocacy, leading change, forward planning (noted in Wales), managing people (including volunteers) and workloads, succession planning, knowledge management and environment/carbon reduction management.

Volunteers were of particular concern in Scotland and Wales. In the latter 62% of the people working in museums are volunteers.

CyMAL's *Museum Strategy for Wales* (2010)²⁵ identifies skills issues in relation to its three objectives of: museums for everyone, a collection for the nation and working effectively. Generic issues identified include:

- supporting volunteers,
- forward planning and sustainability, and
- management – there are few senior posts and people need to leave Wales for career progression.

Museums Galleries Scotland (2013)²⁶ also noted that the development of leadership for driving change and good governance, along with skills for efficient and an entrepreneurial approach to businesses are currently under-represented in museums. This has led to a situation where these areas are not being met in terms of delivering against the objectives of the national strategy.

The Museums Association (2013)²⁷ identified mid-level managers, project managers and freelancers as hard to reach groups in relation to developing management skills and behaviours and there are reported recruitment difficulties for managerial and mid-level jobs.

25 CyMAL, (2010), *A Museum Strategy for Wales*. Wales: Welsh Assembly Government.

26 Museums Galleries Scotland, (2013), *Scotland's Museums and Galleries: Activities, Needs and Support* consultation report. Edinburgh: Museums Galleries Scotland.

27 Museums Association, (2013), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

It also identified barriers to creating a more diverse workforce as including leadership and institutional responsibility²⁸. Boards and recruitment practices are specifically mentioned: leaders need to have a strategic diversity focus.

The relative absence of succession planning is identified by Pirie & Selwood (2012)²⁹ and the Museums Association (2013)³⁰. Together with sustaining skills, this is considered to be essential to the effective management of skills supplies.

4.1.3 Business and enterprise

A lack of business and enterprise skills was evident across the sector. This was particularly challenging for organisations in, and moving out of, the public sector. Reports identified the need to understand, review and change business models, along with a need to diversify income, generate income and fundraise effectively.

The Museums Association's *Action plan for the museum workforce*³¹ prioritised leadership and management, business and enterprise skills. These are being driven by the challenges of funding and changes that the sector is experiencing. Skills issues and needs identified included:

- leadership – managing change;
- management – doing things well;
- business and enterprise – issue of behaviours and changing attitudes and understanding of risk and learning from other sectors (e.g. Charitable sector); and
- business and enterprise – diversifying income, becoming more enterprising and needing to re-assess the museums' role and purpose and approach to risk taking. This involves leaders, governing bodies, funders and sector bodies.

28 Museums Association, (2013), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

29 Pirie V. & Selwood S. (2012), *Beyond the anecdotal: skills needs and gaps in the heritage sector*. Unpublished report for HLF.

30 Museums Association, (2013), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

31 Ibid.

4.1.4 Specialist skills

Specialist skills are of major concern across the sector.

- Archaeology: a key concern here is the loss of skills, shortages in the areas of fieldwork (invasive or non-invasive), post-fieldwork analysis and artefact or ecofact conservation, gaps in desk based research and assessment, artefact or ecofact conservation and management information advice and guidance, shortages and gaps in project management, information technology, education/training.
- Conservation: there are identified gaps in many areas of interventive conservation, specialist preventive conservation, scientific or analytical skills and the skills required to teach conservation, of project management and information technology.
- Built environment: acknowledged shortages in survey, investigation, analysis and assessing significance of historic buildings, shortages in knowledge of traditional and locally available materials and regionally in specialist building crafts, shortages in principles of engineering, quantity surveying, knowledge of architectural history/built heritage, gaps in historic building survey and interpretation and advice and guidance to non-specialists.
- Historic gardens: key shortages in heritage horticultural theory, plant identification, maintenance, pests and diseases and a key demand for visitor management skills.
- Museums: a lack of clarity about what is defined as a specialist skill, loss and shortage of skills for example natural science and industrial collections, the challenge of sustaining specialist collections skills and knowledge; community engagement and co-creation/collaboration skills gaps and digital skills.
- Museums in Wales: particular issues include building relationships with community organisations, and supporting Welsh language.



The National Heritage Training Group (2007) Wales report³² also noted that building professionals needed to ensure compliance with specifications, because of builders' general lack of understanding of traditional materials. In terms of communications, advice and guidance for owners of pre-1919 buildings from statutory agencies with regard to building, services should be revised and produced in a simpler format, emphasising sensitive repair and conservation and supervision of building contracts.

The Ireland report (2009)³³ noted a need to increase public awareness of the value and importance of built heritage, as well as a need for sustainability – re-use rather than demolition; the promotion of advice and guidance available from conservation officers, and partnerships working across the sector to achieve change in understanding, access, use and provision of traditional building crafts skills.

Smith & Thornton Wood (2012)³⁴ identified a sub-sectoral demand for a greater breadth of knowledge and experience in managing historic and botanic gardens, and for visitor management skills relating to managing impact in such gardens.

For museums, the Museums Association's 2013 *Action Plan*³⁵ found that sector specific skills were the most difficult to define. What should be included as a sector specific issue was unclear (e.g. community outreach, digital heritage and engagement, interpretation, education, visitor services, curatorial research and identification skills in different fields, collections care, conservation). This lack of clarity impedes discussion about maintaining and promoting sector specific skills and leads to people who work in some specialisms feeling that their skills and knowledge are undervalued.



32 National Heritage Training Group, (2007), *Summary Report Traditional Building Craft Skills: skills needs analysis in Wales*. London: National Heritage Training Group.

33 Ibid.

34 Smith, P. & Thornton Wood, S. (2012), *Cultivating skills in historic and botanic gardens: Careers, occupations and skills required for the management and maintenance of historic and botanic gardens*. English Heritage / LANTRA.

35 Museums Association, (2013), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

It is also unclear how museums can maintain sector specific skills in many areas³⁶. Consultees responding to the Museums Association's *Action Plan* specifically referred to digital media³⁷ and engagement, curatorial specialisms, museum development, management of museums and consultants. Some also identified knowledge management as of particular concern. As a result, the Plan drew on Porter et al's (2012)³⁸ proposals to widen the concept of museum skills to include coaching, mentoring, facilitation, creative collaboration and co-creation in the context of engagement and participation, customer driven and public accountabilities. The implication was that these skills are required across the museums, not just in terms of learning and participation.

In Wales, CyMAL (2010)³⁹ identifies skills issues in relation to the Wales Strategy's three objectives of museums for everyone, a collection for the nation and working effectively. These include:

- how to work with different audience groups, communities or communities who do not engage e.g. building relationships with community organisations;
- being accessible;
- supporting Welsh language development and other community languages;
- digital technology skills for on line services; and
- collections skills linked to broadening collections and access, care and conservation and understanding collections' significance.

In Scotland, knowledge and skills development is a priority in the 2013-2025 Action Plan for delivering Scotland's museums and galleries strategy⁴⁰. Curatorial development and digital skills are specifically mentioned.

In relation to archives, Pirie & Selwood (2012)⁴¹ noted skills issues in relation to digital preservation and management of materials, palaeography, document interpretation, language skills (e.g. Latin and Anglo Saxon), interpretation, oral history and community engagement.

36 The British Museum is currently surveying its 90 museum partners to identify which skills are being lost and which are difficult to recruit to. The timescale for this work is 2013.

37 Digital skills cited included: skills for communicating with audiences and stakeholders including crowdsourcing funding, on line education resources, and handling born digital collections and collections data.

38 Porter G., Murch A. and Dawson A. (2012), *Sharing Expertise and fostering the power of knowledge and understanding in a changing world*, Sharing Expertise Group.

39 CyMAL, (2010), *A Museum Strategy for Wales*. Wales: Welsh Assembly Government.

40 Museums Galleries Scotland, (2013b), *From strategy to action: A delivery plan for Scotland's Museums and Galleries 2013-2015*: Edinburgh: Museums Galleries Scotland.

41 Pirie V. & Selwood S. (2012), *Beyond the anecdotal: skills needs and gaps in the heritage sector*. Unpublished report for HLF.

4.1.5 Transferable skills

None of the literature reviewed specifically addressed skills that would enable employees to move from one role to another in cultural heritage. The Historic Environment Forum Skills Summit (2013)⁴², noted that a more widespread understanding of core conservation principles and the range and roles of specialisms may support more ‘fluid career movement’.

4.2 QUALIFICATION AND TRAINING PROVISION

Overall, the literature suggests that the cultural heritage sector has an exceptionally high proportion of graduate entrants. While there are no technical or legal requirements for practitioners in archaeology and conservation to hold degrees, graduates tend to dominate new entrants⁴³. The level of competition from applicants also means that a degree has become a *de facto* entry qualification, despite the fact that structured early-career workplace training, on an “apprenticeship” model, was found to be valued in both archaeology and conservation.

Over the past 20 years, cultural heritage organisations have also typically moved away from training their own entry-level staff to relying on HE providers. But the growing consensus is that many of the skills needed can only be learned on the job. As a result, the sector needs to do more entry-level training itself and develop closer collaboration with HE institutions⁴⁴.

The challenge here, however, is that the sector’s views and expectations of the ‘fitness for purpose’ of university courses’ for employment vary and alternative training models to HE, such as vocational courses – NVQs, SVQs or Foundation Degrees are not always valued or provided on a sufficient scale⁴⁵. For instance, while archaeological employers said that they would be interested in supporting NVQs, very few have done so to date⁴⁶. Furthermore, the Creative & Cultural Skills’ (2013) audit of qualifications at UCAS registered institutions identified only five out of 281 courses as vocational and 71% were postgraduate qualifications.

42 Historic Environment Forum, (May 2013), *Preliminary Report on the Historic Environment Forum Skills Summit 1 May 2013*. Unpublished: Historic Environment Forum.

43 Aitchison, K. & Rocks-Macqueen, D. (2013). *Archaeology Labour Market Intelligence: Profiling the Profession 2012-13*. London: Landward Research Ltd.

44 Creative & Cultural Skills, (2008), *The Cultural Heritage Blueprint*. London: CCSkills.

45 Creative & Cultural Skills, (2008), *The Cultural Heritage Blueprint*. London: CCSkills.

46 Aitchison, K. & Rocks-Macqueen, D. (2013). *Archaeology Labour Market Intelligence: Profiling the Profession 2012-13*. London: Landward Research Ltd.

The Museums Association's *Action plan for the museum workforce*⁴⁷ mapped a wide range of opportunities and initiatives available across the UK. Apart from gaps in entry routes, which are not addressed in depth, the following requirements are highlighted:

- better signposting to training and development opportunities;
- expansion of successful network and knowledge sharing initiatives; and
- mainstream knowledge sharing and succession planning.

The *Historic Environment Forum Skills Summit* (May 2013) also noted that current skills provision concentrates on depth of expertise in specialisms rather than breadth in a core understanding of conservation philosophy, investigation and management. Concern was expressed about the reduction in on the job learning for less experienced practitioners with the loss of more senior and experienced practitioners. A formal network of mentors and peer reviewers is suggested.

In Wales, access to qualifications for museum workers is a key strategic concern. CyMAL (2011)⁴⁸ carried out a survey to understand how many people already hold appropriate qualifications, not necessarily a museum qualification and found only 7% of the total workforce held a qualification. CyMAL (2010)⁴⁹ noted that while there are courses in Conservation, Care of Collections and Conservation Science at Cardiff University, museum studies qualifications at degree level or National Vocational Qualifications (NVQ) are currently unavailable in Wales.

The need for such provision and access to NVQs are both identified as actions for CyMAL, working with Creative & Cultural Skills and Amgueddfa Cymru – National Museum Wales. In addition entry routes, domain specific training, sharing skills and opportunities for all ages to gain work experience are highlighted. CyMAL (2011)⁵⁰ noted that museums would like Amgueddfa-Cymru – National Museum Wales to provide more skills sharing and training across all areas of museum work.

A lack of alignment across the existing common elements of National Occupational Standards was also felt to be creating a barrier to developing relevant qualifications and the predominantly paper based demonstration of expertise as a barrier for craft skills.

In order to gain knowledge, skills and experience, Pirie & Selwood (2012)⁵¹ noted the frequent practice of entrants undertaking voluntary and unpaid work in the sector. However, this is also regarded as a barrier to entry, which militates against widening participation and diversity in the workforce. It is not clear how this should be addressed, other than by heritage organisations providing paid work, experience and training.

47 Museums Association, (2013b), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

48 CyMAL, (2011), *Spotlight on Museums*. Wales: Welsh Government.

49 CyMAL, (2010), *A Museum Strategy for Wales*. Wales: Welsh Assembly Government.

50 CyMAL, (2011), *Spotlight on Museums*, Wales: Welsh Government.

51 Pirie V. & Selwood S. (2012), *Beyond the anecdotal: skills needs and gaps in the heritage sector*. Unpublished report for HLF.

While substantial investment has been made in workforce skills via HLF and former Renaissance programme, the Museums Association's *Action plan for the museum workforce*⁵² regarded museums' commitment to Continuing Professional Development as key. It has been a persistent theme within the sector⁵³.

4.3 TRAINING BUDGETS

In addition to concerns surrounding the level of commitment towards development training, the Museums Association's Action Plan⁵⁴ also noted that cuts to training budgets were leading to less formal training and more informal and peer-led approaches. While CyMAL provides free training, attendees need to cover travel and expenses. The number of museums with training budgets has fallen since 2006.

Aitchison (2013) found that while many organisations employing conservators said they support training, only a minority have training budgets⁵⁵.

4.4 THE IMPACT OF SKILLS GAPS AND SHORTAGES ON THE SECTOR

Pirie & Selwood's *Skills needs and gaps in the heritage sector study* (2012)⁵⁶ found little evidence of consideration of succession planning unprompted by the imminent loss of skills, or the need to develop knowledge-sharing skills, mentoring and coaching. ICON's *National Conservation Education and Skills Strategy 2012-16*⁵⁷ however, flagged the need for succession planning in conservation.

The Museums Association's *Action plan for the museum workforce*⁵⁸ did not address impact beyond immediate need either. The long-term implication is that museums will fail, particularly if business skills continue to be neglected. The Cultural Heritage Blueprint Museum and Gallery update (2012)⁵⁹ noted that people become "stuck" in jobs, and that more secondments and job exchanges are needed. In conservation, Aitchison (2013)⁶⁰ also identified the relative lack of "churn" within the conservation subsector – people remaining with the same employer for very long periods. The lack of new employment opportunities is also felt to contribute to the loss of talent to the sector through the absence of a diverse workforce.⁶¹

52 Museums Association, (2013), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

53 Davies, M. (2007), *The Tomorrow People: Entry to the Museums Workforce*. London: Museums Association and the University of East Anglia; Museums Association (2012) *The Cultural Heritage Blueprint- a workforce development plan for the Heritage sector in the UK. Museum and gallery update*. London: Creative & Cultural Skills and the National Skills Academy.

54 Museums Association, (2013b), *Working Wonders: an action plan for the museum workforce*. London: Museums Association.

55 Aitchison, K. (2013), *Conservation Labour Market Intelligence: 2012-13*. London: Icon, the Institute of Conservation.

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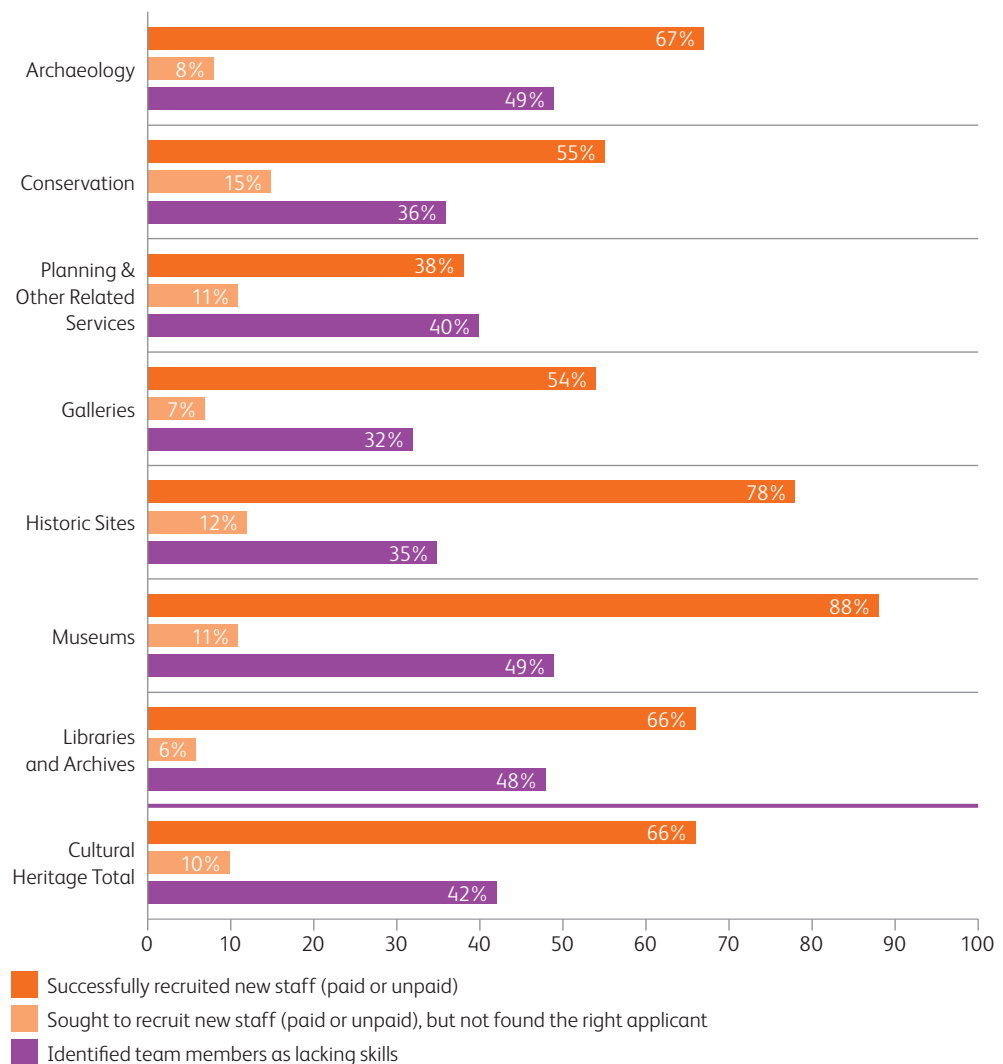
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05 RESEARCH FINDINGS

Before considering in depth the detail of skills issues across the sector, Figure 1 (below) presents an overview of the incidence of skills issues. In all sub-sectors a larger proportion of organisations identify team members as lacking skills, compared to those who have experienced a skills shortage and struggled to find the right applicant (for any vacancy). In all sub-sectors, with the exception of planning and other related services, more than 50% of employers have successfully recruited in the last three years. (Table 6 on page 40) explores in more detail the recruitment experience of employers).

Figure 1:
Comparison of successful recruitment and skills issues by sub-sector

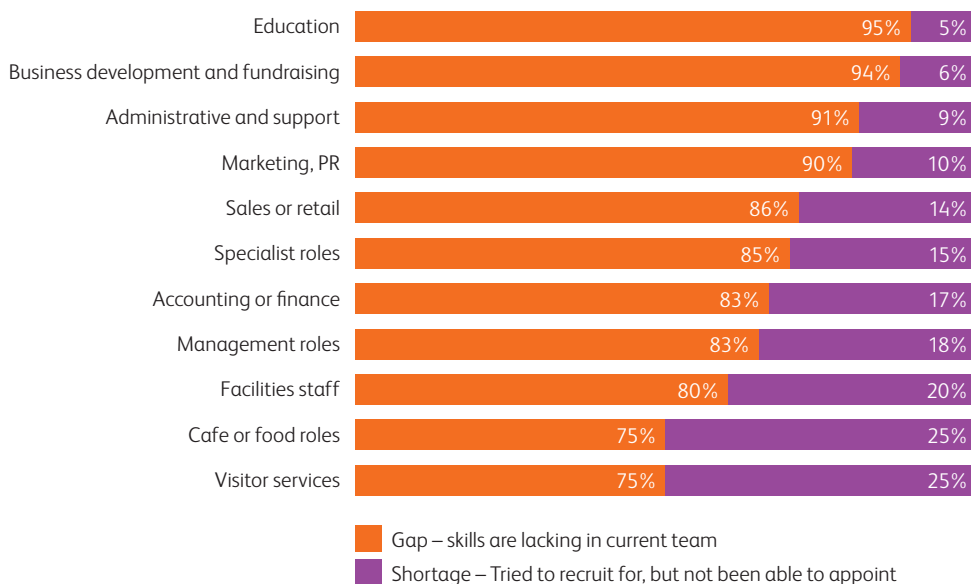


Source: Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C1)

Figure 2 presents an overview of the balance of skills shortages and skills gaps by role, for the sector as a whole. The chart shows each time an issue has been reported against a role, whether this is because the current team lacks the related skills or was because it was difficult to appoint for a role.

Subsequent sections of the report explore this in more detail. However, the figures highlight the central challenge that the sector currently faces, which must be borne in mind when reading the following sections – in every sub-sector, the main issue is skills gaps rather than skills shortages.

Figure 2:
Skills issues by role



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C8) NB. X-axis starts at 50%



5.1 EXPERIENCE OF RECRUITING STAFF

In the past three years, 66% of respondents had successfully recruited new staff, at all levels, and 10% had sought to recruit but not found the right applicants. However, 31% had neither sought, nor recruited any new (paid or unpaid) staff.⁶² Across the sub-sectors:

- 67% of archaeology organisations were found to have successfully recruited new staff,
- 55% of those engaged in conservation,
- 71% of cultural heritage institutions and
- 38% of respondents from planning and other related services.

Whilst direct comparator data relating to recruitment across the economy is not available, in the 2011 *Employers Skills Survey* 12% of employers nationally reported vacancies⁶³. Taken as a proxy for an annual average, this equates to 36% having vacancies over a three year period. This would suggest that, with the exception of planning and other related services which reflects the average, the sector currently offers a high degree of opportunity.



62 Note: respondents could give more than 1 response to this question and so totals are greater than 100%.

63 UKCES, (2011), *Employer Skills Survey*: Table 31/ 1 – Summary of vacancy situation (employer base),

Table 6:
Recruitment experience in last three years

Recruitment experience	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Successfully recruited new staff (paid or unpaid)	66%	67%	55%	71%	38%
Sought to recruit new staff, but not found the right applicant	10%	8%	15%	8%	11%
Neither sought, nor recruited any new (paid or unpaid) staff	31%	30%	38%	28%	59%
Don't know	1%		5%	1%	
Number	680	47	98	460	116

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

As shown in Table 6, the planning and other related services sector was found to be the least likely to have recruited new staff, with 59% of respondents from this sector having neither sought, nor recruited any new staff in the past three years, compared to the overall average of 31%. The in-depth interviews reinforced this and also suggested the likelihood of an over-supply in planning graduates. Looking to the future, however, one organisation suggested:



“When the economy picks up there may be a shortage of planners with conservation and heritage skills, because people have not been able to develop the skills and experience needed. People usually come to a conservation specialism later in their career having worked in various aspects of planning and become a chartered Member of the Town Planning Institute (MTPI). There will be a missing 5-10 years in terms of experience you can't get MTPI without experience. People can't get jobs because of Local authority/public sector cuts, and the consultancy market is saturated”

(a town planning organisation based in England).



Through one lens, the outlook for the sector could be seen to be positive: when they need to, most organisations have been able to recruit staff. Nevertheless, it's important to note that the proportion of employers noting a hard-to-fill vacancy is still higher than the national average of 4%.⁶⁴ This may be reflected in the fact that challenges are often not related to the quantum of applications, but the quality.



“We have no trouble with the numbers of people that are interested; in effect, any recruitment round at lower level gets all sorts of applications...of which ¾ haven't really got the credentials to match the job description. There is a lot of interest, lots of CVs from individuals who think it would be a nice thing to do but they don't have the graduate background”
(an archaeology business based in England).

Within the cultural heritage institutions sub-sector, galleries were the least likely to have recruited (with 43% having done so), whereas museums were the most likely to have successfully recruited new staff (with 88% having done so).

Across business sizes, smaller cultural heritage organisations were also the least likely to have recruited, whereas the majority of larger organisations (with 250+ staff) indicated that they had successfully recruited new staff over the past three years. The current economic climate was given as a reason for not recruiting by some interviewees. One smaller organisation engaged in the in-depth interview process suggested that they had not recruited simply out of a lack of need:



We are a small practice of 3 architects and I have not needed to recruit for a few years. In the past this has not been a problem and I would expect that at the moment it is not a problem either. In my situation I prefer to train people up myself rather than come with all the right accreditation boxes ticked”
(a conservation architect based in Wales).



64 UKCES. (2011), *Employer Skills Survey*: Table 34/ 1 – C9/C10. Number of hard to fill vacancies (employer base).

5.1.1 Recruitment experiences for specific job roles

The main roles for which historic environment and cultural heritage employers had successfully recruited in the past 3 years included specialist roles, visitor services roles, administrative roles and management roles. As Table 7 below shows, the tendency to appoint into specialist roles was very similar across all sub-sectors. However, 20% of the respondents from the cultural heritage institutions sub-sector had also recruited facilities staff, education staff and 14% had recruited for marketing and PR roles.

Table 7:
Job roles successfully recruited

Job roles successfully recruited	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Specialist roles which require specific education & training	50%	76%	62%	47%	68%
Visitor services, such as admissions and guides	34%	10%		38%	
Administrative and support roles, such as IT support and clerical staff	30%	16%	19%	34%	35%
Management roles, such as mid-level and senior management	25%	24%	15%	28%	17%
Facilities staff, such as security and cleaning	18%		1%	20%	
Education roles, such as delivering & planning learning programmes	16%	5%	2%	20%	6%
Marketing, PR roles	10%		1%	14%	6%
Business development and fundraising roles	7%		5%	7%	6%
Volunteers, interns or work experience – unspecified role	5%	3%	5%	4%	8%
Sales or retail roles	4%			5%	9%
Cafe or food related roles	2%			1%	
Don't know	1%		5%	1%	
Other	2%		11%	2%	
Number	450	31	54	325	44

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

By sub-sector, the key specialist roles recruited were as follows:

- **Archaeology:** all round archaeologists (76%), archaeological scientist and finds specialists (13%), project managers or officers (13%) or archaeological illustrators (10%).
- **Conservation:** conservators (88%), chartered surveyors with a conservation specialism (4%), architectural/gardens/ landscape historians (2%) and non-heritage specialist roles – such as geologists/accountants (2%).
- **Planning and other related services:** town planners with a conservation specialism (77%)⁶⁵, non-heritage specialist roles – such as geologists, accountants etc. (7%), architectural/gardens/landscape historians (5%) and other planning roles (5%).
- **Cultural heritage institutions:** archivists (38%), conservators (20%), non-heritage specialist roles – such as geologists, accountants etc. (17%) and curators (14%).

Given the low incidence of reported skills shortages, it is difficult to draw significant findings in relation to the affected roles. However, as shown in Table 8, it is interesting to note that the same types of role feature at the top of the list for skills shortages as for successful recruitment – specialists, management and admin. When probing for further detail on the specific specialist roles with skills shortages, in each sub-sector the same roles were noted, with the exception of archaeology where only all-round archaeologists and project managers were selected. In cultural heritage institutions, marketing and PR also rises to the top (mentioned by 23%) and visitor services (20%).



⁶⁵ The majority of whom were recruited into Local Authority town planning teams or specialist consultancies.

Table 8:
Job roles for which recruitment was unsuccessful

Unsuccessful recruitment	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Specialist roles which require specific education & training	38%	56%	51%	18%	76%
Management roles, such as mid-level and senior management	21%	39%	17%	17%	24%
Marketing, PR roles	14%			23%	
Administrative and support roles, such as IT support & clerical	12%	5%	6%	10%	
Visitor services, such as admissions and guides	11%			20%	
Business development and fundraising roles	5%			10%	
Facilities staff, such as security and cleaning	5%			6%	
Volunteers, interns or work experience – unspecified role	5%		7%	7%	
Education roles, such as delivering learning programmes	3%			3%	
Cafe or food related roles	3%			3%	
Accounting or finance roles	3%			4%	
Sales or retail roles	2%			2%	
Don't know	6%		18%	7%	
Number	66	4	15	38	12

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

It is difficult to attribute the cause of similarities between roles that have proved challenging to recruit for some and not for others. However, given the low incidence of shortages it would be reasonable to speculate variation in the availability of labour (at a given time and place) and the recruitment preferences of employers could be the main drivers. It is also likely that given the large pool of older workers available, means that skills shortages may not begin to manifest until this cohort starts to retire. To a small degree, some employers are already identifying this as an issue. An in-depth interview with a planning consultancy indicated that finding experienced people for recruitment was difficult, primarily due to the lack of jobs at entry level:



“The planning conservation sector is contracting and has a high age profile [...] people coming through the accredited courses are struggling to get experience. From a recruitment point of view it is very difficult to find [a younger person] with experience and older people are retiring”
(a conservation officer based in England).

But, as one English conservation manager put it “People coming through accredited courses are struggling to get experience”. According to a conservation architect (also based in England) “Heritage projects are few and far between, so there’s not much movement of people”.

But, even within the established workforce, there are difficulties matching experience with the requirements of the job:



“I was an HLF assessor and in some projects a landscape historian was managing the contract and they just didn’t know enough about running a project. So, I guess there must be a shortage”
(a landscape designer based in England).

5.1.2 Recruiting paid vs unpaid staff

When looking for staff, the majority (81%) are sought on a paid basis. As might be expected, staff most likely to be sought on an unpaid basis are those in visitor services roles and these tend to be in cultural heritage institutions (97% of unpaid visitor services were in cultural heritage institutions).

Figure 3:
Whether staff are sought on a paid or unpaid basis



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C3)

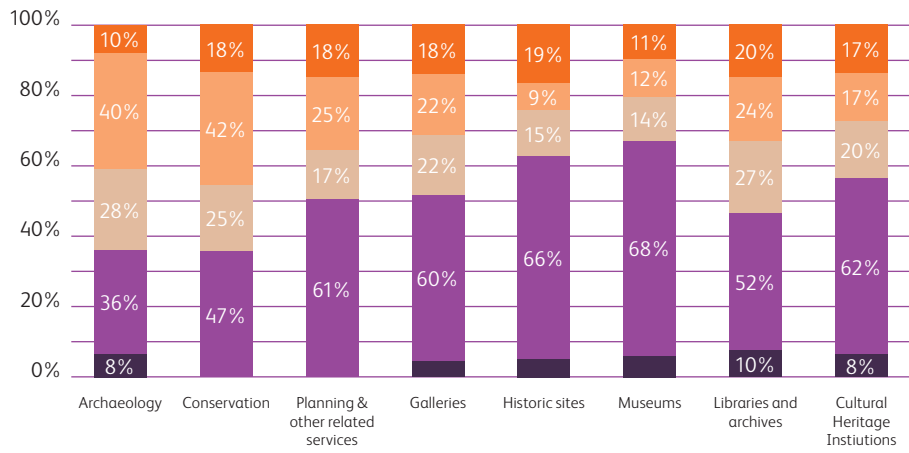
Other specialist roles included: archaeological scientist and finds specialist, archaeological illustrator, conservation officer, architectural/gardens/landscape historian, buildings managers, engineering roles, building/site documentation staff, chartered surveyors with conservation specialism, town planners with conservation specialism.

Whilst it is less likely for organisations to seek to fill management and specialist roles on an unpaid basis, this is by no means unheard of. In-depth interviews suggested that in archaeology, in particular, it is increasingly common to offer professional pro-bono assistance to particular projects as a means through which skills can be developed. The Council for British Archaeology (CBA) noted that the right experiences, more so than qualifications, can be a decisive factor in recruitment decisions. To get this experience, in the absence of paid work, people are heavily reliant on volunteering opportunities.

5.2 RECRUITMENT CHALLENGES

As noted above, on the whole, the sector does not experience much difficulty in recruiting new staff. A key focus of the research was to understand, where difficulties were experienced, the extent to which this was related to candidates being inappropriately qualified, or lacking skills – either generic work-based skills or other skills that could not be attributed to ‘time spent’ in the workplace. As shown in Figure 4 below, and as might be expected, the extent to which these three issues were present varied across the sector.

Figure 4:
Skills and qualification related recruitment challenges



- Few candidates with relevant qualifications
- Candidates lacked work based skills
- Candidates lacked specific skills – unrelated to 'time spent' in the workplace
- None of the above
- Don't know

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C4)



- **Archaeology:** Least likely to feel that candidates lacked appropriate qualifications and amongst the most likely to consider skills are lacking; either work based or specific skill sets.
- **Conservation:** Just under half of respondents felt none of the three factors were an issue. However, this sub-sector is most likely to consider that candidates lack work based skills.
- **Planning and other related services:** Amongst the most likely not to consider any of the three factors are an issue. Work skills more of an issue than either qualifications or specific skill sets.
- **Cultural heritage institutions:** Museums and historic sites are least likely to rate these skills issues as challenges. Museums are the least likely to find that candidates do not have the required qualifications. Conversely, historic sites are the second most likely (behind libraries and archives) to find this to be a challenge. Galleries tended to experience the finest balance of issues across the three factors, ranging between 18% and 22%. Of the institutions, libraries and archives are the least likely not to experience any of the issues.

This variability was further exemplified in the interviews with historic environment and cultural heritage statutory organisations. For example, English Heritage indicated a number of roles that proved difficult to recruit for, but the reason for the difficulties varied. For example, when recruiting Landscape Architects the challenge had been insufficient candidates with the relevant qualifications (i.e. sufficient number of candidates in labour pool, but lacking appropriate qualifications). Therefore going forward there is a need to address the education and training pathways such candidates are selecting. For architects with a conservation specialism, archaeological photographic interpreters and construction professionals with conservation skills the challenge had simply been a lack of candidates overall to fill the positions available (i.e. insufficient number of candidates in the labour pool). Therefore going forward there is a need to increase the number of people taking these pathways.

A number of other reasons for recruitment difficulties were identified through the in-depth interviews. The required skill set has changed over time: “leadership is being pushed down a level and is now required of people with less experience and of whom it wasn’t previously expected” (a Library service leader based in England).

The size of salaries was also cited as a major disincentive in one sub-sector:



“The difficulty is that the salary grades that we’re offering have not increased over six years... We’ve recently had fewer applications – the salary is putting them off”
(a museum based in England).



“The average salary is £10k below the national mean; the starting salary is lower; entry also requires voluntary experience in archives. Those barriers are highly discriminatory. [This means that] the issue is that candidates are all the same – white, middle-class, female”
(an archives leader representing a UK wide organisation).

Changes to services in local authorities, where posts have been stripped out in order to meet budget reductions have also made it “exceptionally hard to find the mix of specialist skills and general management experience that we need” (a library service leader based in Wales).

5.2.1 Impact of recruitment challenges

When asked what impact recruitment challenges have on their team or organisation, 31% of respondents overall felt that they disrupted workflow and 31% felt they created excess work for other employees.⁶⁶

Table 9 over presents an overview. In order to show the variation across the sector, the top three impacts in each sub-sector (based on the % of employers noting the issue) have been shaded.



⁶⁶ Note: respondents were able to give more than one response to this question and therefore people can see multiple negative consequences.

Table 9:
Impact of recruitment challenges on individuals/organisations/teams

Impact on team/organisation	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Create excess work for other employees	31%	14%	22%	30%	56%
Disrupts workflow	31%	21%	29%	34%	34%
Falling below capacity and unable to work to full potential	25%	35%	13%	22%	31%
Unable to expand business/operations	12%	18%	6%	9%	25%
More time consuming generally	10%	11%	28%	7%	12%
General financial impact	3%		5%	2%	12%
More time has to be put into training	5%	16%		5%	
We had to use job centre or agency staff	2%		8%	2%	
Limits the pool of applicants we can choose from	2%		2%	2%	
More time has to be put into recruitment	1%			2%	
Affects our ability to work with other organisations	2%		1%	1%	
No impact	18%	8%	9%	26%	16%
Don't know	11%	5%	2%	14%	6%
Other	4%		11%	4%	12%
Number	208	20	33	135	18

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

Key points for each sub-sector are:

- **Archaeology:** archaeology respondents were more likely to identify falling below capacity than any other sub-sector, they were conversely considerably less likely to consider that challenges created excess work for others (likely to be due to team size). Constricted ability to expand operations was also of greater relative importance to within this sub-sector than others.
- **Conservation:** conservation respondents were less likely than any other sector to note falling below capacity but were much more likely to note that work was more time consuming generally. Percentage response to the three highlighted issues is relatively evenly balanced, ranging between 22% and 29%.

- **Cultural heritage institutions:** cultural heritage institutions were more likely to consider that recruitment challenges have no impact, than any other sub-sector. These respondents were also more likely than any other sub-sector to be unclear what the impact would be (14% don't know).
- **Planning and other related services:** for respondents engaged in planning and other related services, excess work for other employees was overwhelmingly the main impact (56%), much more so than in any other sector.

Outsourcing services was not mentioned by a high proportion of respondents. But, in-depth interviewees referred to it as a strategy for coping with skills shortages. Some noted the increasing costs involved.



“A key skills shortage perceived across Wales is the lack of individuals engaged in conservation work. Cadw itself has to outsource the work of conservators of art and artefacts, conservation architects and landscape architects as a result”
(Cadw, Lifelong Learning Team).



“In terms of our members, specialist heritage skills are generally lacking. There's a real drop off in terms of conservation, in particular. It's a real worry. The recruitment pool is very small. It means that fees for consultants have gone up disproportionately”
(an historic site in England).

5.3 SKILLS SHORTAGES

Table 10 considers the specific skills shortages that employers have found amongst applicants. In order to show the variation across the sector, the top three skills shortages in each sub-sector (based on the % of employers noting the issue) have been shaded. Whilst the absolute numbers are not high in three out of four, issues related to specialist skills are identified across the board. The shading also highlights variance across the sectors. Leadership and management skills are a particular challenge for archaeology as opposed to the other sub-sectors. For planning and other related services a key challenge was knowledge of subject area and for conservation on-site experience was a greater concern than for other sectors.

Table 10:
Specific skills lacking amongst new entrants/applicants

Specific skills lacking in candidates	Archaeology	Conservation	Cultural heritage institutions	Planning and other related services	Sector overall
Specialist skills	23%	43%	35%	45%	32%
Work skills	11%	28%	15%	63%	17%
IT and digital	10%	1%	18%		13%
Leadership and Management skills	32%		11%		12%
Customer service skills			15%		10%
Experience on site or of the work	11%	19%	4%		10%
Communication skills			14%		8%
Unspecified		4%	7%		8%
Business skills		2%	10%		6%
Knowledge of subject area		3%	3%	29%	5%
Language skills	10%		5%		5%
People skills	9%		5%		5%
Practical skills	17%	16%	2%		5%
Sales and Marketing skills			6%		4%
Finance skills			5%		4%
Education and learning	10%		4%		3%
Literacy and numeracy		3%	1%	21%	2%
Time management			2%		2%
Project Management	2%	1%			2%
Don't know	4%	22%	18%	8%	11%
Other	9%		5%		6%
Number	12	15	84	10	126

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

The range of specialist skills identified in each sub-sector are as follows⁶⁷:

- **Archaeology:** field work (invasive and non-invasive), post fieldwork analysis and desk based or environmental assessment skills.
- **Conservation:** preventative and interventive conservation, knowledge of the history of the production/creation of objects, preservation and handling techniques, cataloguing and recording skills and storage techniques.

⁶⁷ Given small base sizes % are not quoted. Also, none of the respondents in planning and other related services group were able to state specific skills that were lacking.

- **Cultural heritage institutions:** Museums and galleries included preservation and handling techniques, collections care, management and interpretation and collection management. Libraries and archives included digital preservation and management, decay processes and conservation techniques, language skills (e.g. Norman French etc.) and palaeography.

When asked what specific work skills that were lacking amongst applicants, the survey respondents mentioned a range of skills, including planning and organisation, commercial awareness and business acumen, the ability to work under pressure, communication skills, team work skills, time management and customer care skills. The in-depth interviews further underpinned that as well as qualifications, personality and passion are also important attributes:



“An eye for detail, caring about what you do, a passion if you like, the right personality and character and potential. This is important in a small team”

(a conservation architect based in Wales).

Amongst cultural heritage institutions, the expectations of new recruits varied. The majority of in-depth interviewees also focussed on the need for positive attitudes, rather than particular skills:



“Despite having lots of talent and ability, new entrants come in for part-time jobs and don’t need professional qualifications”

(a library based in England).

“We’re looking for attitudes not skills”

(a libraries service leader based in Wales).

However, in recognising that the business models and funding structures for cultural heritage institutions have changed dramatically in recent years, in-depth consultees indicated that new recruits are expected to have a much broader skill set – be “a jack of all trades” including communication and team working skills.



“We now expect them to do everything – be flexible, enthusiastic. Five years ago we could appoint a curatorial assistant who would just work on the collections and documentation. Now, we’re asking much more from them”

(a library service leader based in Wales).

But new recruits are also expected to have a deep understanding of their chosen sector:



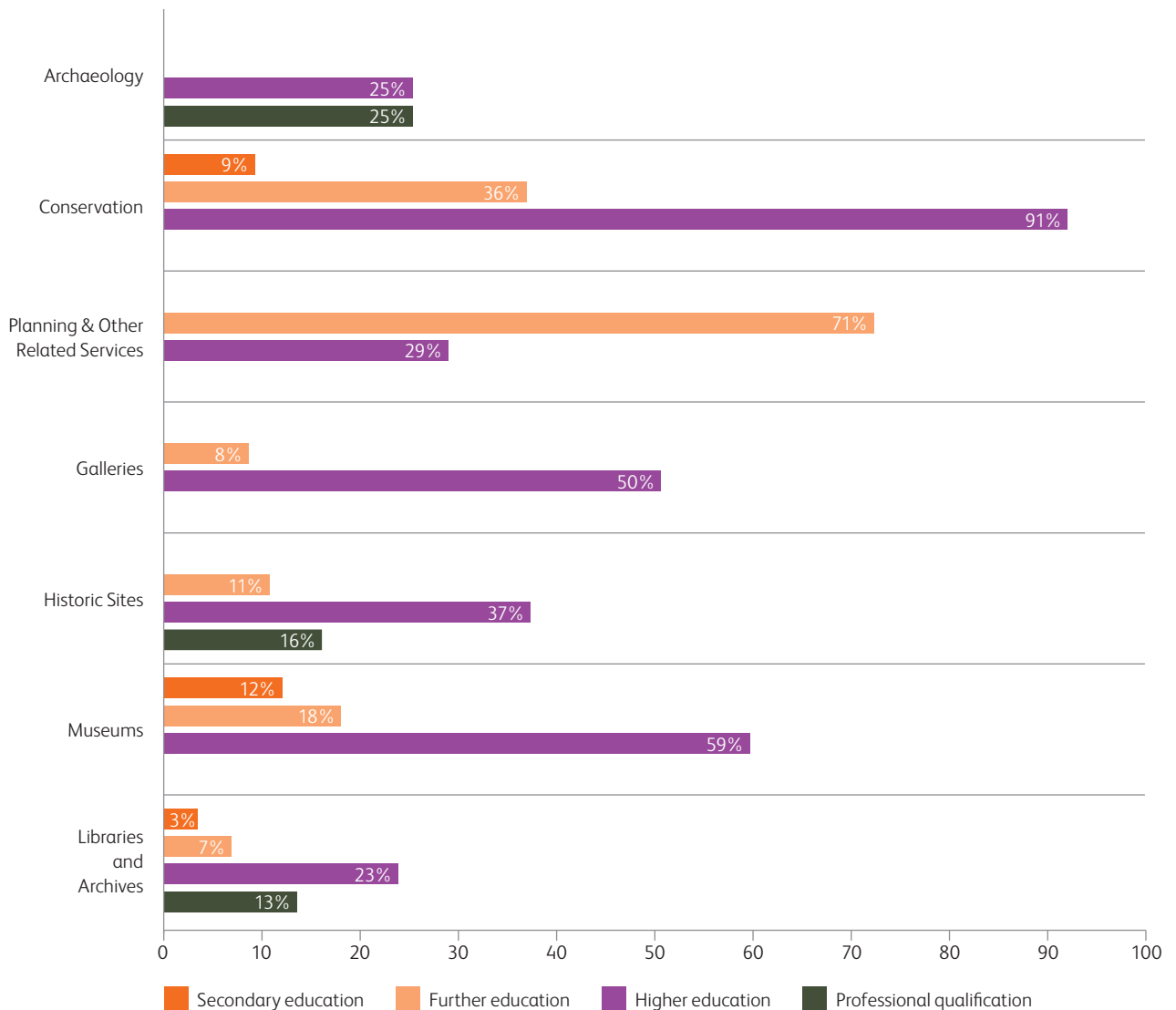
“It’s not just about the technical aspects ...but the role of heritage and heritage assets in the wider socio-economic environment, but at community, local and regional scale”

(a town planning and regeneration practitioner, England).

5.3.1 Qualifications lacking amongst applicants

Although a relatively small proportion of organisations in each sub-sector had struggled to find candidates with relevant qualifications (see Figure 4, page 47), follow-up questions were asked to explore the types of qualifications that employers had found to be lacking. As shown in Figure 5 below, across the board these tended to be Higher Education (HE) level qualifications.

Figure 5:
Qualifications lacking by educational level and sub-sector



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C5)

A quarter (26%) of those who had not been able to find the relevant HE qualifications had struggled to find candidates with a Bachelor's degree. At Further Education (FE) level, patterns were less consistent, with employers noting a range of qualifications such as HND/Cs and BTECs (5%), A-Levels (5%) and Apprenticeships (3%).

While these general trends were similar across the historic environment and cultural heritage sector, conservation respondents in particular were the most likely to seek candidates with a post-graduate qualification. Indeed, 57% of conservation professionals who struggled to find candidates with the relevant qualifications could not find candidates with a relevant Master's Degree, 24% could not find candidates with a Doctorate. However, the sub-sector is clearly open to other pathways as 24% could not find candidates with a formal apprenticeship qualification.



“[the] ...vast majority of people working in professional conservation capacity are educated to postgraduate level, and almost everyone is educated to graduate level”
(Institute of Historic Building Conservation (IHBC)).

55

As a result, there are very few opportunities for anyone with qualifications below this level. Reductions to local authority budgets (which have seen a decline of 28% from 2011-15⁶⁸), have resulted in a 33% decline in conservation advice offered by local authorities⁶⁹ and many established conservation officers being made redundant and setting up as self-employed consultants. This lack of Local Authority posts reduces opportunities for entry level work; very few people start in the sector in a consultancy capacity: this is usually a mid to late career option.

Conservation architecture was also viewed as a mid-career move, which required professional accreditation, gained through years of experience. One respondent in particular suggested the ideal candidate would have a:



“First degree in architecture and post-graduate conservation degree, plus good employability skills, communication, team working etc. Developing a conservation specialism is really a mid-career move, because of the accreditation process. I am not aware of anyone who comes in straight from undergraduate/postgraduate”
(a conservation architecture organisation based in England).

68 Local Government Association, (2012), *LGA Budget response*: http://www.local.gov.uk/media-releases/-/journal_content/56/10180/3375577/NEWS

69 English Heritage and IHBC, (2013), *A fifth report on Local Authority Staff Resources*: <http://www.english-heritage.org.uk/publications/fifth-report-la-staff-resources/5th-rep-LAStaff.pdf>

The desirability of a combined skillset was also identified by the Association of Independent Museums (AIM):



“The best skillset for someone who aspires to work in cultural heritage to have is combined experience of management (particularly personnel) and knowledge of the sector. The composition of the existing workforce is not insignificant; the labour market is evolving and portfolio working is now more commonplace. Being able to identify and realise these opportunities is easier for people who are established within the sector.”

As previously noted, professional experience is considered crucial to obtaining work in archaeology. However, the in-depth interviews also suggest that the dominance of academic qualifications has resulted in them becoming a core requirement:



“[It is] rare for anyone to come in [to archaeology] without academic qualifications, I don’t know if they would have employment prospects if they didn’t. So, yes they are the only way in [...] because of an oversupply of new graduates someone could try to come in with lots of practical experience and no qualifications, but maybe they wouldn’t make it”
(a specialist archaeology team based in England).

The in-depth interviews also highlighted the perceived need for postgraduate qualifications for architectural historians.



“Architectural history is very much a postgraduate qualification – people come in from a variety of disciplines then need that additional layer of knowledge. This is now the only way in – people could come in with practical skills rather than degrees in the past”
(an architectural historian based in England).



Despite the overwhelming perception of the necessity for post graduate and professional qualifications, there were doubts amongst qualitative interviewees from cultural heritage institutions about the value of degrees and formal qualifications:



“There is a place for them. We currently place staff in Foundation Degrees – they’re a better fit for new entrants into the archives and library service training. It’s better than a first degree”
(a libraries service leader based in Wales).



“Despite having lots of talent and ability, new entrants come in for part-time jobs and don’t need professional qualifications. In Devon, rural libraries are only open part time”
(a library service leader based in England).

There was also a general concern that qualifications should not be the only way into the sector:



“Why can’t we take on apprentices and do it through the NVQ route? We are doing it all wrong – there are a lot of different tasks on site – semi-skilled or labouring... [which do not require graduate level qualifications]”
(an archaeology businesses based in England).

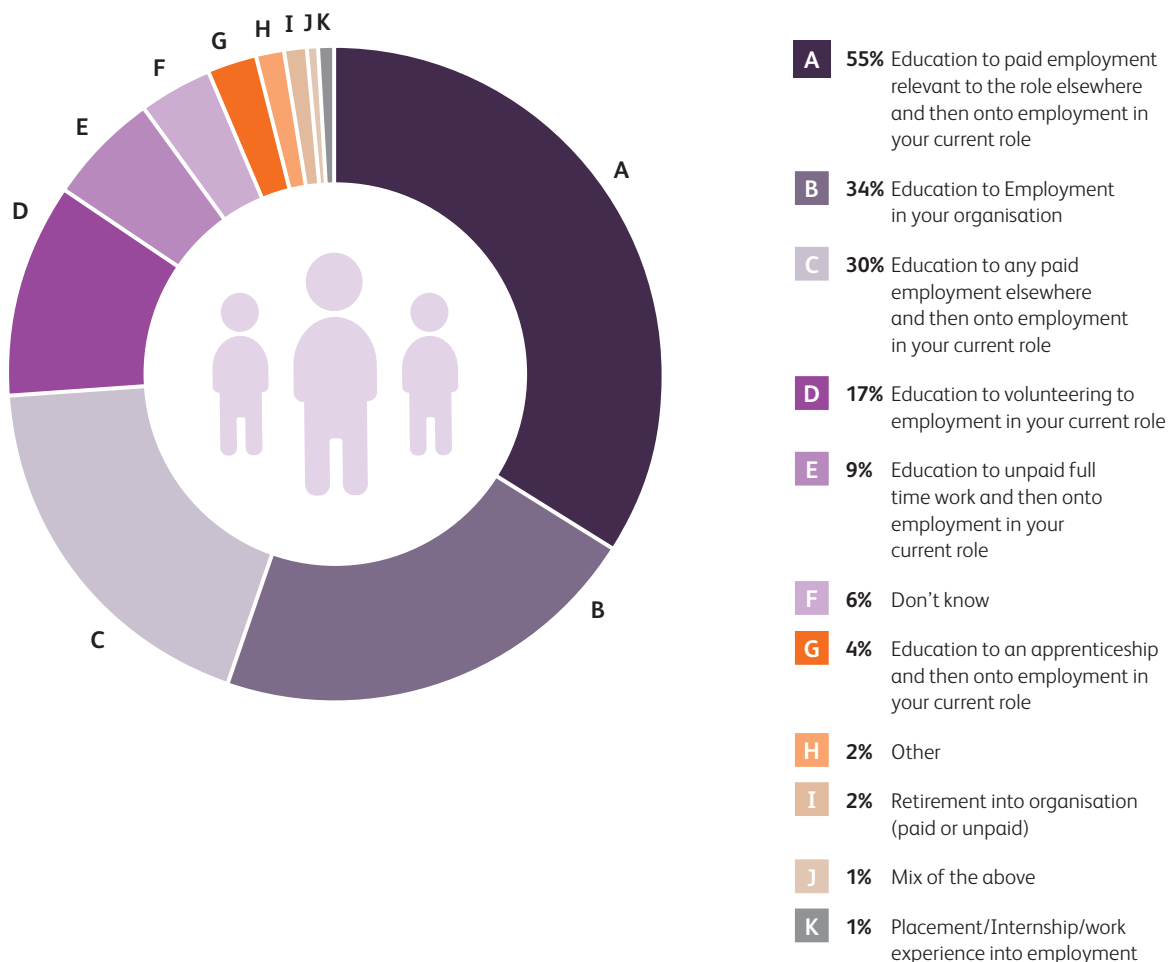
The Society for the Protection of Ancient Buildings’ (SPAB) response to this is not to look for a minimum level of qualification. Its requirements depend entirely on the role and level of responsibility concerned (for instance a media officer would not need to have a heritage training background). But even though people might not need a qualification to get into the sector, it was observed that without a post graduate degree, it would be very hard for them to “get anywhere”.



5.4 ENTRY ROUTES

In order to establish a greater understanding of the routes into the sector, all respondents were asked either, what their own entry route had been (if they worked independently as a sole trader or freelancer) or (if an employer) what the main entry route was for those currently working in their team or organisation. Figure 6 below shows that when totalling responses, the most common entry route is education > paid employment elsewhere relevant to the role > current role, as noted by 55% of respondents.

Figure 6:
Entry routes to current role



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C7)

Note: as respondents could give more than 1 response totals can be greater than 100%.

Typically when organisations were asked what entry routes their staff/teams had taken, the majority of respondents across all sub-sectors noted the same route as the individual respondents.

Table 11 considers entry routes by sub-sector, the shading shows that to differing degrees the same entry routes are the top three across the sector:

- Education > paid employment elsewhere relevant to the role > current role
- Education > any paid employment > current role
- Education > current role

Table 11:
Entry routes by sub-sector

Entry route	Archaeology	Conservation	Planning and other related services	Galleries	Historic sites	Museums	Libraries and archives
Education to paid employment relevant to the role elsewhere and then onto employment in your current role	56%	39%	57%	53%	71%	74%	61%
Education to Employment in your organisation	20%	35%	17%	42%	58%	48%	50%
Education to any paid employment elsewhere and then onto employment in your current role	15%	11%	13%	66%	70%	64%	51%
Education to volunteering to employment in your current role	3%	2%	3%	32%	51%	47%	35%
Education to unpaid full time work and then onto employment in your current role	0%	0%	0%	19%	33%	28%	20%
Education to an apprenticeship and then onto employment in your current role	0%	1%	0%	10%	18%	16%	3%
Placement/Internship/work experience into employment	0%	0%	0%	3%	1%	1%	1%
Retirement to employment in organisation (paid or unpaid)	0%	0%	0%	0%	5%	9%	3%
Mix of the above	1%	3%	0%	0%	0%	0%	0%
Other	3%	1%	1%	5%	1%	3%	3%
Don't know	0%	8%	8%	3%	1%	1%	4%
Number	88	274	300	73	73	87	158

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C6)

Note: as respondents could give more than 1 response totals may be greater than 100%.

Reflecting the findings in previous sections, the education > current role entry route is much less common in archaeology, conservation and planning and other related services. However, in these sub-sectors it is more likely than an entry route via un-related paid employment, reinforcing the importance of relevant experience.



“Typically, when we recruit for heritage related posts, we would consider sector experience to be an advantage for applicants to have. A high proportion of staff have also come from other organisations/locations/nations, which has benefited the organisation as there is a wider pool of experience to draw from. The structure of the organisation (whereby individuals from a variety of heritage specialisms work together) also fosters joint working between heritage professions, supporting skills development and a shared understanding across the whole team”

(Northern Ireland Environment Agency, Built Heritage team).

This is not necessarily the case in cultural heritage institutions, where in all cases any work experience is better than none. This was reflected in the in-depth interviews with cultural heritage institutions:



“I don't think that qualifications have ever been the only way into the sector. We use the qualifications to whittle the applicants down”

(a museum based in England).

Looking beyond the top three entry routes, the high proportion of people working in cultural heritage institutions following voluntary or unpaid work reinforces the importance of workplace experience. It is interesting to note though, that any paid employment elsewhere appears to hold more currency with employers than volunteering or unpaid work.



Table 12 shows the pre-entry qualification levels of sole traders/freelancers responding to the survey. 47% indicated they held a Master's Degree and 24% a Bachelor's Degree. This pattern was generally similar across the sub-sectors. However, archaeology freelancers were the most likely to hold a Doctorate (44%) and conservation professionals were the most likely to mention other qualifications such as an HND or a professional qualification (such as Chartership) as well as undergraduate and postgraduate qualifications. The majority (84%) of respondents across all sectors also indicated that this level of qualification was sufficient to support them in their role.

Table 12:
Pre-entry qualification levels by sub-sector – sole traders/freelancers

Group	Qualification	Archaeology	Conservation	Planning and other related services	Cultural heritage institutions	Total responses
Secondary Education	GCSE (D-G) / L1 Diploma			2%		0.3%
	GCSE (A-C) / L2 Diploma		1%			0.3%
	A level / L3 Diploma		1%	1%		2%
Further Education	HND		6%	1%		3%
	HNC			3%		1%
Higher Education	Foundation Degree (e.g. FdA / FdSc)		5%	0%		2%
	Bachelor's Degree (e.g. BA / BSc)	32%	25%	32%	14%	24%
	Post graduate Diploma		6%	3%	7%	3%
	Master's Degree (e.g. MA / MSc)	24%	39%	53%	73%	47%
	Doctorate (e.g. PhD)	44%	1%	2%	7%	4%
Professional qualification	Chartered or professional qualification		6%	1%		4%
Other (not stated) & non-relevant responses			10%	2%		9%
Total		100%	100%	100%	100%	100%
Number		27	126	121	10	327

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/S11)

As shown in Table 13, in general, these routes are generally regarded as effective, with the majority of people either being fully proficient or only needing a small amount of training upon entry.

Table 13:
Training required following entry

How 'job ready' when started role	Total respondents		Archaeology		Conservation		Cultural Heritage Institutions		Planning and other related services	
	Sole traders	Teams/orgs	Sole traders	Teams/orgs	Sole traders	Teams/orgs	Sole traders	Teams/orgs	Sole traders	Teams/orgs
Could fulfil role with no extra support or training	40%	26%	57%	32%	45%	23%	20%	23%	42%	35%
Needed some training to fulfil role	46%	57%	43%	45%	37%	54%	54%	62%	43%	46%
Needed a lot of training or support to fulfil role	12%	12%		15%	15%	21%	26%	8%	13%	10%
Don't know	2%	6%		7%	3%	2%		7%	2%	9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number	327	762	27	62	126	148	10	375	121	181

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Trends were generally similar across the different business sizes and regions. But on a sub-sectoral basis, conservation respondents were the most likely to consider that new staff needed a lot of training (21%). While its requirements might be highly technical, these findings support the general perception that courses do not produce 'oven ready staff'.



“People need to develop life skills to manage people, Friends organisations and the day to day business of running a museum”
(a museum services manager, England).

Interviewees described a gap between what courses provide and what the professions need:



“Courses do not always have the same concerns or focus as the profession, in a sector that’s professionally and vocationally led”
(a local authority conservation manager, England).

What remains unclear is the extent to which the sector understands and accepts this.



5.5 SKILLS GAPS

Overall, 42% of respondents considered that either they themselves (as a sole trader/freelancer) or staff in their team or organisation currently lack skills. While this trend was generally similar across the sub-sectors, archaeology organisations were the most likely to consider they had skills gaps (with 49% stating this compared to an average of 42%).

Table 14:
Existence of skills gaps

Skills gaps	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Yes	42%	49%	36%	43%	40%
No	55%	50%	63%	54%	59%
Don't know	3%	1%	1%	4%	2%
Total	100%	100%	100%	100%	100%
Number	1010	74	229	148	237

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

In terms of a comparison to the economy as a whole, in the 2011 Employers Skills Survey 13% of employers nationally reported skills gaps⁷⁰. This suggests that, across all sub-sectors, the historic environment and cultural heritage sector has an extremely high incidence of skills gaps.

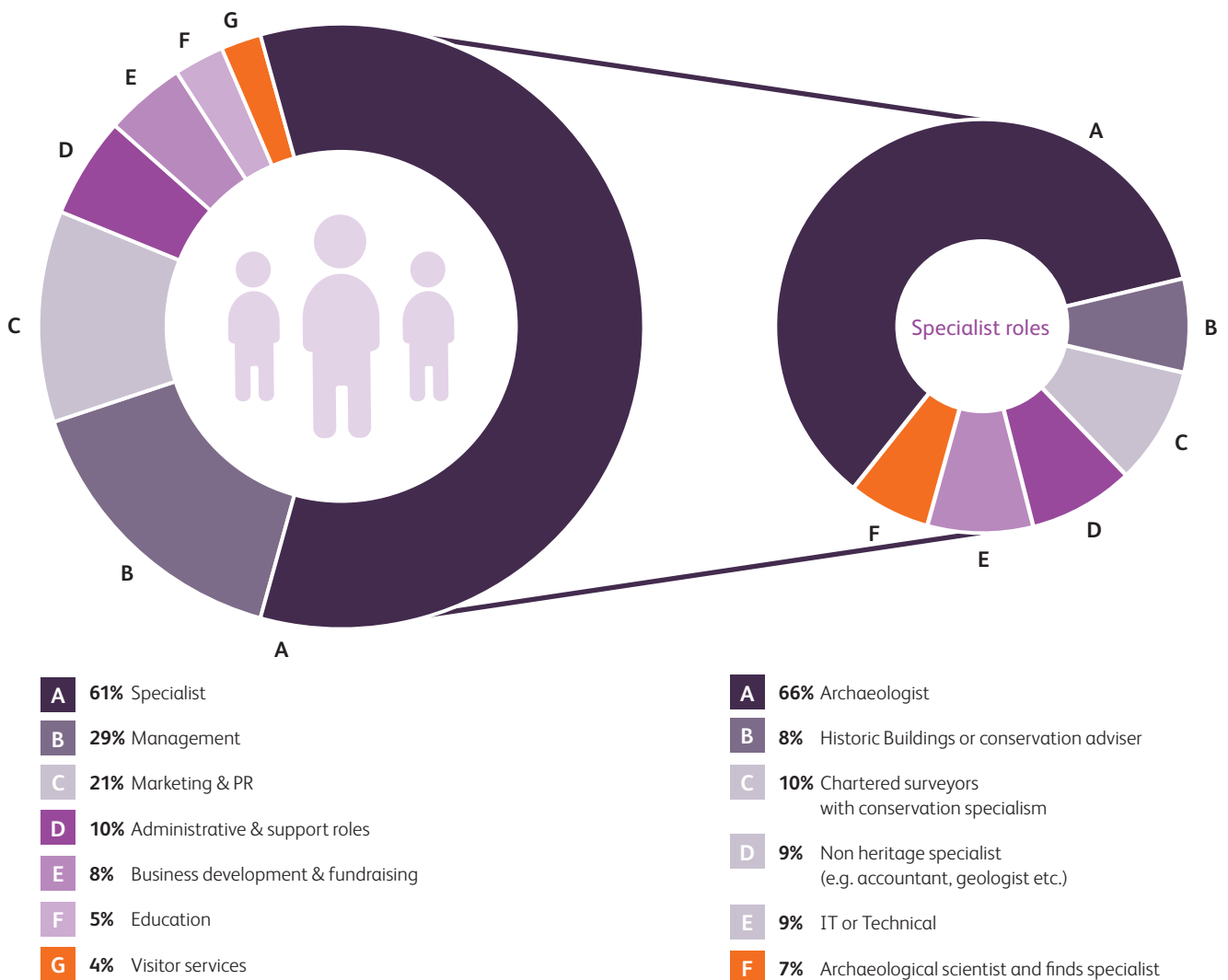


⁷⁰ UKCES, (2011), *Employer Skills Survey*: Table 67/ 1 – Incidence of skills gaps by occupation (employer base).

5.5.1 Archaeology

The majority (61%) of respondents in archaeology stated that skills were lacking in specialist roles, 29% stated management roles and 21% in marketing/PR roles.

Figure 7:
Archaeology – roles in which skills gaps are present



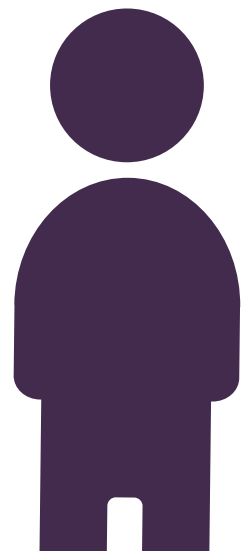
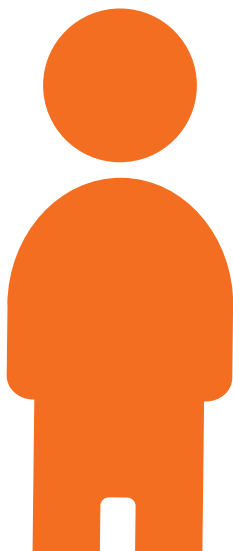
Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C10)
 Note: as respondents could give more than 1 response totals may be greater than 100%.

The main specialist role in which skills were lacking was in archaeology (66%): skills listed by employers included fieldwork (invasive & non-invasive), post-fieldwork analysis, cataloguing & recording and archaeology science. To a lesser extent, in this sub-sector skills gaps were also experienced amongst chartered surveyors with a conservation specialism (10%), historic buildings or conservation advisors (8%) and archaeological scientists and finds specialists (7%).

The Council for British Archaeology (CBA) noted that the skills required of the existing workforce tend to be driven by processes, such as the increased importance of Environmental Impact Assessments. In addition:



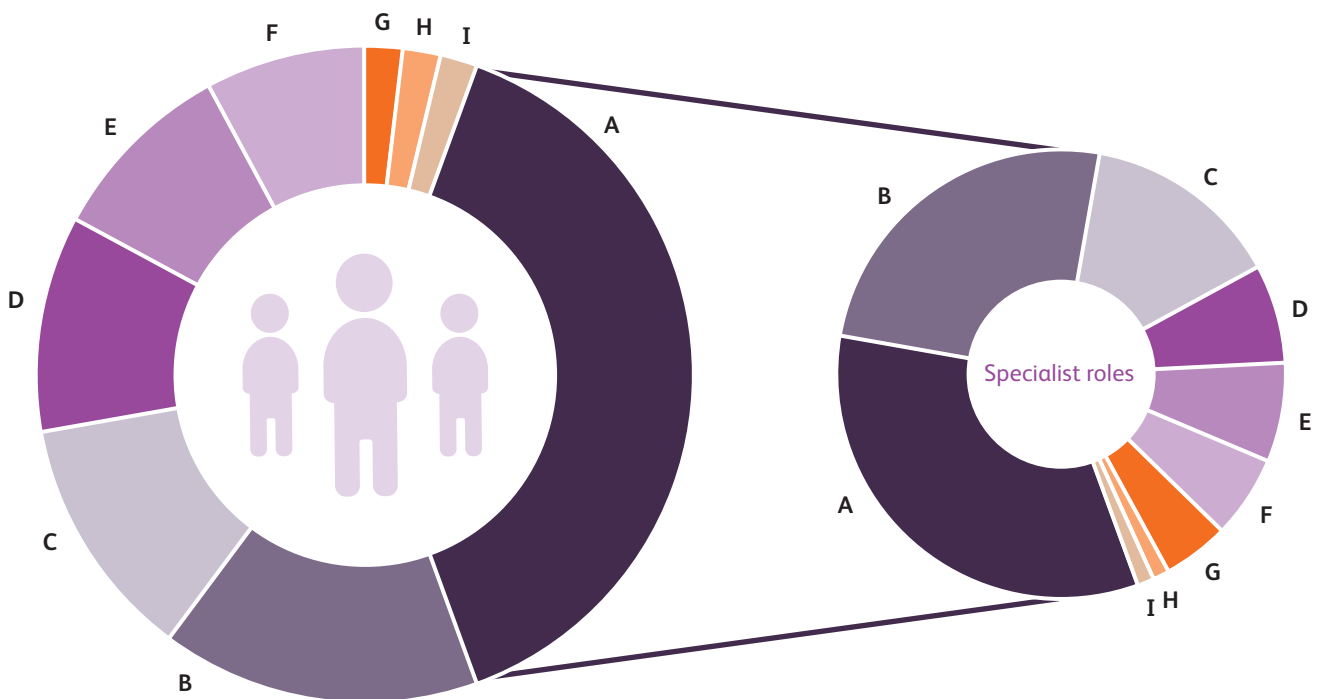
“Increasingly complex, deeply stratified urban sites also present challenges for archaeologists. New technologies, particularly software programmes, have become more prominent and members of staff have been required to quickly get up to speed with these. The demand for software is stimulated by the high quantum of data gathered in fieldwork.”



5.5.2 Conservation

Almost half (48%) of conservation professionals stated skills were lacking in specialist roles, 31% stated management roles, 26% in administrative and support roles and 23% in business development and fundraising roles.

Figure 8:
Conservation – roles in which skills gaps are present



- A** 48% Specialist
- B** 34% Management
- C** 26% Administrative & support roles
- D** 23% Business development & fundraising
- E** 20% Marketing & PR
- F** 17% Education
- G** 4% Visitor services
- H** 4% Facilities staff
- I** 4% Accounting or finance roles

- A** 28% Conservator
- B** 21% Architectural/Gardens/Landscape Historian
- C** 12% IT or Technical support roles
- D** 6% Town planners with conservation specialism
- E** 6% Art specialist or development related roles
- F** 5% Archaeological Illustrator
- G** 4% Historic Buildings or conservation adviser
- H** 1% Archaeologist
- I** 1% Engineering roles

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C11)
Note: as respondents could give more than 1 response totals may be greater than 100%.

The main specialist roles noted as lacking in skills were:

- Conservators (28%) – lacking skills and knowledge such as: interventive conservation, conservation science, history of the production or creation of objects, preservation & handling techniques and storage techniques.
- Architectural/gardens/landscape historians (21%) – lacking skills and knowledge such as: IT and digital, business skills, knowledge and understanding of traditional building crafts locally and regionally, principles of engineering, preservation & handling techniques.

Other roles noted included IT or technical roles (12%) and a range of context specific occupations such as town planners, and arts specialists (both 6%).

Specifically related to conservation, but relevant for the sector as a whole, English Heritage noted that:



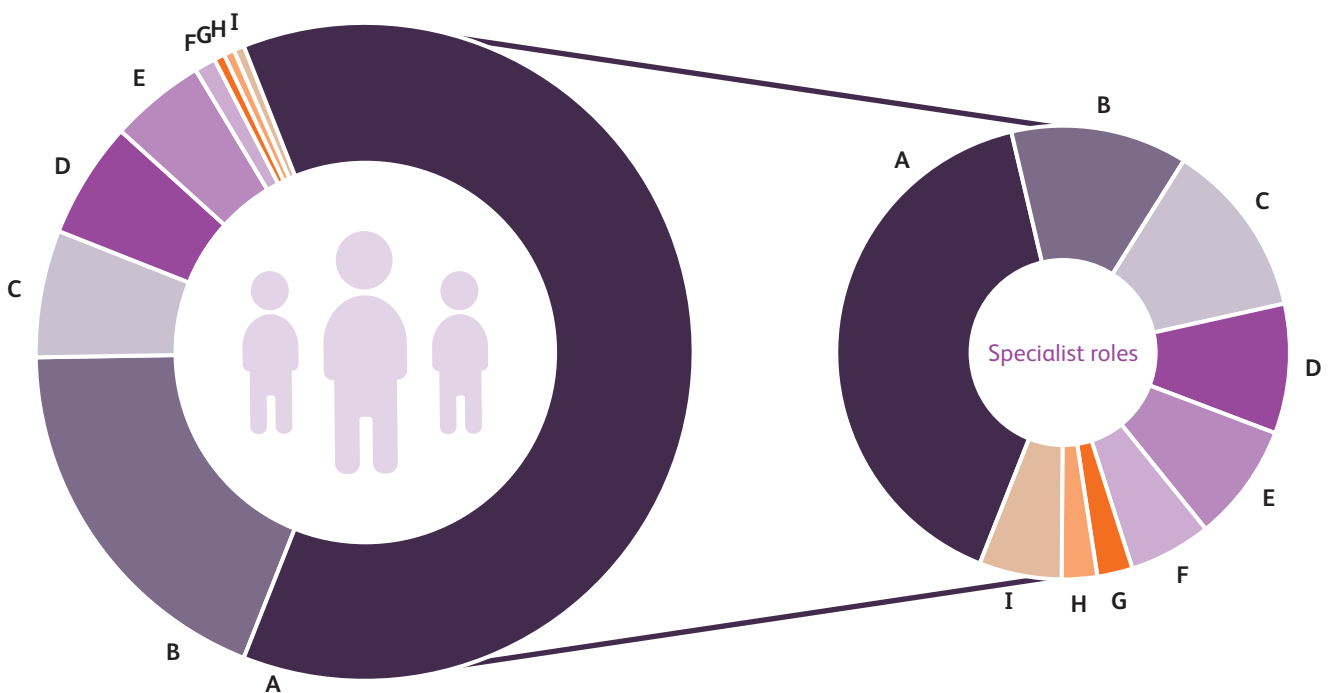
“...there are skills gaps in advising on traditional building conservation, maintaining historic environment records, digital data management, estates management with conservation or heritage experience and local authority conservation officers. Also project management skills are lacking throughout the sector, as these skills are often not taught alongside specialist skills.”



5.5.3 Planning and other related services

Just over half (56%) of planning and other related services respondents stated skills were lacking in specialist roles, 36% stated management roles and 12% business development and fundraising roles.

Figure 9:
Planning and other related services – roles in which skills gaps are present



- A** 56% Specialist
- B** 36% Management
- C** 12% Business development & fundraising
- D** 11% Administrative & support roles
- E** 9% Marketing & PR
- F** 2% Visitor services
- G** 1% Education
- H** 1% Facilities staff
- I** 1% Accounting or finance roles

- A** 48% Town planners with conservation specialism
- B** 15% Conservation Officer
- C** 15% Historic Buildings or conservation adviser
- D** 11% IT or Technical support roles
- E** 10% Museum or gallery assistant roles
- F** 7% Buildings Managers
- G** 3% Archaeologist
- H** 3% Heritage officers
- I** 7% Other

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C12)
Note: as respondents could give more than 1 response totals may be greater than 100%.

The main specialist role which was lacking skills was town planners with a conservation specialism (48%). Whilst this is perhaps unsurprising, given that town planning is the largest segment of this sub-sector, it is also the case that town planning teams/businesses were more likely than others to note skills gaps. Skills cited included education and learning, managing the planning application process, managing information and knowledge relating to the planning service and heritage planning. Respondents also refer to skills gaps amongst conservation officers (15%), historic buildings conservation advisors (15%) and range of other roles as per Figure 9.

5.5.4 Cultural heritage institutions

Amongst cultural heritage institutions, the in-depth interviews presented a very clear view about skills gaps relating to the mix of specialist skills and business skills:



“The trend now is to use site managers – but filling those positions with people who haven’t had grounding as curators means that they will literally just be able to manage the site. They won’t be able to attend to museums issues”

(a museums and art galleries director based in Wales).



“At more specialist or senior levels, [...] where posts have been stripped out and things are changing because of the economy, it’s exceptionally hard to find the mix of specialist skills and general management experience that we need”

(a libraries service leader based in Wales).

Only 18% of galleries noted skills gaps in specialist roles, the smallest proportion of any sub-sector.

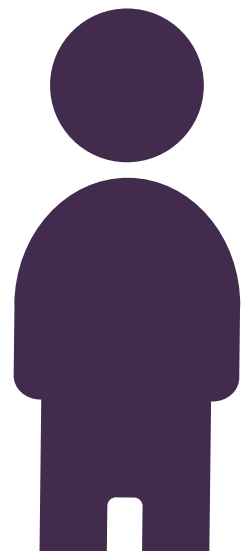
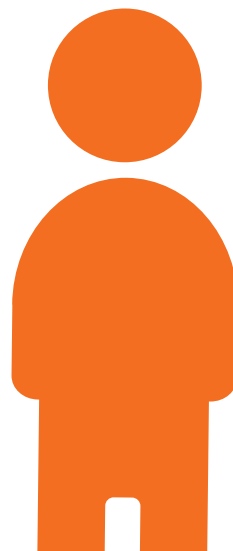
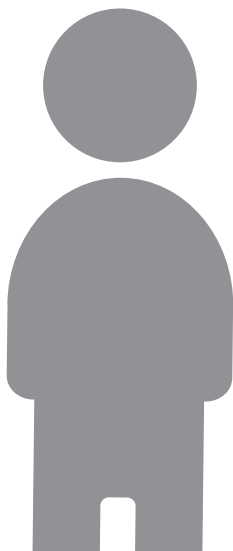
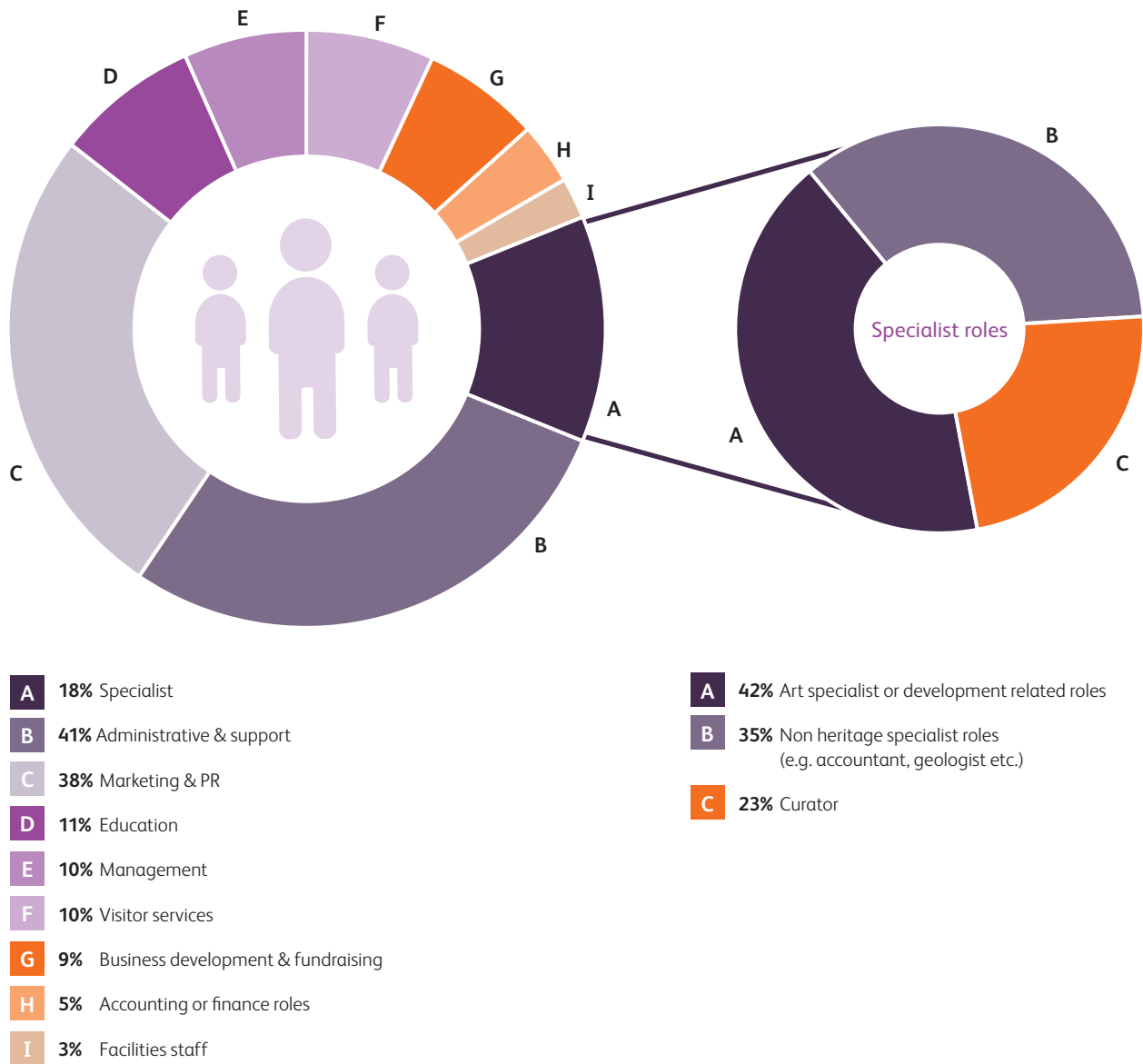


Figure 10:
Galleries – roles in which skills gaps are present



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C13)

Note: as respondents could give more than 1 response totals may be greater than 100%.

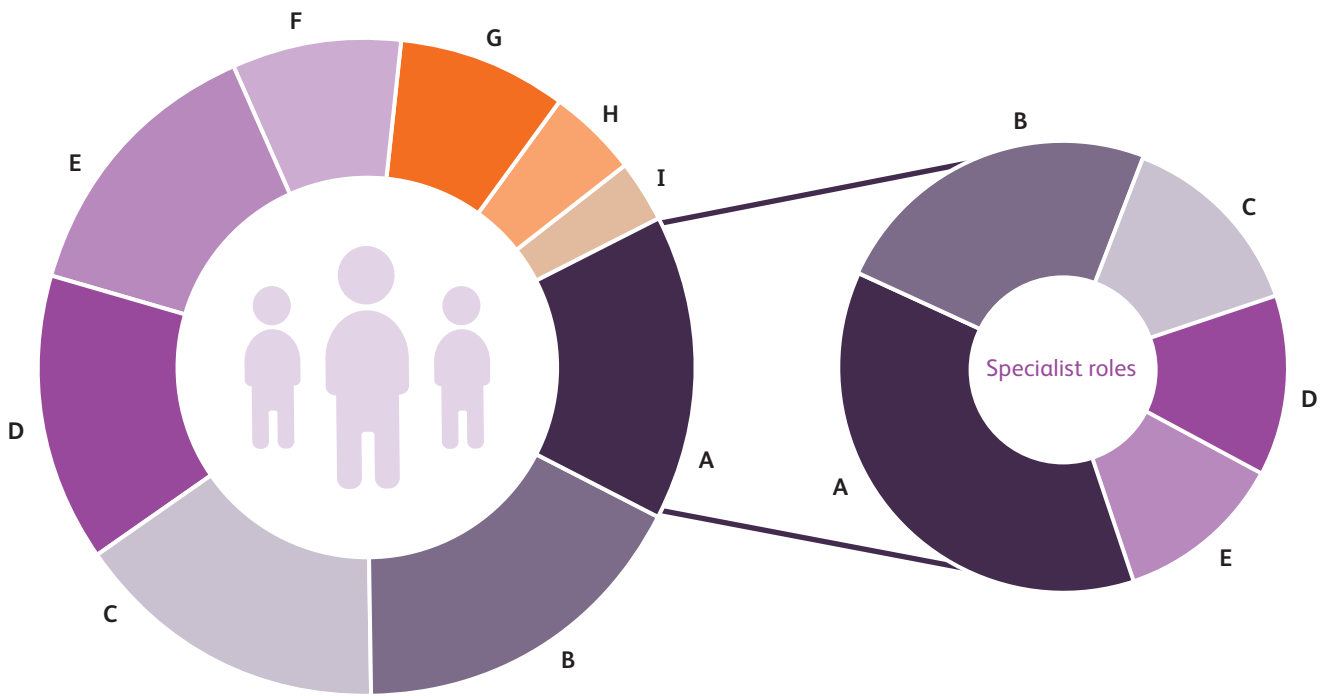
Issues were noted with art specialists (who work with artists, organisations and communities to deliver/develop arts services, projects and activities) (42%), people in non-heritage specialist roles (35%) and curators (who care for, develop and interpret collections) (23%). Of much greater concern for galleries were:

- Admin & support (41%) – lacking skills and knowledge such as: IT & Digital skills (specifically social media, website design and website management), accountancy & book-keeping.
- Marketing & PR (38%) – lacking skills and knowledge such as: sales & marketing (specifically e-commerce, international marketing, market research, networking, PR and press), understanding and communicating with audiences/participants and business skills (such as developing business models, identifying opportunities).

Just over a quarter (27%) of historic sites identified skills lacking amongst specialist staff of which 37% were curators.



Figure 11:
Historic sites – roles in which skills gaps are present



- A** 27% Specialist
- B** 31% Marketing & PR
- C** 28% Administrative & support
- D** 25% Business development & fundraising
- E** 25% Education
- F** 15% Management
- G** 15% Visitor services
- H** 8% Facilities staff
- I** 5% Accounting or finance roles

- A** 37% Curator
- B** 24% Engineering roles
- C** 14% Conservator
- D** 13% Museum or gallery assistant roles
- E** 12% Archaeologist

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C14)
Note: as respondents could give more than 1 response totals may be greater than 100%.

Skills and knowledge cited as lacking included cultural asset management, interpretation, preservation and restoration, recording, describing and inventorying/cataloguing, conservation and restoration skills). A further 24% noted skills lacking in engineering roles. Of similar concern for historic sites were:

- Marketing & PR – lacking skills and knowledge such as: social media, website design, management and optimisation
- Admin & Support – lacking skills and knowledge such as: Basic IT literacy, MS Office (or similar) packages.
- Business development & fundraising – lacking skills and knowledge such as: budget planning and identifying sources of finance.
- Education – lacking skills and knowledge such as: knowledge of different learning styles, understanding and communicating with audiences/participants, community engagement and evaluation techniques.

The challenge of issues in historic sites being spread across different roles was also raised in the in-depth interviews. One respondent, for instance, suggested that



“the heritage sector is incredibly stagnant. There are very few jobs, and people stay where they are for ages...”
(a historic site based in England).

Half (50%) of museums noted skills gaps in specialist roles, the highest proportion of any sub-sector.

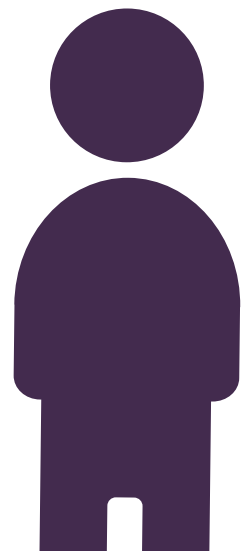
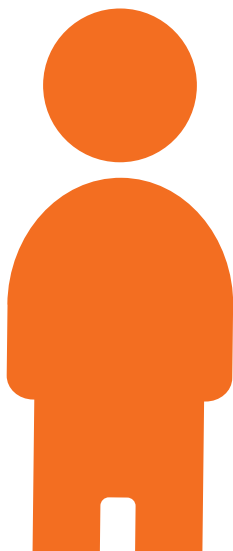
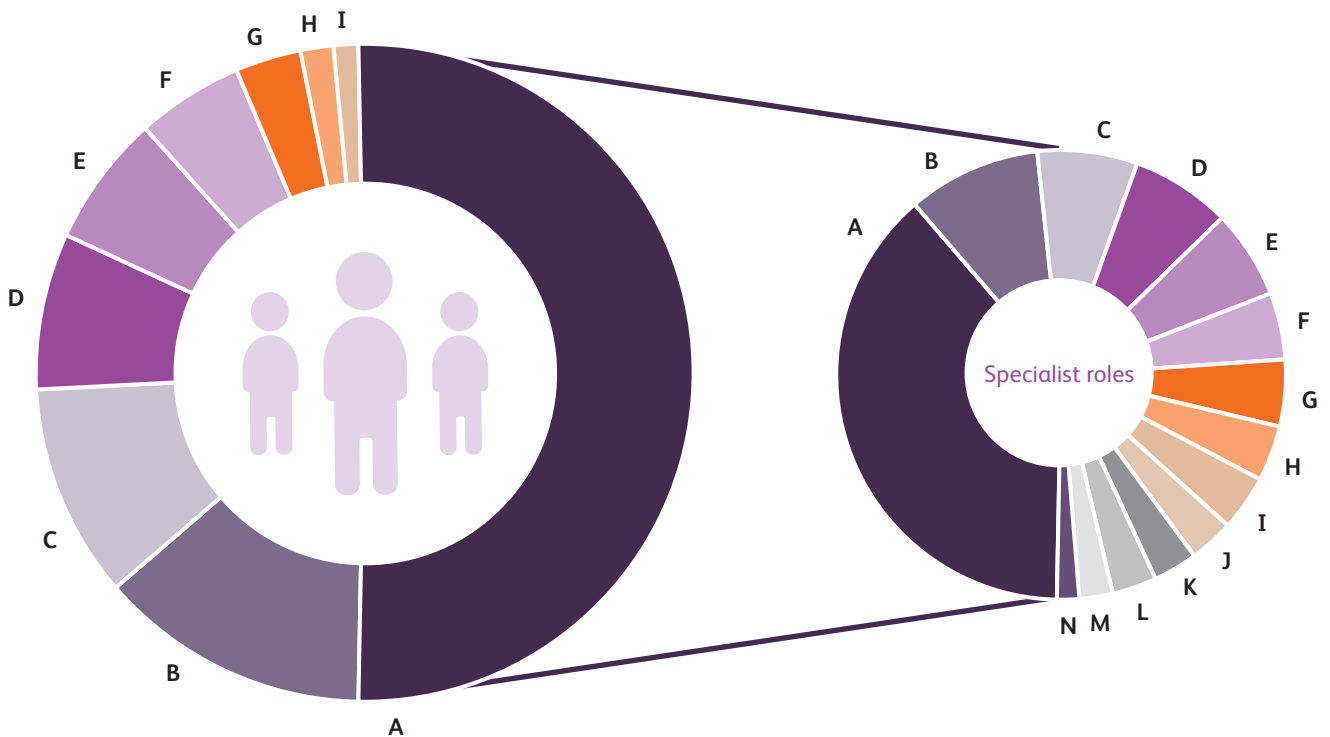


Figure 12:
Museums – roles in which skills gaps are present



- A** 50% Specialist
- B** 33% Marketing & PR
- C** 26% Administrative & support
- D** 19% Business development & fundraising
- E** 16% Education
- F** 13% Management
- G** 8% Visitor services
- H** 4% Facilities staff
- I** 3% Accounting or finance roles

- A** 48% Curator
- B** 12% Conservator
- C** 9% Non heritage specialist roles (e.g. accountant, geologist etc.)
- D** 9% Animal care roles
- E** 8% Engineering roles
- F** 6% Archaeologist
- G** 6% Chartered surveyors with conservation specialism
- H** 5% Conservation Officer
- I** 5% Museum or gallery assistant
- J** 4% Building / site documentation staff
- K** 4% Historic Buildings or conservation adviser
- L** 4% IT or Technical support
- M** 3% Archivist
- N** 2% Art specialist or development related roles

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C15)
Note: as respondents could give more than 1 response totals may be greater than 100%.

Issues were noted with curators (48%), conservators (12%) and people in non-heritage specialist roles (9%). Skills and knowledge cited as lacking included collections care, management and interpretation, preservation and handling techniques, storage techniques and collection management.

For archivists, the key skills gap mentioned was digital preservation and management. For conservators, this included decay processes and conservation techniques and collection management. For curators, a range of specific skills were mentioned, including cultural asset management, interpretation, preservation and restoration, recording, describing and inventorying/cataloguing and basic conservation and restoration skills.

Museums were also concerned with:

- Marketing & PR – lacking skills and knowledge such as: social media, website management and optimisation, mid-level management (e.g. team leading), HR/personnel, negotiation, networking and PR and press.
- Admin & Support – lacking skills and knowledge such as: website design and management, MS Office (or similar) packages, E-commerce and PR and press.
- Business development & fundraising – lacking skills and knowledge such as: social media, developing business models, identifying opportunities, budget planning, identifying sources of finance and market research.
- Education – lacking skills and knowledge such as: knowledge of different learning styles, understanding and communicating with audiences/participants, community engagement, demonstration of skills and knowledge of strategies for training people with different learning styles.

One third (33%) of libraries and archives noted skills gaps in specialist roles, of which 58% were archivists.

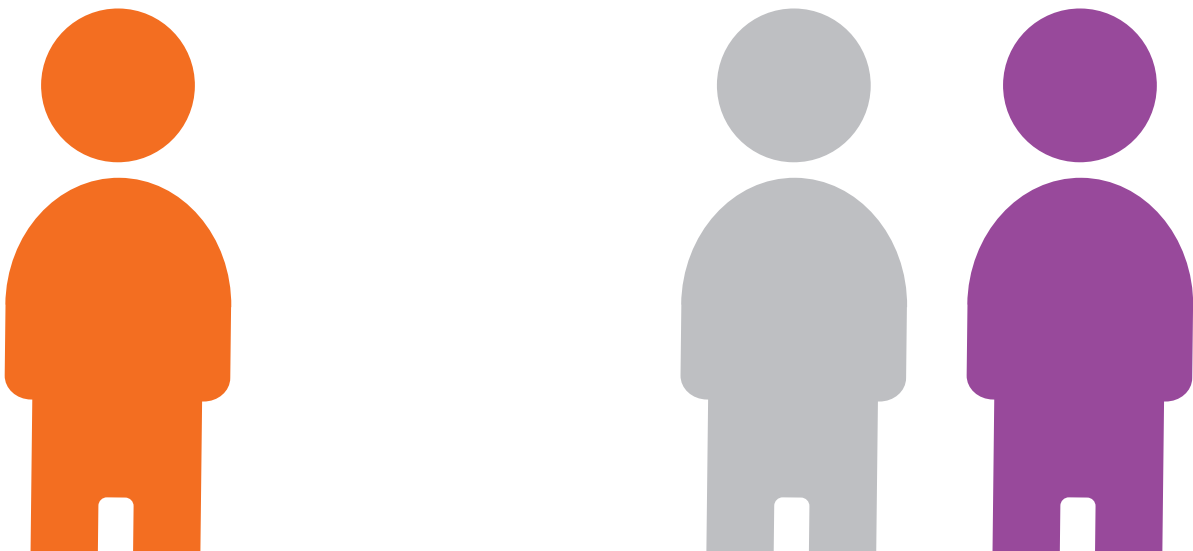
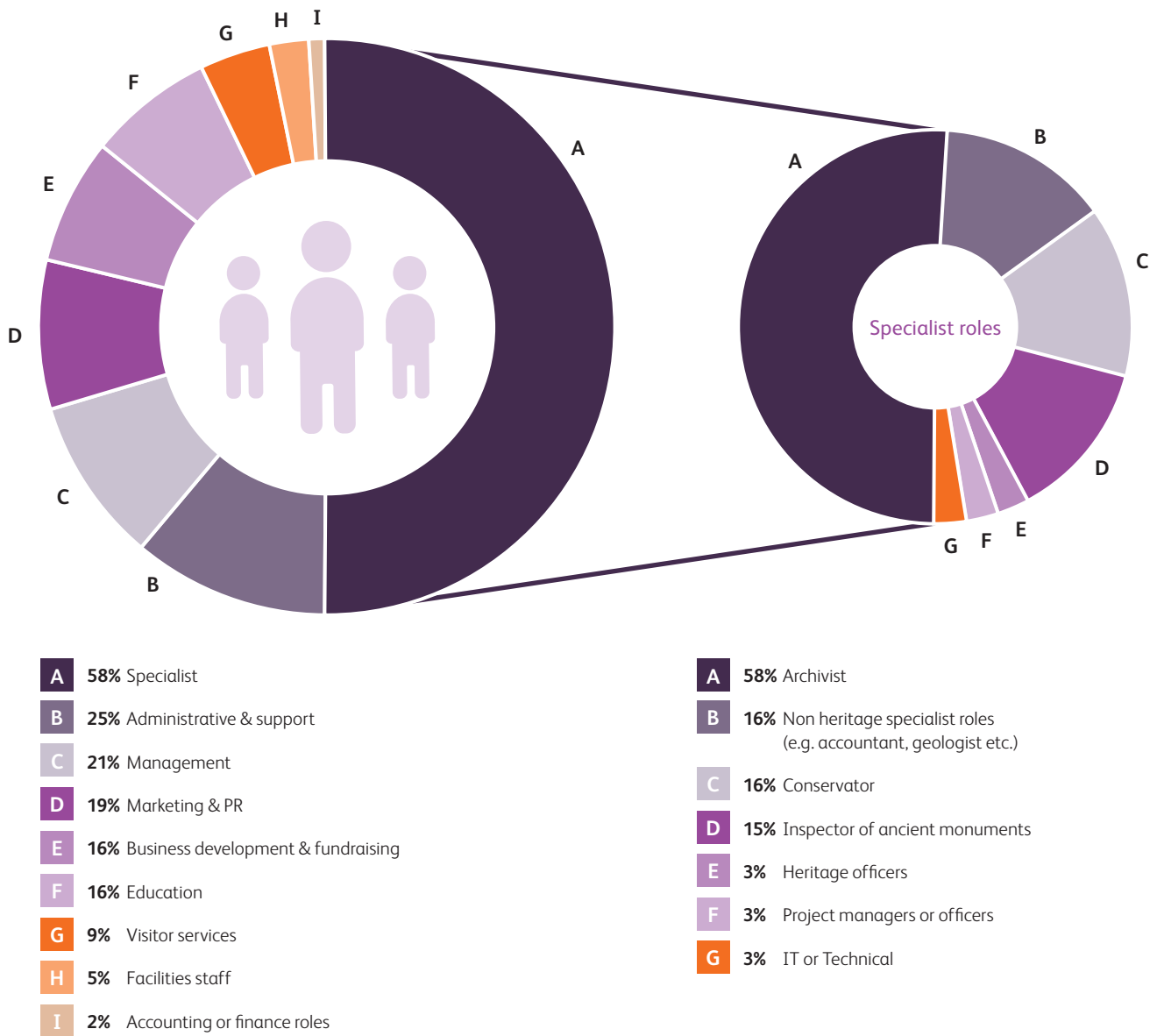


Figure 13:
Libraries and archives – roles in which skills gaps are present



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C16)
 Note: as respondents could give more than 1 response totals may be greater than 100%.

The main skills and knowledge cited as lacking amongst archivists were: digital preservation and management and basic IT skills. Of similar concern for libraries and archives were:

- Admin & Support – lacking skills and knowledge such as: Basic IT literacy, MS Office (or similar) packages, social media, website design and E-commerce.
- Management – lacking skills and knowledge such as: senior strategic leadership, project management, HR/Personnel, market research and identifying sources of opportunity.
- Marketing & PR – lacking skills and knowledge such as: social media, website design, management and optimisation, pitching and negotiation, international marketing, networking and PR and press.

The in-depth interviews also highlighted a number of skills shortages in terms of the future challenges resulting from these skills gaps:



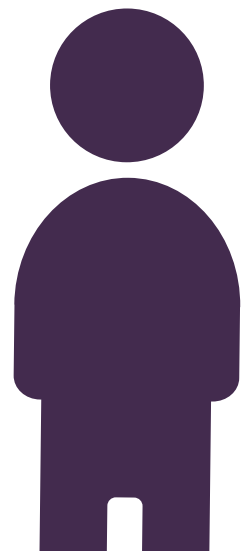
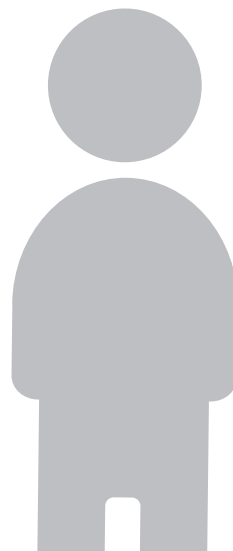
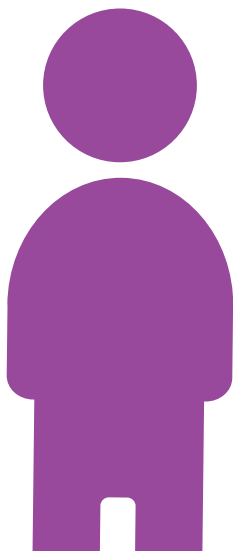
“There aren’t many archival conservators – those that there are will probably be retiring soon. So we’re facing a major skills shortage there. They were previously trained in-house by existing conservators – but employers are not giving people time off to attend training sessions”

(an archives organisation representing the UK sector).



“Many of those working in archives aren’t that interested in the development of their careers. They’re quite happy with where they are. They’re prepared to stay there for 30 years. They’re motivated by the job, and have no desire to move up the food chain”

(an archives organisation).



5.5.5 Membership organisations and statutory staff

For membership organisations and statutory staff, the key roles mentioned as part of the field extension interviews included marketing & PR, business development & fundraising and specialist roles (particularly conservation specialists, landscape architects and chartered surveyors with a conservation specialism).

The main skills and knowledge cited as lacking included:

- Marketing & PR – lacking skills and knowledge such as: social media and website design, management and optimisation.
- Business development & fundraising – lacking skills and knowledge such as: project management, identifying sources of opportunity, identifying opportunities, budget planning and identifying sources of finance.
- Specialist roles – lacking skills and knowledge such as: conservation of historic buildings, advising on the maintenance of historic buildings that are open to the public, project management and budget planning.

Interviews with the Society for the Protection of Ancient Buildings (SPAB), English Heritage, CADW, the Northern Ireland Environment Agency (NIEA) and Historic Scotland also indicated that as a number of these skills issues are well known, they are developing training courses to try and combat them. SPAB, for instance, runs courses ranging from seminars to discuss issues to practical metal work conservation training to a Craft Fellowship programme. These are targeted at a range of skill levels (i.e. from amateur to specialist). English Heritage run two main training programmes – Historic Environment Local Management (HELM) training and a specialist skills programme. The latter includes a number of training courses, covering a broad range of specialist skills, from remote sensing to geophysical surveys to radio carbon dating.



5.5.6 IT and digital skills

IT and digital skills were recurrently noted as a specific skills issue across the sector. In-depth conservation interviewees observed that:



“Conservation is finding it difficult to keep up with developing technologies, which it needs to do. Some of this is to do with conventions with conservation – heritage sector is finding it difficult to confront new technologies, particularly in libraries and archives, where widening access and using digital formats – all new developments – move fairly slowly into the sector – although individual workers may feel overwhelmed this is really slower than in other professions”

(a conservation specialist based in England).



“[Landscape architecture] practices need to keep technology skills up to date and be aware of not getting left behind and realising this too late. I am also leading a campaign about understanding integrated water management as knowledge and capacity is not where it should be”

(a landscape architect based in England).

Similar observations were made by a respondent working in archives, where digital archiving presents a major challenge:



“We don’t have the resources to cope with what we already have. Digital material only lasts 10 years: it needs to be sorted out to be kept, copied and checked. It’s getting to be one hell of a task for archives, which is already stretched. IBM says that 90% all the World’s information has been created in the last three years. Archivists need training in order to deal with this”

(an archives organisation representing the UK sector).



Developing skills in digital technology is felt to be important in terms of increasing digital content and generating interest elsewhere. As one conservation manager put it: “there’s no escaping the need to understand digital technology”. Its applications were regarded as ranging from managing and surveying heritage, to connecting with communities via social networking:



“We need more progress. It’s taken such a long time for museums to move online. But they’re caught up in “Welcome to the Museum” websites – not really encouraging visitors to see the “real stuff”. The new technology isn’t being used to generate follow-up visits”

(a museums and art galleries director based in Wales).

Some respondents blamed the lack of follow-up after training:



“Training can be less effective through the lack of the application of skills; (as) trainees are provided with the technical knowledge but it is often difficult for them to (as they are not encouraged to learn how to) apply this in practice”

(Historic Scotland).

Others assumed that the sector depended on new entrants who already possessed the relevant skills:



“They need to be digitally savvy. Our new entrants tend to be young, newly graduated and come to us with experience of social media and technology – especially in terms of moving up management levels”

(a museums and art galleries director based in England).

But while digital skills are regarded as “key”, the sector remains unclear about precisely how to use digital media.



“Technology is changing land use patterns, with huge implications for cities, towns, rural areas. This is about how we live, work, use leisure time and travel. We need to take a strategic view of this and where heritage fits within this agenda”

(a planning consultant, England).

5.5.7 Drivers of skills gaps

When asked why skills were lacking, the most common responses overall were:

- Lack of experience in the job (18%)
- Lack of relevant training available and insufficient budget for training (each 17%)
- Insufficient time for training (15%)

While these trends were generally similar across the different regions and business sizes, there were some evident variations across sub-sectors, as shown in Table 15. In order to highlight similarities and differences across sub-sectors, the top three drivers in each have been shaded.

Table 15:
Reasons for skills gaps

Reasons for skills gaps	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Lack of experience in the job	18%	22%	8%	22%	11%
Lack of relevant training available	17%	20%	19%	14%	24%
Insufficient budget for training	17%	4%	7%	20%	20%
Insufficient time for training	15%	13%	23%	16%	10%
Difficulties keeping up with the pace of change in the sector	11%	17%	18%	7%	6%
Do not or can not employ any staff with these skills (general)	7%	5%	4%	9%	9%
Insufficient quality of candidates in the labour pool when recruiting	6%	14%	9%	5%	4%
Education does not teach people how to do a job	6%	6%	11%	4%	2%
Age of staff	4%	8%	2%	4%	12%
Skills are not required very often	4%	3%	4%	6%	2%
Lack of formal progression routes/career path for the role	3%	7%		2%	10%
The requirement to work across different roles	3%	2%	3%	2%	1%
Come from different background (i.e. trained in other areas)	2%	4%		4%	1%
High staff turnover	2%	3%		4%	0%
Don't know	5%	3%	12%	4%	2%
Other	11%	4%	6%	12%	22% ⁷¹
Number	425	36	82	200	94

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

⁷¹ This included being unaware of opportunities or receiving a lack of advice on CPD available for the role.

It is interesting to note the clear variation between archaeology and conservation and the rest of the sector. Organisations in both sub-sectors were much less likely to mention insufficient budgets for training as a reason for skills gaps. Later in the report, Table 20 (page 96) shows that these sectors are slightly more likely than others not to set a training budget; without a budget in place it is difficult for someone to comment on its sufficiency.

Keeping up with the pace of change is a more pressing issue in these sub-sectors. As noted in section 5.5.6 this is pressing in terms of IT & Digital skills, but also in terms of business models and markets. For example:



“The archaeological profession underwent a significant shift towards commercialisation during the 1990s when the local authority planning process first incorporated archaeology. This created a competitive market for tenders and improved the commercial awareness of archaeologists. However, as competition drove down prices and margins, this stretched the business models and led to reduced training and professional development budgets”

(The Council for British Archaeology (CBA)).

Archaeology respondents were also more likely to state that skills gaps resulted from there being an insufficient quality of candidates in the labour pool when recruiting (14% compared to 6% average). Whilst this is technically a skills shortage, it is perhaps the case that insufficient training upon appointment means these issues become embedded.

In areas where experience through paid work is used to maintain accreditation, market changes can have a very direct impact:



“It is very challenging to find the time at the moment to do the work required for accreditation as we are working hard to keep the business going. Ten to fifteen years ago there were big public sector/National Trust projects that small practices could get involved in and five to six years ago this became more difficult”

(a conservation architect based in Wales).

Planning and other related services were more likely to mention the age of staff as a reason for skills gaps (12% compared to 4% average). This was reflected in the in-depth interviews.



“The workforce is relatively older, grew up without computers, and is finding it difficult to deal with [developing technologies]”
(a conservation specialist based in England).

Whilst progression routes did not rise to the top in the online survey, these were of significant concern for a number of in-depth interviewees. They referred to staffing models that either prevent opportunities for people to develop or which encourage silo working (which entrenches skills issues).



“Career progression routes are not well defined in the independent museums sector, and there is a tendency to employ people who have developed skills – particularly entrepreneurial skills – in sectors outside independent museums [rather than promote or retrain existing staff]. There is an implicit recognition that it’s easier to teach entrepreneurial people about cultural heritage than it is to teach cultural heritage people about entrepreneurialism”
(Association of Independent Museums (AIM)).



“Progression routes are not uniform; individual firms tend to have idiosyncratic requirements that prevent employees from transitioning from one firm to another. This has reduced labour market dynamism and seen people remain in posts for too long”
(The Council for British Archaeology (CBA)).

A number of issues specific to progression for ‘mid-careerists’ (i.e. those who have been in post for a number of years) were identified. This was particularly evident in cultural heritage institutions. Interviewees suggested that mid-careerists needed to be:



“Politically savvy; [have] financial skills; understand the broad policy agenda and its relationship to the library service; presentation skills and advocacy; inner confidence; leadership and networking”
(a library based in England).



“Business and advocacy are really crucial. Mid-careerists especially need to be able to talk coherently about the subject. The problem with the sector is that it’s creative, chatty: we waffle. To be strategically effective, we need to get to the point quickly”
(a museums and art galleries director based in Wales).



“... what people need to move up is a greater understanding of how local authorities work, and the context within which they operate. They need to understand whatever supports the corporate agenda and the wider focus. They need to understand emerging trends in professionalism – moving into a new context; mentoring; supervision – HR issues“

(a libraries service leader based in Wales).

In many respects, those working in cultural organisation were expected to be self-motivated. But interviewees reported that



“...specialists tend to cocoon themselves. They assume that it's their job to protect their role and their collections – the things that they value themselves. They put themselves on a pedestal. We cannot afford that. They need to develop a portfolio of skills, become more effective advocates within the local authority for whatever they want to do...”

(a library service manager, Wales).

5.5.7 Impact of skills gaps

Organisations note a much broader range of impacts from skills gaps than skills shortages (see section 5.2.1, page 49) and are less likely to consider there to be no impact from a skills gap than a skills shortage (11% compared to 18%). This is perhaps to be expected, since there are comparatively so few shortages. However, the top three impacts across the sector remain the same:

- Falling below capacity and unable to work to their full potential (31%)
- Disruptions to workflow (25%) and
- Increased workload for others (19%)

Skills gaps tend to create a less acute increase in workload for others than skills shortages (19% compared to 31%), but are more likely to mean falling below capacity and being unable to work to full potential (31% compared to 25%).



Table 16:
Impact of skills gaps on individuals/organisations/teams

Impact on team/organisation	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Falling below capacity and unable to work to full potential	31%	39%	28%	34%	12%
Disrupts workflow	25%	19%	16%	29%	28%
Increased workload for others	19%	21%	14%	19%	25%
More work is outsourced	12%	25%	7%	9%	33%
None	11%	6%	18%	6%	12%
Delays to developing new products or services	10%	14%	6%	10%	12%
Turned away business	8%	4%	18%	6%	9%
Increased operating costs	5%	5%	7%	5%	6%
Difficulties meeting quality standards	4%	3%	3%	3%	9%
Difficulties introducing new working practices	4%	7%	1%	6%	2%
More time and money has to go into training	3%	3%	3%	0%	3%
Reduced image or profile	3%		1%	5%	0%
Business cannot continue without the skills	2%	3%	1%	1%	2%
Staff morale is lower	1%		0%	1%	
Don't know	3%	3%	7%	4%	0%
Other	4%	1%	7%	6%	0%
No relevant answer	1%		2%	1%	0%
Number	425	36	82	200	94

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.



Archaeology and planning and other related services show an interesting variation from the trend, in that outsourcing appears to be a common solution to skills gaps, rather than allowing disruption to workflow or falling below capacity to have too much of an impact.

Conservation organisations were considerably more likely than any other to turn away business as the result of a skills gap (18% compared to an 8% average), but also most likely to consider that skills gaps had no impact on their business. This may be explained by the fact that many of these organisations are sole traders, for whom a skills gap either constitutes an element of service that is simply not available (and therefore not perceived to be a gap or to have an impact) or an element of service that they would like to make available, but can't do so currently (and therefore have to turn away business).

5.6 DEVELOPMENT OF EXISTING STAFF AND PROVISION OF TRAINING

5.6.1 Types of training offered

The majority (58%) of respondents in the historic environment and cultural heritage sector indicated that the main type of training offered to their staff was 'on the job' training with support from a colleague. Just under a third (31%) indicated that they also offered either part-time or short courses without a qualification, or coaching or mentoring by an experienced colleague. 21% offered part-time or short courses with a qualification.⁷² It should be noted that 14% of employers provide no training, a figure that rises to almost a quarter (24%) in planning and other related services. Table 17 shows the variations across sub-sectors, shaded cells show the consistent pattern across the sector.



⁷² Note: respondents could give more than one answer to this question and so totals are greater than 100%.

Table 17:
Types of training offered by employers

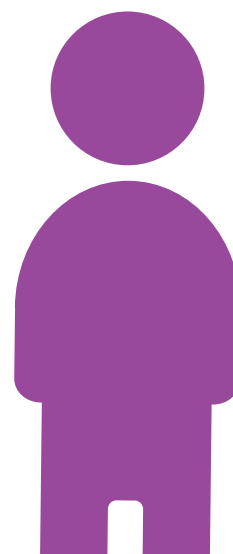
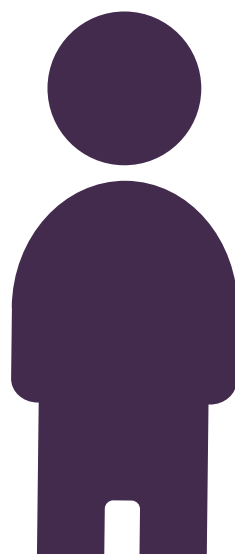
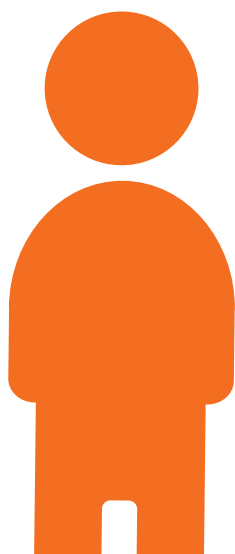
Training offered	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
'On the job' training with support from a colleague	58%	69%	58%	66%	44%
Part-time or short courses without a qualification	31%	41%	23%	34%	30%
Coaching or mentoring from an experienced colleague	31%	53%	29%	32%	28%
Part-time or short courses with a qualification	21%	29%	19%	19%	26%
CPD	12%	5%	22%	2%	19%
Vocational accredited training	12%	13%	16%	10%	15%
Networking	10%	23%	9%	9%	11%
Courses, not specified whether leading to a qualification	5%	3%	3%	7%	6%
Online tutorials	3%	8%	1%	4%	3%
Adult education classes	3%	6%	3%	3%	3%
Council training schemes	2%	4%		3%	3%
Induction day weekend	2%			3%	1%
Health and Safety training	2%	4%	1%	3%	0%
None	14%	15%	10%	14%	24%
Don't know	0%		1%		0%
Other	4%	7%	3%	5%	3%
Number	1,010	74	229	470	237

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

Variations of interest across sub-sectors are:

- **Archaeology:** 23% offered training via networking opportunities (compared to a 10% average). This pattern was similar across the different regions and business sizes, although businesses based in the West Midlands and larger businesses were more likely to offer part time or short courses with a qualification than in other regions and amongst smaller firms. This sub-sector is also more likely to make use of online tutorials and adult education classes.
- **Conservation:** 22% offered CPD training, 19% offered part time or short courses with a qualification and 10% offered no training. Conservation organisations are the least likely not to offer any training at all. This pattern was similar across the regions, professions and business sizes, although smaller businesses and those based in Wales were the most likely to offer no training.
- **Cultural heritage institutions:** 19% offered part time or short courses with a qualification. 14% of these organisations also indicated that they offered no training. This pattern was similar across the different regions and business sizes, although businesses in Northern Ireland and smaller businesses were the least likely to offer part time or short courses with a qualification.
- **Planning and other related services:** Whilst 26% offered part time or short courses with a qualification and 19% offered CPD training, 24% offered no training. This pattern was similar across the regions, professions and business sizes, although smaller businesses and those based in London and Scotland were the most likely to offer no training.



In general, membership bodies and historic environment and cultural heritage statutory organisations tend to offer a similar range of training opportunities to their staff as the broader sector. The general approach taken⁷³ is to provide induction training at entry and to identify emerging training needs through a regular review process. For example:



“In order to develop training and skills needs within the organisation, we follow both a top down and bottom up approach, whereby department leads meet to identify strategic needs and changes which may impact on the organisation as a whole, and individuals identify their own skills needs through development reviews and through their own initiative. Bringing the needs of both the organisation and the individual together allows for an overarching view of what training is required”
(English Heritage).



“In terms of developing the skills of current staff, an internal review process is carried out to identify an individual’s skills needs and the required training is sought. Over the years, the format of this training has varied greatly and the most appropriate method is selected according to the individual’s needs, including sabbatical periods in other organisations, Degree Courses, short courses and internal leadership development training which is considered to provide comprehensive support for career development. This focus on training and development is considered to be beneficial to the workforce in terms of supporting staff to fulfil their potential and to motivate staff members”
(Arts Council England).



⁷³ Noted by CADW, The Royal Commission on the Ancient and Historical Monuments of Wales, English Heritage, Arts Council England, Historic Scotland and the NIEA.

Clearly these organisations operate at a size and with organisational structures that are very different to the majority of organisations in the sector. However, the focus on supporting Continuing Professional Development (CPD) is one that resonates throughout, though in some cases the emphasis on responsibility to lead this process is slightly different. For example, in areas where individuals are required to maintain chartered status, CPD training is crucial – if not essential. For example, professional indemnity insurance, essential for contracts, requires evidence of chartered status in the conservation and planning and other related services sub-sectors. In these professions the responsibility to train and develop is very clearly that of the individual:



“All Chartered surveyors are required to undertake 20 hours minimum CPD annually to maintain Chartered status. Conservation status is re-assessed every 3 years. It is not possible to get Professional Indemnity insurance without chartered status. There are plenty of ways for people to undertake CPD to maintain and develop skills and knowledge – one day course run by heritage bodies, networking, conferences, observation/shadowing building craft specialists, projects with other professionals, product manufactures, journals, RICS [Royal Institute of Chartered Surveyors] conferences and CPD events. Also RICS have an on line academy”
 (a chartered surveyor with a conservation specialism based in England).



“CPD is an on-going requirement for RIBA [Royal Institute of British Architects] and AABC [the register of Architects accredited in building conservation] with 5 year CPD plans and recording CPD. This is based on practical work, reading, attending seminars, keeping abreast, really you are learning all the time”
 (a conservation architecture organisation based in England).



However, one conservation respondent in particular indicated the lack of specialist training courses in the sector:



“There is a lack of specialist courses, which can be challenging. The Garden History Society runs courses but it is a question of what and at what level, who is it aimed at. [Courses are] often more general interest not professional level – [when you are looking for professional courses] you then get what is available. If a project requires particular knowledge and there are no courses [then it’s a case of] book research, journals, looking at similar projects, speaking to other specialists”

(a landscape architect based in England).

This was also true of other sub-sectors: one respondent from an archaeology organisation, in particular, highlighted that there were no relevant training courses for mid-careerists. It was even suggested that mid-career archaeologists develop skills by chance:



“[It tends to be] By chance. On-site supervisor is the level where it is most difficult – where there is least training, but there is the greatest need”

(an archaeology businesses based in England).

The dominance of internal training and mentoring may also in part be explained by a reduction in training budgets within the sector. One respondent suggested as a result of this issue, training options have tended to disappear:



“people have to adapt to survive. They can look to peer advice and mentoring. There are no single providers/one-stop-shops”

(a museum based in England).



Some regarded mid-careerists as needing to be both self-motivated and self-sufficient in this regard:



“People largely have to develop themselves. It’s not necessarily a question of moving to a different job – but seizing the opportunities that present themselves. That’s the hard thing about it. You’d never get a job in a museum managing a capital development project, without having got previous experience. You can only do that in your present job – even if it’s not in your job description”

(a museums services director, England).

Several interviewees indicated that many of those working in cultural organisations had no appetite to progress:



[While management training is provided] “it’s a bit of *bête noir* for many people... We’ve run a series of bursaries to encourage people to go on management training. But there was virtually no take up. It’s rather alarming. Employers are refusing to give people the time off to attend. It really is that short-term”

(an archives organisation).



“In small museums run by volunteers or single-manned, people say that they can’t leave the site. They could book onto online courses. But for most of the people we’re talking about, this is outside their comfort zone. It’s a problem for those who’ve been around for a long time: they’re the wrong demographic for online courses”

(a museums and art galleries director based in Wales).



“When we’ve advertised senior roles, we only ever attract applications from people in neighbouring authorities. There are other issues about moving up: people don’t want to take on the flack of running a service. You have to be really tough to deal with managing closures and to withstand the campaigns, which can be both nasty and personal. It’s not worth it for another £2k or so per annum

(a library service manager, England).

5.6.2 Training for unpaid staff

Over 50% of respondents both overall and across the sub-sectors indicated that they offered the same training to their unpaid staff as they did to their paid staff (as shown in Table 18 below):

Table 18:
Access to training for unpaid staff the same as offered to paid staff

Access to training for unpaid staff the same as offered to paid staff	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Yes	61%	56%	58%	59%	56%
No	39%	44%	42%	41%	44%
Total	100%	100%	100%	100%	100%
Number	403	29	35	314	37

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)



For those who offered different training for their unpaid staff, 68% of overall respondents offered 'on the job' training with support from an experienced colleague and 34% offered coaching or mentoring from an experienced colleague. Far fewer of these organisations offered part time or short courses with/without a qualification to their unpaid staff.

Table 19:
Types of training offered to unpaid staff, if different to paid staff

Training offered	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
'On the job' training with support from a colleague	68%	88%	52%	67%	86%
Coaching or mentoring from an experienced colleague	34%	79%	27%	41%	31%
Part-time or short courses without a qualification	7%	23%	1%	6%	
Part-time or short courses with a qualification	4%			4%	
Free online tutorials	4%		10%	3%	6%
Induction day weekend	3%			4%	
Courses with/without a qualification	3%			4%	
Adult education classes	2%	2%		1%	
Vocational accredited training	2%			2%	
Health and Safety training	2%			1%	
None	10%		9%	9%	2%
Don't know	1%				6%
Other	12%	10%	21%	14%	
Number	158	13	15	130	16

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

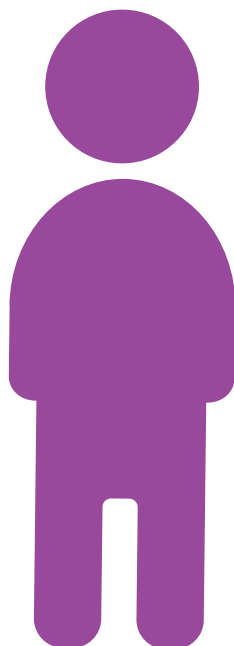
Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

Across the sub-sectors, the trends were very similar, however cultural heritage institutions were found to offer a much broader range of training to their unpaid staff than other sectors, likely to be driven by the fact that they have comparatively high levels of volunteers. Archaeology respondents were also the most likely to offer part-time or short courses without a qualification to their unpaid staff, with 23% offering this compared to an average of 7%. Interestingly, conservation organisations are much more likely to use online tutorials for volunteers than themselves.

A key driver for informal and on the job training for volunteers is that often, the training required is very specifically related to the activity they are volunteering for, and as such it is provided on a needs basis, rather than as part of a development plan:



“Volunteers are not typically included in the same (training) process as permanent staff as the majority of roles undertaken by volunteers can be supported by (providing) on the job training which allows volunteers to undertake particular activities. The work and technical skills developed through these roles are however often transferable to other areas. Volunteers are also offered relevant training such as map reading skills which can be used outside of their work for us”
(Historic Scotland).



5.6.3 Training budgets

When respondents were asked about their annual training budget, the majority of respondents (60%) indicated that they did not have a training budget, 17% don't know and 17% of those who did stated that this was below £5,000 per annum. Smaller organisations (with fewer than 24 staff) were the least likely to have a training budget and larger organisations (with over 100 staff) were the most likely to have budgets of £10,000 or more.

That 23% of the sector has a budget for training compares relatively favourably to the economy as a whole. In the *2011 UKCES Employer Skills Survey* 29% of employers had a training budget, dropping to 22% if an SME.⁷⁴

Table 20:
Training budgets

Training budget	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related service
Have a training budget	23%	22%	15%	25%	25%
<i>Less than £1,000</i>	7%	6%	5%	9%	4%
<i>£1,001 – £2,500</i>	6%	3%	3%	8%	4%
<i>£2,501 – £5,000</i>	4%	11%	2%	4%	7%
<i>£5,001 – £10,000</i>	2%	2%	2%	1%	7%
<i>£10,001 +</i>	2%		3%	3%	3%
Do not have a training budget	60%	66%	68%	59%	50%
Don't know	17%	12%	17%	17%	25%
Total	100%	100%	100%	100%	100%
Number	1,010	74	229	470	237

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

⁷⁴ UKCES, (2011), *Employer Skills Survey*: Table 86/ 1 – Whether establishment has a business plan, training plan, and/or a budget for training expenditure.

By sub-sector, the training budgets are outlined below:

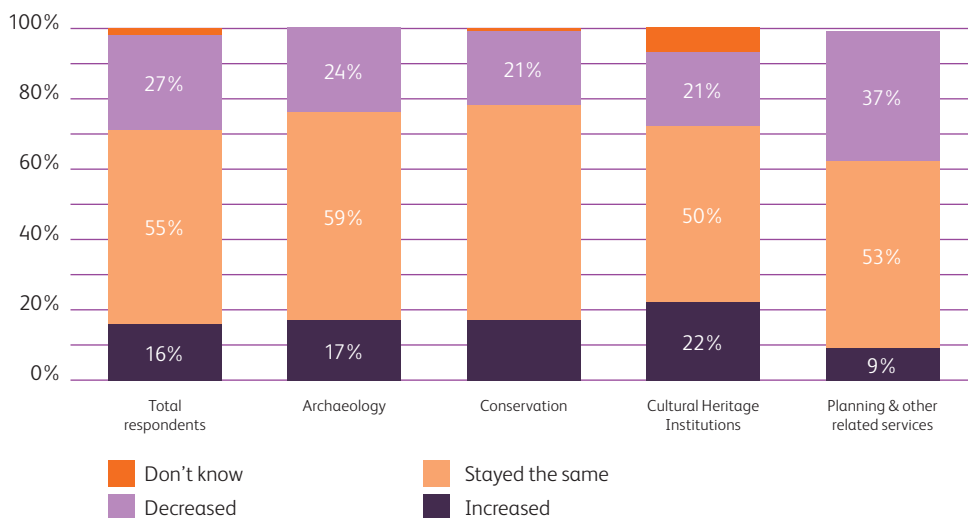
- **Archaeology:** Overall, 66% of archaeology respondents indicated that they did not have a training budget and 20% had a budget of less than £5,000. While this pattern was similar across businesses of all sizes, organisations based in Northern Ireland, London and the North West were the most likely to state that they had no training budget.
- **Conservation:** Overall, 68% of conservation respondents indicated that they did not have a training budget and 10% had a budget of less than £5,000. Over 80% of conservation architects and conservators of art and artefacts had no training budget, as did organisations/individuals based in the East Midlands, Wales and Scotland.
- **Cultural heritage institutions:** Overall, 59% of cultural heritage institutions indicated that they did not have a training budget and 21% had a budget of less than £5,000. 82% of galleries did not have a training budget and over 70% of cultural heritage organisations in the East Midlands and the South East did not have a training budget. Smaller organisations were also more likely not to have a training budget than larger organisations.
- **Planning and other related services:** Overall, 50% of planning and other related services respondents indicated that they did not have a training budget and 15% had a budget of less than £5,000. While this pattern was similar across the different regions and business sizes, architectural historians and organisations with 1 employee were found to be the least likely to offer training.



5.6.4 Changes to training budgets

Overall, 55% of respondents who have a training budget indicated that it had stayed the same over the last three years, 27% had experienced a decrease in their budget and 16% had experienced an increase.

Figure 14:
Changes to training budgets



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C17)

Given the small number of respondents who had seen a change in budget (either an increase or a decrease), the following table explores the impacts of change for the sector overall, rather than by sub-sector. Table 21 shows the impacts of an increase in training budget and the proportion of employers giving this response. Where a direct opposite was quoted in the event of a decrease, this is given on the right. In some cases, a direct opposite to an impact is not available, in which case the opposite column is blank.

The most common impacts of increases in the training budget were employees being able to work to their full potential (24%) and having a more motivated workforce (19%). This compares to 15% of respondents feeling that a decrease in budget made employees unable to work to their full potential, and 8% who referred to lower morale.

Table 21:
Impact of changes to training budgets

Impact of increase in budget	% response	Impact of decrease in budget	% response
Able to work to full potential	24%	Falling below capacity and unable to work to full potential	15%
		Increased workload for others	12%
A more motivated workforce	19%	Lowered staff morale	8%
Adapt to new technologies and ways of working	16%	Difficulties introducing new working practices	2%
Developed new products or services	14%	Delays to developing new products or services	2%
Improved quality of work	11%	Difficulties meeting quality standards	3%
No impact	11%	No impact	25%
Allowed us to do more training	11%	Fewer opportunities for staff to develop	12%
		Have to be more specific in the training we do	8%
		We look for cheaper or free training	7%
		Training is more closely monitored	3%
Less work is outsourced	5%	More work is outsourced	0%
Having to do more training drains our resources	5%		
General improvement	5%		
Allows for greater networking	5%		
Decreased operating costs	3%	Increased operating costs	3%
		Have to adapt our work to lower income levels	3%
Increased recognition	3%		
Don't know	11%	Don't know	13%
Number	37	Number	60

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/S12)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.



While the majority of historic environment and cultural heritage statutory organisations and membership bodies interviewed as part of the in-depth interviews had experienced a decline in their budgets, others, such as the Northern Ireland Environment Agency (NIEA), had managed to retain their budgets at the same level.



“Our training budget is very good and has invested well in core staff who, as a result are able to provide expert advice. In recent years, the training budget has held steady, allowing the organisation to fulfil its potential. Having continued support for training within Northern Ireland’s heritage sector has been important in enabling the sector to maximise its economic benefit in terms of maintaining sites for tourism and protecting the historic environment for future generations”
(NIEA, Built Heritage Team).

In a number of the in-depth interviews, respondents additionally raised concerns for the future of skills development in the sector in light of such reductions.



“Budgets are a problem – people don’t have funding for training and don’t know what they don’t know for example measuring social impact – people think this means ‘do people like heritage’. Lack of awareness is a big gap”
(a town planning organisation based in England).

The in-depth interviews also revealed that the historic environment and cultural heritage statutory organisations and membership bodies faced similar challenges to the broader sector.



“As training budgets have decreased in recent years and are expected to decrease further, a key impact of this reduction has been a reduction in the breadth of Welsh language training we are able to offer our staff. For instance, where previously the Commission was able to offer such training to beginners and those who had some knowledge of the Welsh language, training is now focussed more towards those who have some existing knowledge to develop their skills further, rather than beginner training. Some IT training courses and Health and Safety refresher courses have also had to be postponed to future years. The reduction in training budgets has also meant that the organisation has needed to be ‘smarter’ in what training it invests in and has needed to prioritise training needs more. This has also encouraged more collaborative working with other organisations to reduce overall costs, and has led the organisation to seek out free training offered through organisations such as CyMAL on a more regular basis”
(Royal Commission on the Ancient and Historical Monuments of Wales).

5.7 THE ROLE OF PUBLIC FUNDING

On average, just under 40% of organisations operating in the sector receive public funding, either through grants or direct funding. The most significant variations to this are in conservation and galleries (where less than 20% receive public funding) and museums (where more than 60% do).

Table 22:
Receipt of public funding

Sub-sector	Yes	No	Don't know	Total	Number
Museums	63%	35%	1%	100%	109
Archaeology	51%	48%	1%	100%	74
Historic sites	50%	48%	2%	100%	81
Libraries & Archives	50%	47%	3%	100%	183
Planning and other related services	40%	57%	2%	100%	237
Galleries	18%	79%	3%	100%	97
Conservation	9%	90%	1%	100%	229
Total respondents	39%	59%	2%	100%	1,010

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/S16)

It's important to note that the low proportion of organisations in conservation and galleries receiving public funding means that the base sizes for the analysis of these sectors in this section are low. In some cases, therefore, additional commentary is not provided for these sub-sectors.



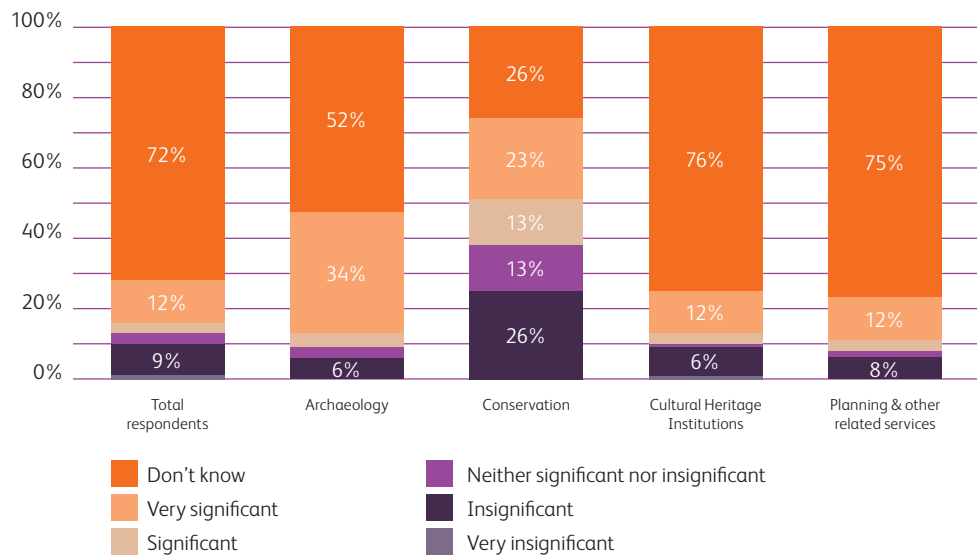
Differences according to location and organisation/business size include:

- **Archaeology:** Trend was very similar across the board, although organisations with a high number (250+) unpaid staff were more likely to receive public funding. Organisations/teams based in the West Midlands, East Midlands, North West and North East were more likely to receive public funding than in other regions.
- **Conservation:** Trend was very similar amongst all business sizes, professions and regions, although businesses in the North West were the most likely to receive public funding with 48% indicating they received this, compared to the 9% average.
- **Cultural heritage institutions:** Overall, 47% of cultural heritage institutions stated that they received public funding. This trend was very similar across the board, although 80% of businesses with 101-250 staff and 75% of those with 251-499 did receive public funding, as well as 70% of cultural heritage organisations in the North East. Galleries were the least likely sub-group to receive public funding, with only 18% receiving this compared to an average of 47%.
- **Planning and other related services:** Overall, 40% of planning and other related services respondents indicated that they received public funding. This trend was similar across the different regions and business sizes however a higher proportion of organisations in the West Midlands (65%) and Northern Ireland (69%) received public funding than in other regions and 100% of the businesses with 500+ staff received public funding. There were also significant differences between the dominance of public funding amongst the various planning and other related services professions. For instance, while 73% of conservation officers received public funding, 100% of the surveyed architectural historians and 85% of chartered surveyors with a conservation specialism do not.



Those who indicated that they did receive public funding were asked how significant it was to the continued success of their work or organisation (both in terms of direct grant revenue and indirect sources). Overall, and across the different sub-sectors, the majority of respondents (across all regions and business sizes) felt that public funding was significant or very significant (as shown in Figure 15 below). This demonstrates that where it is provided, its role is perceived as crucial.

Figure 15:
Significance of public funding to the organisation's success



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

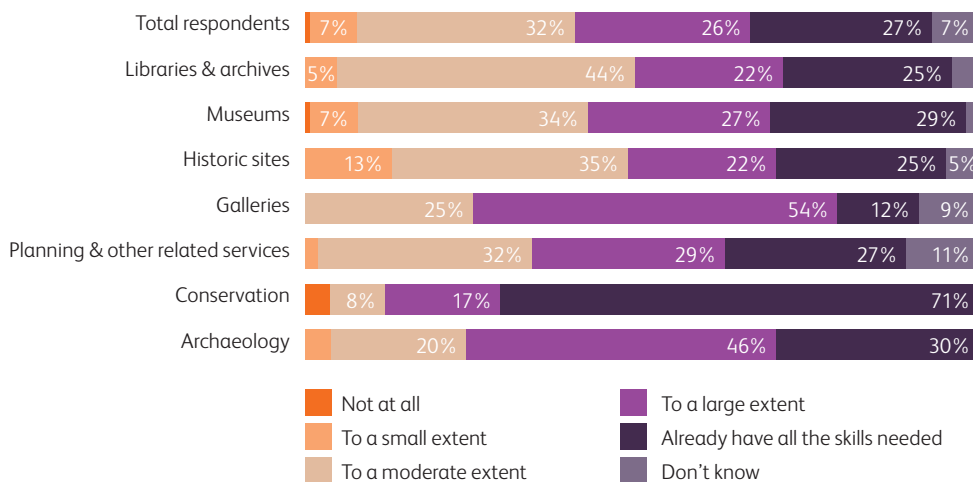


5.7.1 Impact of changes in public funding

Those in receipt of public funding were also asked if their delivery model had changed as a result of changes to public funding. Overall, the majority (61%) confirmed that their delivery model had changed and a further 16% anticipated that it would in the near future. This pattern was replicated in each sub-sector, with more than half of the respondents indicating either that changes had already occurred, or were expected.

When asked whether their organisations or teams had the skills to manage this change effectively, 27% affirmed that they had; 26% considered that they possessed these skills, to a large extent. As shown in Figure 16 below (with the exceptions of conservation and galleries which have low sample sizes) all sectors except archaeology followed a similar pattern. This was also very similar across different regions and business sizes.

Figure 16:
Whether organisation has skills necessary to manage change



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C19) NB. Bases low for Conservation (5) and Galleries (9).

- **Archaeology:** The majority of archaeology respondents felt that they either already had the skills to manage this change effectively, or had these skills to a large extent. Only 24% felt that they only had the skills to manage change to a small degree. This was particularly true of organisations based in the North West and the North East.
- **Cultural heritage institutions:** Libraries & archives and historic sites were the most likely to consider they only had the skills to manage change to a small or moderate extent. They were also more likely than museums not to know whether they possessed such skills. Museums were slightly more likely than average to note that they had all the necessary skills.
- **Planning and other related services:** The majority of planning and other related services respondents felt that they either already had the skills to manage this change effectively, or had them to a large extent. A higher than average proportion of respondents in the North West, Scotland and the East of England however, felt that they possessed these skills only modestly. Interestingly, this group was the least likely to know whether the necessarily skills were available.

Going forward, the Heritage Lottery Fund and wider lottery system are seen as being crucially important in supporting on-going development:



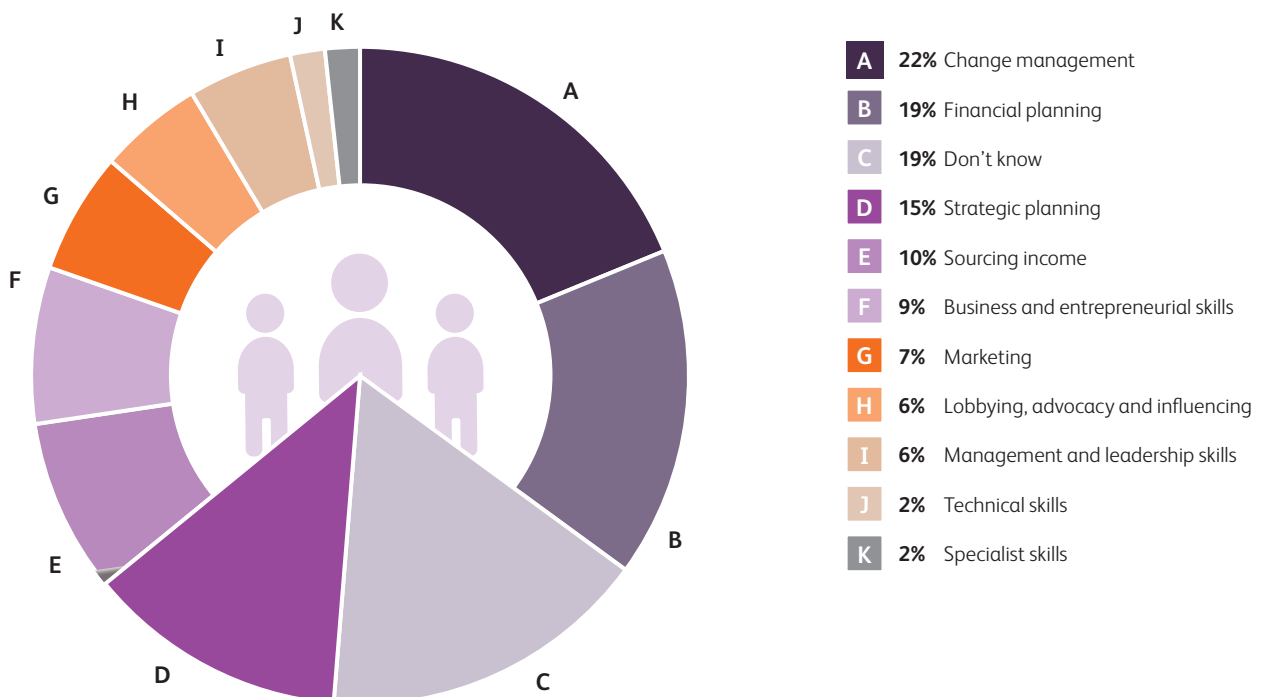
“The recession took about 3 years to have an impact on our business and hopefully it is getting better. I have two less staff than I did. Many practices have closed or stripped back. The most positive thing has been the role of HLF in Wales [in providing funding for heritage projects], which has been very important to conservation and businesses”
(a conservation architect based in Wales).



“Lottery funding is significant and is probably insulating the [conservation] sector from the wider recession. Similarly organisations with substantial public funding and/or private income e.g. Royal Palaces, Oxbridge Colleges are major clients”
(a conservation engineer based in England).

As shown in Figure 17 below, the key skills required to manage change by those who did not consider they already had them included: change management, financial and strategic planning and sourcing income. However, 19% of respondents – whilst clear that they were lacking skills were unable to state what these were.

Figure 17:
Additional skills needed to manage change



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C20)

Looking at the responses across regions, respondents based in the North West, Yorkshire & the Humber, South East and the East of England were the most likely to state that they needed more staff to manage change. Respondents in London, Scotland and the East Midlands were the most likely to mention financial planning as a key skill needed, as were larger organisations (with 250-499 staff).

The patterns were generally consistent by sub-sector. The variations include:

- **Archaeology:** 41% noted a need for strategic planning skills, 16% require financial planning skills and 12% require skills in change management. While these trends were generally similar across the regions, 50% of organisations in the East Midlands were concerned about management and leadership skills and a higher proportion of organisations in Yorkshire and the Humber, Wales and the East Midlands were concerned with marketing/PR skills.
- **Cultural heritage institutions:** Museums and historic sites were less likely to note a requirement for change management (19% and 14%) and more likely to note financial planning (25% and 27%). Museums and libraries & archives were less likely not to know what skills were needed (12% and 11%). While these trends were generally similar across the regions, cultural heritage institutions in Northern Ireland and Scotland were more likely to mention marketing skills as key to managing change.
- **Planning and other related services:** 42% didn't know what skills were needed, were less likely to note change management or strategic planning skills were needed (both 7%) and more likely to note financial planning (27%). There were no significant differences across the regions/business sizes, although a higher proportion of conservation officers felt they would need change management skills compared to the average.

As a number of historic environment and cultural heritage statutory bodies and membership organisations receive public funding, which has tended to have been subject to significant change in recent years, their skills needs in terms of strategic, financial planning and change management skills echoed those of the wider sector. For the sector as a whole, it was also suggested that:



“Commercial skills and communication skills will become even more important as cultural heritage organisations are required to move towards a more business focussed and commercial structure. The increase in demand for digital skills is also expected to rise as more content is transferred online/via social media”

(Historic Scotland).

The in-depth interviews also suggested that collaborative and cross-sector working may become increasingly important as roles and working practices are forced to change in response to cuts.



“There will be more collaborative work with archaeology as people work across bigger patches and share expertise across local authorities. This is the only way to manage to take on a wider brief. A big issue in terms of the disciplines required”
(a conservation officer based in England).



“All staff have to be generalists now... [We] now need people with an overview”. This calls for what might be considered to be generalist, transferable skills – “communication, managing and motivating staff ...”
(a museums service leader based in England).

The Society for the Protection of Ancient Buildings also considered the concept of a generalist heritage skillset (referred to also by others as ‘heritage GP’) may become more important in the future given the current skills shortages (particularly for the mass market, such as owners of historic/listed houses). However, it is recognised that for larger sites it is likely that skilled specialists will continue be required.



A number of the statutory bodies and in-depth interviewees also emphasised the need for a general skillset that is required across the board. One conservation respondent noted that:



“Skills relating to management, quality, staff, are all the same across cultural heritage. If conservators think they are special they delude themselves. [For example] They need to develop skills in writing funding bids, in the use of “political speak” – confident and appropriate use of buzzwords”

(a conservator of art and artefacts individual based in Wales).

However, not all interviewees agreed about a generic skillset:



“I strongly resist the idea of a generic professional – we need the discipline specialists – it is multi-disciplinary working”

(a planner based in England).

When asked how they would obtain these skills, the majority of respondents overall stated that they would either offer internal training for existing staff in relevant roles (31%), external training for existing staff in relevant roles (27%) or recruit a new member of staff (13%). These trends were generally similar across business size, region and sub-sector. However 11% of planning and other related services respondents indicated that they would seek consultancy support from a specialist agency (compared to a 7% overall average).

Interestingly, however, 51% of archaeology respondents, 35% of planning and other related services respondents and 23% of cultural heritage institutions did not know how they would obtain these skills.



5.8 FUTURE WORKFORCE AND SKILLS NEEDS

In looking to the future, the majority (62%) of respondents stated that the ability to balance sector specialist skills and business skills would be important. Just over half (56%) also stated that very specific skills relating to their sector would be most important.⁷⁵ As Table 23 below shows, this trend was very similar across the sub-sectors. However, a higher than average proportion of conservation respondents stated that very specific skills relating to their sector would be important in the future.

Table 23:
Important skill sets for the future

Important skill sets for the future	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
The ability to balance sector specialist skills and business skills	62%	63%	54%	68%	61%
Very specific skills related to your sector	56%	53%	71%	47%	62%
A generalist understanding of heritage issues	45%	35%	40%	43%	46%
Transferable business skills	38%	31%	32%	44%	36%
Don't know	4%	8%	4%	5%	3%
Number	1,010	74	229	470	237

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

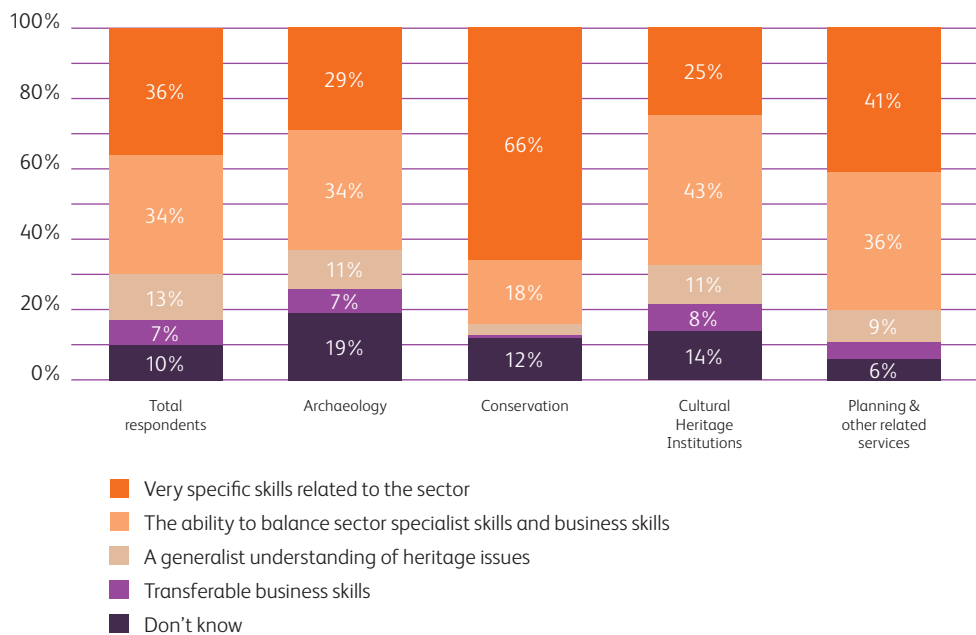
Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.



⁷⁵ Note: respondents could give more than one response to this question so totals are greater than 100%.

In order to ascertain which skill sets would be the most important in the future, respondents were also asked which of the above skill sets would be the most in demand. While the trends were very similar across business size and region, as shown in Figure 18 below, a higher than average proportion of conservation respondents felt that specific skills relating to their sector would be the most important going forward (with 66% stating this compared to an average of 36%). A higher than average proportion of cultural heritage institutions also stated that the ability to balance sector specialist skills and business skills would be the most important skillset in the future, (with 43% stating this compared to a 34% overall average).

Figure 18:
Most important skill set for the future



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C21)



In supporting the development of skill sets for the future, The Society of Chief Librarians suggested that professional associations are beginning to play a greater role:



“The Society of Chief Librarians has a role to play in this. People will need new resources and skills to manage that. Our Universal Offer⁷⁶ around health, reading, information and digital area, is something that libraries can deliver collectively. We’re aiming for a 90% sign up. This will be key to the success of future provision and shaping library services”.

Despite the broad recognition of the need to develop skill sets for the future, there is a need for clarity in terms of strategies to adopt, particularly in occupations that are not chartered or subject to validation or accreditation. A number of the in-depth interviewees also suggested that training courses would need to be developed in collaboration between training providers and businesses:



“Courses need to be developed where learning and working are integrated through museum and Higher Education joint working”.

However, some interviewees thought that partnerships with business would be key:



“We need to be more like social enterprises and businesses. I hope we don’t get to the point that we have lost all our local authority funding, but we need to imagine it. It’s not going to be a question of just riding things out until the economy improves. So we have to adapt”
(a museum based in England).



It is interesting to note the apparent divide in the sector between those who perceive that the specialist skill sets are most important going forward and those who feel that following a multidisciplinary approach is most important. What's clear is that very few people feel that business skills alone are key. As such it's likely that these findings reflect the importance of maintaining specialist skillsets, whilst simultaneously finding new ways of working that ensure sustainability. For example:



“In the future, the key skills needs will be strongly linked to the desire to promote community engagement with heritage sites, for which a number of sites will need to be sympathetically developed and appropriately conserved for public access. Currently, NIEA consider that there are shortages of archaeologists and architects who can conserve and develop ancient monuments for visitor access. The focus on visitor growth requires staff with skills and experience in community engagement, strategic and business skills. On the back of this, a broader range of specialist skills may be needed to support functions that the organisation has not needed/ engaged with before”

(Northern Ireland Environment Agency, Built Heritage Team).



“People are increasingly recognising the 'softer' skills required by the conservation specialist, with their emphasis on consultation and engaging and interacting with communities, though that should not lead to reducing the focus on the more practical aspects of the process, such as how best to respond to a derelict historic building”

(The Institute of Historic Building Conservation, (IHBC)).

This is reflected by the emphasis placed on planning for and managing sustainability and growth as a key business skill going forward (as shown in Table 24 below). For each sub-sector the top three skills needs are shaded to show the variation.



Table 24:
Business and enterprise skills needs

Skills	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Budget planning	21%	20%	17%	22%	15%
Identifying new and alternative sources of finance	20%	18%	10%	30%	10%
Planning for and managing sustainability and growth	19%	29%	21%	19%	19%
Diversifying current income streams	17%	20%	14%	21%	10%
Marketing and advertising	15%	15%	14%	19%	8%
None	14%	14%	19%	13%	23%
IT based skills	11%	6%	7%	15%	8%
Partnership building	10%	8%	3%	14%	13%
Human resource/personnel development	9%	10%	3%	10%	10%
Understanding and developing business models	9%	25%	6%	8%	6%
Developing future leaders	4%	2%	3%	6%	4%
Project management	3%	4%	1%	2%	5%
Communication	3%	3%	4%	2%	1%
Specialist skills	2%	2%	2%	2%	2%
Customer service	2%		0%	3%	0%
Bookkeeping and accountancy	2%	3%	3%	2%	0%
Don't know	9%	7%	15%	6%	11%
Other	11%	9%	12%	7%	28% ⁷⁷
Number	1,010	74	229	470	237

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

Note: as respondents could give more than 1 response to a number of questions, totals may be greater than 100%.

⁷⁷ Other responses given include project management, replacing the knowledge that has been lost through staff leaving, legal understanding, staff management, specialist skills, networking, time management, general business skills and recruitment skills.

By sub-sector, key variations are:

- **Archaeology:** Much more likely to state understanding and developing business models (25%), also above average in planning for and managing sustainability and growth (29% compared to 17%).
- **Conservation:** Much less likely to consider identifying new and alternative sources of finance as crucial (10% compared to 20%).
- **Cultural heritage institutions:** More likely to state identifying new and alternative sources of finance as a key skills need (30% compared to 20%). Unlike other sectors, diversifying current income streams was seen to be more important than planning for and managing sustainability.
- **Planning and other related services:** Planning and other related services mentioned a broader range of skills needs, and whilst planning for and managing sustainability and growth and budget planning were rated highest, respondents were actually more likely not to feel that business and enterprise skills were important at all.

It is interesting to note the relatively low response (except from archaeology) with regard to the skills needed to understand and develop new business models. This was something that was picked up on in the in-depth interviews:



“The kinds of skills needed are those related to new business models”

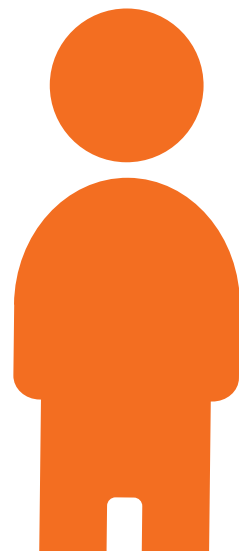
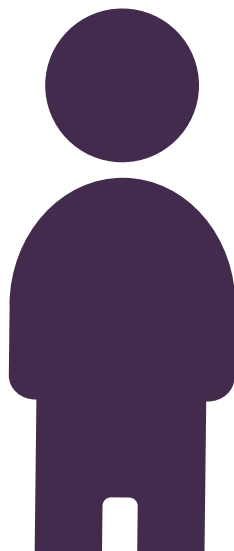
(a museums and art galleries director based in England).

However, it was not necessarily clear what these were:



“New business models are needed, which have not yet been found”

(a museum service manager based in England).



While many of the in-depth interviewees struggled to specify what business models would be required, it is evident that income generation and commercialisation would be a key consideration going forward:

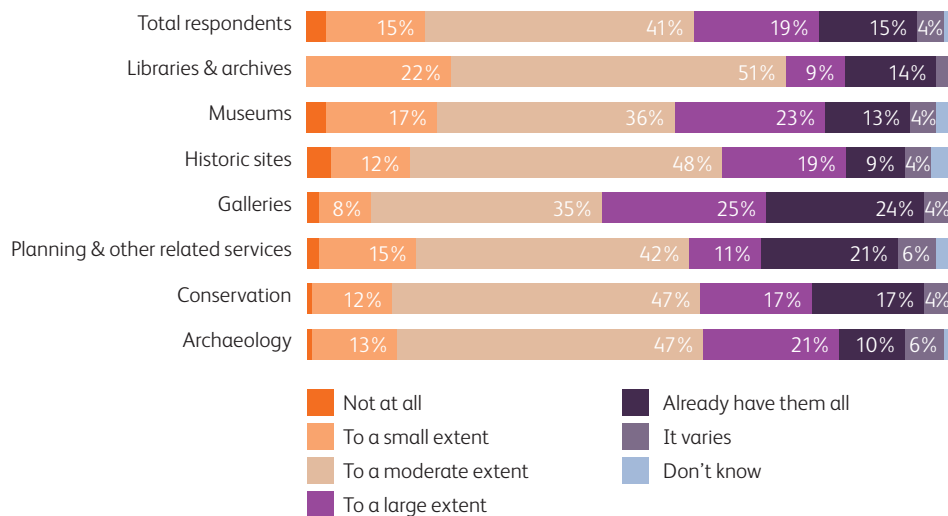


“There’s a big drive towards income generation ... There’s a need for [budgetary] unrestricted activities – supporters groups, sponsorship, partnerships etc.”

(a museums and art galleries director based in Wales).

Figure 19 below considers the extent to which organisations feel that these business skills are already present in the organisation. In contrast to being confident that they have the skills necessary to deal with changes to public funding (section 5.7.1, page 104), organisations are only moderately confident that they already have the business and enterprise skills that they will need in the future.

Figure 19:
Extent to which business skills are already present in organisation



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C22)

Table 25 considers how organisations will bring the required business and enterprise skills into the team. The most common approach would be to provide training for an existing member of staff, already in a relevant role. Interestingly, nearly all sub-sectors (the exception being archaeology) would recruit new staff to find these skills, rather than move an existing staff member to a new role and provide training. Historic sites were much more likely to recruit to obtain these skills than any other sector; libraries & archives were much less likely to recruit.

Table 25:
Approach to obtaining required business and enterprise skills

Action	Archaeology	Conservation	Planning and other related services	Galleries	Historic sites	Museums	Libraries & archives	Total respondents
Informal internal training for existing staff in relevant role	41%	28%	31%	24%	32%	26%	31%	29%
External training that does not result in a qualification for existing staff in relevant role	41%	27%	7%	19%	19%	27%	30%	24%
Recruit new staff	8%	15%	20%	20%	44%	35%	6%	20%
Qualification based training for existing staff in relevant role	9%	14%	16%	6%	11%	8%	12%	11%
Move existing member of staff to a new role and provide informal internal training	14%	7%	5%	6%	2%	11%	8%	7%
Experience/research/self-directed learning	5%	8%	6%	11%	0%	4%	5%	7%
Move existing member of staff to a new role and provide qualification based training	8%	6%	1%	2%	4%	9%	10%	5%
Move existing member of staff to a new role and provide external training not resulting in a qualification	13%	6%	0%	3%	3%	9%	8%	5%
External training (general – including online)	1%	10%	2%	5%	1%	4%	8%	5%
Outsourcing and/or consultancy	2%	3%	7%	3%	8%	2%	1%	5%
Through networking	1%	3%	7%	4%	7%	6%	8%	4%
Internal training (general)	1%	0%	1%	1%	2%	0%	5%	2%
Support from trustees or external organisations (e.g. council/funder)	2%	2%	9%	0%	3%	1%	0%	2%
Other		5%	7%	4%	2%	6%	10%	6%
Don't know	12%	17%	6%	17%	10%	11%	14%	12%
Nothing		2%	0%	3%		1%		1%
Number	51	126	120	61	51	74	130	638

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/S18)

In thinking about the shape of the workforce in the future, respondents were asked if they expected the total number of unpaid staff or volunteers to increase over the next 5 years. Overall, just over half (51%) of the respondents stated that they expected this to rise; 38% felt that this would remain at its current level. As shown in Table 26 below, this trend was similar across the sub-sectors, however conservation and planning and other related services respondents were less likely than other sub-sectors to consider the number would rise, and more likely to indicate that it would stay the same.

Table 26:
Change in number of unpaid staff/volunteers in future

Change	Total respondents	Archaeology	Conservation	Cultural Heritage Institutions	Planning and other related services
Increase	51%	50%	30%	49%	36%
Decrease	5%	3%	2%	7%	7%
Remain the same	38%	42%	62%	39%	42%
Don't know	6%	5%	6%	5%	15%
Total	100%	100%	100%	100%	100%
Number	403	29	35	317	37

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W05/S1)

The Council for British Archaeology (CBA), in particular, considered that volunteering is likely to become more prevalent in the archaeology sector in future as budgets reduce. The Association of Independent Museums (AIM) also suggested that volunteering would become increasingly important in future years:

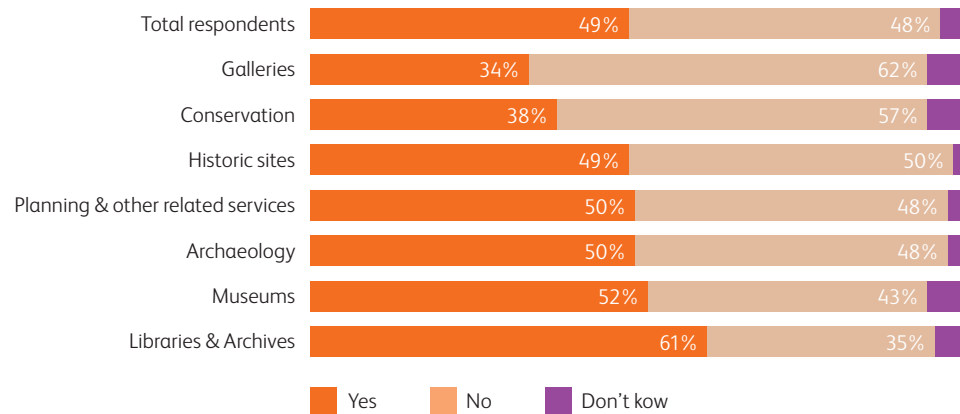


“More broadly within the independent museums sector, AIM expects the reliance on volunteer employees to increase and expects that this will require ever greater coordination, to ensure that the full range of skills that volunteers bring are capitalised upon. The independent museums sector is currently more dynamic than the local government/public sector museums sector; this positions the independent sector well to meet the challenges of the future. Sector bodies place too much emphasis on professional skills needs. In the Independent Museums sector, the key skills need is flexibility and this is appreciably different from the more regimented approach adopted by local government/public sector museums.”

5.8.1 The impact of retirement on an ageing workforce

The loss of skills through retirement has been widely recognised as a key concern for the sector's future. Respondents were asked if they envisaged skills being lost – without replacement – within their organisation. Interestingly, the response was split: 49% felt skills would be lost. As Figure 20 below shows, this pattern was similar across the different sub-sectors. Galleries and conservation respondents were most likely to feel that skills would be lost (36% and 38% respectively); libraries & archives were least likely to consider that this would be the case (61%).

Figure 20:
Whether skills will be lost without replacement through retirement



Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/C23)

This trend was also very similar across the different regions and business sizes, however perhaps unsurprisingly businesses with 500+ staff were the least likely to consider that skills would be lost through retirement.

To assess how imminent an issue this was, those who considered that skills would be lost were also asked when this would be likely to occur. As Table 27 shows, overall 56% envisaged this happening in the next 5 years; 32% stated this would happen in the next 2 years. Conservation organisations and galleries were the least likely to know when this might occur.



Table 27:
Time in which skills would be lost

Sub-sector	Next 2 years	2-5 years	5-10 years	Don't know	Total	Number
Planning and other related services	42%	26%	22%	10%	100%	37
Archaeology	41%	17%	30%	12%	100%	80
Museums	38%	30%	23%	9%	100%	116
Historic sites	32%	29%	26%	12%	100%	32
Libraries & Archives	31%	28%	30%	11%	100%	37
Galleries	25%	27%	26%	22%	100%	51
Conservation	19%	20%	38%	23%	100%	112
Total respondents	32%	24%	28%	15%	100%	478

Source: Historic Environment and Cultural Heritage Skills Needs Survey 2013 (TBR ref: W02/S19)

This issue was also raised through the in-depth interviews, with one respondent stating:



“Looking across Wales, there have been cuts in West and North Wales local authorities and the loss of conservation and specialist skills. The age profile of the workforce is also a concern as I have only come across a couple of younger people in posts. If young people are not recruited or trained in these skills, in the future they will be lost”

(a town planning organisation based in Wales).



A number of the statutory organisations and membership bodies were concerned about the likely impacts of changing governance structures. Historic Scotland for instance, regard the consequences of any changes on funding as of major importance to the historic environment and cultural heritage sector in Scotland, as is the uncertainty surrounding the Scottish Independence Referendum. The Northern Ireland Environment Agency is also concerned with the move towards localised heritage responsibilities, and the impact that this might have on the loss of skills in the future.



“A key concern for the Northern Ireland Environment Agency is the localisation of some heritage services [such as town planning] that are currently controlled at a central level. Currently, the joint working fostered throughout the sector is key to its success, particularly in sharing the skills that would otherwise be in short supply. Maintaining a joint working ethos is thought to be crucial to enabling the sector to achieve more and to have a credible core of activity, rather than separate isolated examples. Working in such a way currently allows agencies to share knowledge and to keep specialisms going, as another major concern is that with an ageing workforce – “when a specialist skill is gone, it’s gone”. Keeping a joint focus on heritage will support the renewal of skills throughout Northern Ireland, without which such expertise would need to be bought in from outside of Northern Ireland at great expense”
(Northern Ireland Environment Agency, Built Heritage team).



The Council for British Archaeology (CBA) highlighted a number of wider issues which may affect the availability of specialist skills in the archaeology sector in future:

- Increased HE tuition fees are likely to hit courses where future salaries are modest the hardest. Archaeology expects to be disproportionately affected by this as students ‘play safe’.
- Cuts to local authority budgets and streamlining of the planning system may disrupt a market that is valuable to archaeology firms.
- In the more medium term, this lack of opportunities may lead to chronic skills shortages when a cohort of archaeologists eventually retires. The distribution of ages across the workforce is uneven.

The in-depth interview respondents raised a number of other broader issues, including the impacts of climate change and the effect this will have on changing skills needs in the future:



“Climate change – adaption and resilience will bring new skill demands around an enhanced understanding of the historic environment and how we need to respond to change. In towns and cities parks provide adaptive spaces. We need to be more aware of this agenda”

(a landscape architect based in England).



06 CONCLUSION

The ambitious task in this research has been drawing together the breadth of the historic environment and cultural heritage sector into one report, drawing findings from across the whole spectrum of the sector, from museums and archives to town planners with a responsibility for protecting the heritage landscape. Whilst the differences between these areas remain apparent, the study highlights the existence of an ecosystem in which there are commonalities across the landscape, specifically with regard to skills development and training issues.

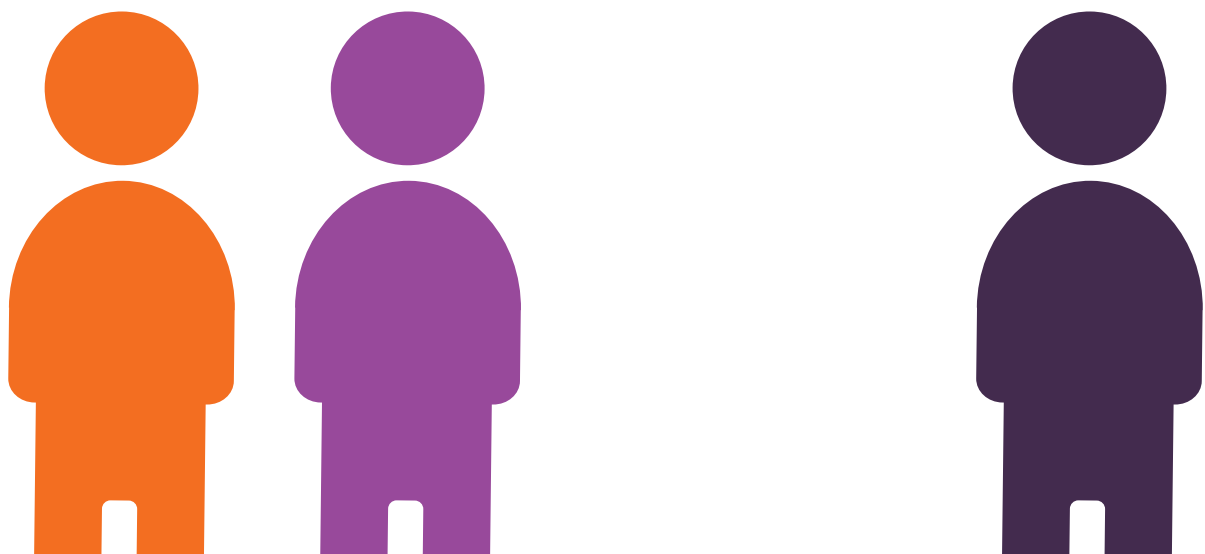
In general, respondents in England, Wales and Scotland did not typically associate themselves with a broader 'cultural heritage sector', but were more strongly aligned with their individual professions or sub-sectors. The exception to this was in Northern Ireland, where a number of cultural heritage professions work together within the remit of the Northern Ireland Environment Agency. This joint working is considered to foster a stronger sharing of skills across the sector, giving it a stronger voice and greater recognition of its contribution to the economy.

The cultural heritage sector as a whole tends to be slow-moving in terms of the recruitment of new staff and has a low rate of staff turnover. This relatively static position has been compounded in recent years by the impact of significant budget changes resulting from wider economic conditions. This manifests in a concern across the sector over a lack of opportunities for young people, particularly given that the current highly skilled workforce is older and when it begins to leave roles due to retirement may not have the opportunity to pass on knowledge and skills. This issue is most acute within conservation, where skills in professions like architectural historians, conservation engineers, landscape architects and conservators of art and artefacts are already in short supply.



Despite these challenges on the demand side, the supply of entrants to the sector remains strong, although whether they are qualified to the appropriate level is another matter. Organisations expect individuals to enter the sector with specialist skills in their specific area, along with managerial, business and other skillsets to add value to the workforce. It is encouraging that employers tended not to report difficulties in recruiting, with in-depth consultees consistently noting that applicants are of a high calibre, and usually bring a wealth of experience to interview. This is reflected in the fact that the most common route into work in the sector is via other relevant employment elsewhere, much more so than direct from education, or from any other employment. However, this does raise potential problems for those at the very outset of their careers, in terms of gaining sufficient experience to be a credible candidate alongside someone who is moving between jobs. In addition to this, high level postgraduate qualifications are used in some cases, particularly archaeology and conservation, potentially cutting off more diverse entry routes to the sector.

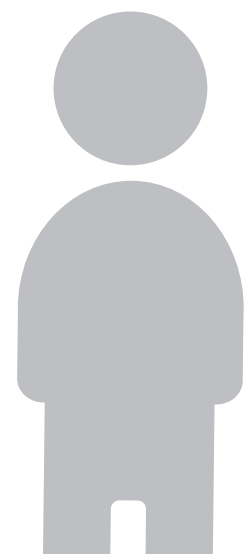
The extent to which volunteering is an effective entry route is also ambiguous. While volunteer roles are crucial to many of the sub-sectors (particularly museums and cultural heritage institutions), help people gain valuable experience and are undoubtedly used as a stepping stone into employed roles, the research demonstrates that people more frequently enter the sector via paid employment elsewhere (in a relevant role or not) or direct from education. This, alongside the differences reported in the type of activities volunteers are engaged for and the training provided, suggests that gaining experience through volunteering alone is not sufficient to build an effective CV. To this end, the expectation of employers for candidates to have participated in volunteering may actually be a barrier in encouraging a more diverse pool of talent to the sector. Rather than volunteering opportunities, candidates should be seeking (and being sought for) specific work placements or internships, relevant to the 'business' of the organisation.



These recruitment challenges, taken in combination with skills gaps (and the challenges in addressing these skills gaps, including low training budgets, lack of entry level opportunities, perceived lack of training opportunities/capacity to undertake training opportunities) means that a high proportion of respondents consider skills will be lost in the next 5 years without replacement due to retirement. This is an issue which has preoccupied the sector for a long time, and was previously raised in reports such as the Cultural Heritage Blueprint.⁷⁸ However, the implication is that this might be a critical point for the sector.

Historic environment and cultural heritage organisations and teams are broadly in agreement that business models in their areas are changing, with organisations recognising that they will have to become increasingly commercial as public funding continues to retract. Key skills were identified to facilitate this, including change management, strategic planning, financial planning and sourcing income. The key financial skills needed include budget planning, diversifying current income streams and identifying new and alternative sources of finance, planning and managing sustainability and growth and marketing and advertising. Succession planning must therefore ensure that specific skills are replenished within organisations, in order to ensure the future vitality and diversity of what the sector can do. A final concern raised by a number of the statutory organisations and membership bodies, was the impact of the localisation of services, cuts to local authority budgets and up-coming referendums on cultural heritage funding and skills development. These changes could result in local schemes not having access to skills training or potentially not working together to share skills needs. Action should be taken to ensure that, in the face of potential cutbacks to funding at a local level, skills development and long term succession planning are not relegated to the background.

78 Creative & Cultural Skills, (2008), Cultural Heritage Blueprint.



6.1 RECOMMENDATIONS

This report contains a detailed set of statistical findings of use to cultural heritage organisations, membership associations, policy makers and education institutions attempting to secure a sustainable and skilled workforce for the historic environment and cultural heritage sector. A number of individual recommendations also present themselves from the findings, which are outlined below.

- As previously identified in the range of literature on cultural heritage and the historic environment, a major short term concern within the sector is the loss of critical specialist skills without replacement due to a retiring workforce. While this has been guarded against to some extent through programmes such as the Heritage Lottery Fund's Skills for the Future, which in the latest round of awards in May 2013 placed an investment of £20.3 million in 876 training opportunities across the sector, there remains a need be attentive to this as an on-going issue. While organisations seem to be broadly happy with current recruitment procedures, most are still mindful that skills may be lost in the long term and that change will come. The candidates that make the current recruitment procedures effective will continue to age and then retire from the labour pool, forcing the system to change. To this end it is important that industry bodies, membership organisations and others act to ensure that the sector is able to change pro-actively through effective succession planning.
- Generic work skills within businesses are still an issue, with this area constituting a key gap amongst new entrants. Skills related to planning and organisation, commercial awareness and business acumen, the ability to work under pressure, communication skills and so forth are consistently mentioned by organisations. It is likely that these issues are brought about as a by-product of education (and particularly higher education) focussing primarily on specialist skills. Individuals in specialised roles may be increasingly likely (in a sector that has contracted) to have to take on broader organisational roles, without possessing the necessary skillset going into the role. Consideration should be given to the broader abilities that Higher Education courses impart, beyond specialised areas such as conservation or archaeology. Similarly, apprenticeship pathways developed within the sector should not focus only on one area of specialisation, but also include a strong generic base of skills.



- IT and digital skills, in the areas of social media, web optimisation, website management and website design remain a significant skills gap, amongst cultural heritage institutions in particular. There is recognition that these organisations are not going as far as they could in harnessing digital opportunities, and further developing revenue streams with regards to areas such as tourism. Part of this issue lies in a need for institutions to be more proactive in pursuing a digital strategy on an individual level. Institutions could also look outside of the historic environment and cultural heritage sectors for expertise, in order to maximise digital opportunities. This is an area in which larger organisations are more likely to have a clear route forward, so disseminating the lessons learnt may prove key in the future digital capabilities of smaller organisations across the sector.
- Joint working should be encouraged across the spectrum of the historic environment and cultural heritage sectors. This could help to increase the strength, voice and recognition of the historic environment and cultural heritage as a whole. Encouraging such working may support skills development overall as specialists share their knowledge with related sub-sectors across the UK. For example, increasing town planner's awareness of the specific conservation skills needed to maintain historic buildings or a sharing of knowledge on digital archiving techniques between architectural historians and archivists/libraries).
- While specific leadership courses do exist for the cultural sector, there is potentially a gap in provision beyond cultural heritage institutions. Many organisations in the sector feel that they are lacking in high-level leadership skills such as change management and financial planning for the future. There is a need to ensure that these abilities are translated across the whole sweep of the sector, creating a sustainable base to run organisations that have ever more diverse funding models and business practices.
- Some parts of the sector have very specialist skills, where only a handful of people have the expertise necessary to conduct a certain job role or function. Whilst this data is available for certain parts of the cultural heritage and built environment sectors, particularly those where census/audit style approaches are undertaken⁷⁹, the same processes are not delivered across the whole spectrum. Such forensic data is crucial to investigate and map the precise skills that are most at risk and may be an approach that members of the historic environment and cultural heritage sub-sectors wish to pursue in future research.

⁷⁹ Such as the *Annual Report on Local Authority Staff Resources* carried out in partnership between the Institute of Historic Building Conservation (IHBC), English Heritage, and the Association of Local Government Archaeological Officers (ALGAO).

07 APPENDIX

Table 28:
Sources used for population figures

Sector	Sub-sector	Segment (where relevant)	Population source	Population figure available	Type of record available for sample	Sample source	Filter question in survey – rule out if:
Archaeology	Archaeology: businesses	All archaeology businesses and all freelance/self-employed archaeologists.	TCR – number of firms operating across the UK figures are a very close match to 2013 Landward research – number of employees	TCR – businesses and people	Whole business	TCR	
	Archaeology: specialised teams	University departments & Local Authorities	As above	TCR – businesses and people	Teams/ Individuals within a larger organisation	Landward Research	
	Conservation: art and artefacts		ICON 2013 research	Landward – People	Whole business	ICON list	
Conservation	Historic Buildings: Conservation Architects	Individuals	The Register of Architects Accredited in Building Conservation	AABC – People	Individual	RIBA – UK (Including RSAW Wales links) RIUS – Scotland	
		Businesses – Northern Ireland	The Register of Architects Accredited in Building Conservation	AABC – People	Whole business	RSUA – Northern Ireland ICE – Conservation Accreditation Register for Engineers (CARE)	
	Historic Buildings: Conservation Engineers		Conservation Accreditation Register for Engineers: Institution of Civil Engineers	CARE – People	Individual		
	Historic landscapes: Landscape Architects		Landscape Institute	Landscape institute – People	Individual	Landscape Institute contacts have been harvested	

Sector	Sub-sector	Segment (where relevant)	Population source	Population figure available	Type of record available for sample	Sample source	Filter question in survey – rule out if:
Planning and other related services for the historic built environment	Town planners	Within a local authority team	Annual Population Survey (APS)	APS – People	Teams/ Individuals within a larger organisation	TCR – all local authorities	Never worked on a pre-1919 property
		Specialised teams in urban planning businesses	Annual Population Survey	APS – People	Teams/ Individuals within a larger organisation – could feasibly be whole organisation	TCR contacts in town planning companies (from SIC 71.11)	Never worked on a pre-1919 property
	Chartered surveyors with a conservation specialism Conservation officers		Royal Institute of Chartered Surveyors (RICS) conservation surveyors register	RICS – People	Individual	RICS	
			English regions and Scotland: ALGAO research; Wales: IHBC research; (No Northern Ireland data available; estimate drawn from average number of conservation officers per local authority in England, Wales and Scotland).	Various – People	Teams/ Individuals within a larger organisation	TCR – all local authorities	
Cultural Heritage Institutions	Analysing and recording buildings history		Atkins 2008	People	Individual	As no public contact dataset available, list drawn from Creative & Cultural Skills and English Heritage	
		Museums and Galleries	Inter Departmental Business Register (IDBR) – SIC 9102 IDBR – SIC 9102	IDBR – Businesses IDBR – Businesses	Whole business Whole business	TCR – 9102 split by museums TCR – 9102 split by galleries	Not open to the public Not open to the public
	Libraries and archives Historic sites		ARCHON Directory IDBR – SIC 9103	ARCHON – Businesses IDBR – Businesses	Whole business Whole business	ARCHON – museums and galleries removed TCR	Not open to the public Not open to the public

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- Catherine Cartmell and Wendy West – Museums Galleries Scotland
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- John Marjoram – Federation

This research has been led by Fiona Tuck, Head of Research at TBR, in association with Qa Research, Landward Research and Pomegranate Seeds.



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