



PATHWAYS INTO HERITAGE CONSTRUCTION

models and case studies

Above: reed preparation for thatching. © North Devon Council
Below: bricklaying and pointing with lime mortar. © Heritage Lincolnshire

HERITAGE LINCOLNSHIRE



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Hard hat tours at Greyfriars, Lincoln which are a typical part of heritage projects which have an activity programme and capital works.

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Introduction

This document is intended for use by organisations with interests spanning skills policy, advocacy and delivery of direct interventions relating to specialist heritage construction skills training. It is hoped that it will provide inspiration for organisations of all sizes and will in particular help larger organisations develop strategic and sustainable responses to current skills gaps and shortages for specialist traditional construction building skills.

This is important because traditionally constructed buildings account for around 1 in 5 buildings in England, approximately 20% of the residential and 30% of the commercial building stock in the UK. To look after these buildings and keep them in use, we need a workforce trained in heritage-specific construction skills. The UK heritage sector contributes an estimated £44.9 billion in Gross Value Added (GVA) to the UK economy.^[1] Of this, repair and maintenance using traditional building methods was estimated to have produced over £15 billion in construction output in 2024.^[2] This output is projected to grow, along with the number of trained workers required, over the next 5 years to meet demand for repair and maintenance and to adapt the UK's traditional building stock to meet Net Zero. These careers therefore have an important role to play in our national climate and construction skills delivery targets.^[3]

This document pulls together summaries of established models which can

- build awareness of the range of engagement and career opportunities in heritage skills and their vital role in sustaining the historic built environment
- provide inspiration concerning a range of pathways into specialist heritage construction careers and training.

It specifically excludes detailed consideration of the important potential role of formal government endorsed apprenticeships and university level which it is recommended should form the basis of a separate report. This recommendation is particularly relevant given the recent formation of Skills England, the imminent reform of the Growth and Skills Levy and introduction of foundation apprenticeships.

This document has been developed alongside a strategic review of the provision of entry-level heritage construction skills training, which can also be accessed via the Historic Environment Forum Resilience Hub, and which delves deeper into the strategic context for this kind of heritage construction training provision such as the effect of devolution on skills funding. Search, “Pathways into heritage construction: a strategic view.”

Heritage Construction Skills Training Models

Potential audiences for the different models explored below:

		Public audiences (not career driven)	Heritage enthusiasts	School & college students	Adult learners	Job seekers	Construction professionals	Historic environment professionals
1	Taster opportunities	✓	✓	✓	✓			
2	Volunteer-led initiatives & social action	✓	✓		✓			✓
3	Special interest, leisure & informal courses	✓	✓		✓	✓		
4	Education enrichment			✓	✓			
5	Government funded into-work & training schemes		✓		✓	✓	✓	✓
6	Career progression & development						✓	✓

1. Taster opportunities

Public engagement

Expected audience: public audiences (not career driven), and heritage enthusiasts,

Festivals or short-term events like Heritage Open Days or English Heritage's Conservation in Action Heritage Skills Showcase offer opportunities for casual public engagement with heritage skills in locations across the country, mostly pulling from local heritage audiences, heritage tourists and families. Festivals or events that run over several days or are recurring have much greater impact than one-off showcases, and with greater flexibility audiences such as schools, families and others can be marketed to increase impact. Similarly, project-based heritage skills open days, including on-site activities such as hard-hat tours, offer more in-depth and practical experiences for participants, especially local people, but are disadvantaged by the lack of supporting infrastructure that established heritage destinations would usually be better able to provide like on-site facilities, adequate parking, and public transport access.

Though they are few and far between, sites which offer continuous heritage skills demonstrations are excellent for raising the profile of endangered heritage skills and raising awareness of career options although the cost and safety implications of running these types of engagement more continuously is high risk and likely only logistically feasible for larger more stable heritage destinations.

With public engagement opportunities, there is also the potential for increased communication about the relevance and visibility of heritage career options through social media which simultaneously performs as marketing for the project, site or craftspeople involved. An example of this

working very well is the residency of TikTok and Instagram famous traditional woodworker, Eoin Reardon (@PintofPlane), at Bunratty Castle County Clare, who provided daily woodworking demonstrations for visitors during summer 2024 alongside other heritage craftspeople within the setting of the castle. The reach of heritage skills and careers awareness from this rural site in Ireland is magnified through engagement with social media audiences, building the profile of all involved and potentially boosting visitor numbers.

Rebranding could be a model for whole sector recharacterization as well. Destination Nuclear's drive to encourage people to seek careers through positive branding and cohesive and easily accessible information and resources about careers in the nuclear sector is a prime example.

Career focused

Expected audience: school and college students, adult learners and job seekers.

Examples include open-day and taster opportunities that allow ad hoc engagement for the public and groups such as school students. This might take the form of structured local heritage skills fairs and showcases, career events linked to career pathway advocacy, and drop-in skills days at historic sites. English Heritage has actively contributed to similar events led by other organisations such as the Queen Elizabeth Scholarship Trust.

Career-based drop-in opportunities are usually more effective when coordinated with partnerships using national and regional engagement pathways such as Go Construct (a dedicated national construction careers platform), and regional skills hubs (often coordinated by local authorities),

taking advantage of local heritage sites and projects. Local partnerships with appropriate bodies can help ensure efforts are tailored to address local skills shortages and take best advantage of existing local and regional structures. An example of this kind of heritage skills engagement is found in the North East Lincolnshire Heritage and Construction Skills Fair in Cleethorpes, coordinated by the local authority alongside an informal group which meets regularly to discuss heritage construction skills in the area, which engaged with both local school children and members of the public over a two-day drop-in event.

Discussion

These types of engagement can occur as individual, ongoing or project-based events at heritage destinations such as National Trust or English Heritage managed sites as well as more public venues such as local community spaces or publicly owned heritage sites.

Local communities and areas can also benefit from project-based taster training initiatives, such as National Lottery Heritage Fund Townscape Heritage Initiatives which often incorporate elements of heritage skills engagement through schools and for the public benefit, delivering for example site tours and basic introduction to lime demonstrations and basic hands-on activities.

To date, across the UK coverage of such informal taster offers is geographically inconsistent due to being largely project-driven without a longer-term commitment to embed entry-level offers into core organisational strategy or wider strategy of key sector funders. If a more coordinated approach could be developed, including the formation of collaborative inter-organisational training partnerships, bringing together larger heritage organisations and local heritage organisations, significant untapped potential to make a meaningful impact in inspiring the next

generations of crafts people could be realised.

Larger national bodies with managed estates such as The Churches Conservation Trust, English Heritage and the National Trust notionally have a particularly important role in this context as they have a broad geographic coverage through which strategic formal schools' learning engagement initiatives could be delivered via both outreach activities and through historic site-based offers.

There are cost implications of these types of events, and it must be considered carefully how to make them accessible and whether it is appropriate to charge entry. Additional costs to schools/college to provide transport and facilitate engagement must be considered as well as appropriately compensating demonstrators, especially those who are independent contractors and small businesses. Beyond tourism-based activities, these types of one-off engagement events are rarely part of a self-sustaining business model, nor are these kinds of event money makers, so their continued delivery is likely limited by available grant funding, however coordination through regional skills hubs and networks and local stakeholders could help contribute to more consistent provision of heritage construction skills taster opportunities across the country.

CASE STUDY: Conservation in Action Heritage Skills Showcase

Conservation In Action is an English Heritage programme of heritage skills engagement hosted at their historic sites. A Conservation in Action van was funded through project sponsors Robert McAlpine to enable the Conservation in Action programme to tour England enabling sites without suitable facilities to benefit from heritage skills engagement. Activities offered are family friendly, and casual on-the-day engagement is welcomed through drop-in demonstrations, pop-up workshops and more.

In Autumn 2024 the programme visited Audley End, Marble Arch, and Kenilworth Castle. In 2025 visits are Chester Castle (June), Bramber Castle (July), Walmer Castle (July) and Fort Brockhurst (August).

Activities include:

- Caring for Masonry - for children and adults
- Artefacts and Interiors - exploring conservation practices and preventative care for all ages
- Stone Shaping - have a go masonry for older children and adults
- Paintings Conservation - have a go session for all ages.

This programme has huge potential to support and enable heritage skills engagement throughout the UK. Consideration about who this initiative is reaching through its current model is important, however. Engagement through events such as the Gardeners' World Fair at Audley End may be effective marketing for English Heritage, but the potential of this scheme to engage with new audiences and potential future heritage construction

talent across the UK is not fully realised with its current programme.



The ruins of Bramber Castle, an English Heritage site, which will be visited by the Conservation in Action van in 2025.

© Gary J. Stearman

CASE STUDY: North East Lincolnshire Heritage & Construction Event – June 2024 and 2025

As part of the National Lottery Heritage Fund and North East Lincolnshire Council funded Cleethorpes Townscape Heritage Project Activities and Event programme, the project ran a Construction and Heritage Skills Careers event over two days at King's Hall in Cleethorpes in June 2024 and 2025.

The aim of the event was to connect local students with their built heritage, by growing their understanding of the skills required to work with differing building materials such as, wood, brick, stone and metal. These events provided students with the opportunity to engage with skilled tradespeople, to hear about their career journeys, and have a go at different skills.

In 2024 they offered one day as an opportunity for local schools to bring KS3 students to the event to explore heritage skills and to learn about career pathways and the second day was open to the public. Due to the success of the 2024 event, the model was changed and in 2025 it became a two-day event for local schools with over 500 students involved over the two years.

Engaging activities on offer for attendees included have a go stone masonry, carpentry, metal fabrication, and architectural information from Lincoln Cathedral Works Department and other traditional contractors. Other non-heritage specialisms were represented through plastering, bricklaying, roofing and very popular scaffolding demonstrations. All

demonstrators kindly donated their time and materials for this event as they are acutely aware of the need to encourage applications for apprenticeships within the heritage and construction sectors.

There were also heritage specialisms such as archaeology, conservation, architecture, and others represented by local organisations. Local further education colleges were in attendance, enabling students to speak to educational providers to discuss potential career paths and next steps

Schools were supported through funded transport to and from the event, meaning that school student attendance and engagement was very successful. This helped to ensure that children from broad backgrounds, from many communities in Cleethorpes, were able to learn about a breadth of heritage careers and their significance within the local area.

Photographs of the 2024 event.
© North East Lincolnshire Council



2. Volunteer-led initiatives and social action

Expected audience: public audiences (not career driven), and heritage enthusiasts.

Local, small scale

Community driven and volunteer-led maintenance and repair initiatives such as the Adopt-A-Monument schemes in Scotland, Ireland and Finland often run on relatively little outside funding but rely on the in-kind donations of peoples' time. This can include meeting any subsistence and accommodation costs such in the case of some Society for the Protection of Ancient Buildings (SPAB) working parties. Small grants are sometimes needed to cover materials costs, more complex works, and to provide support to volunteers and facilitate the initiatives in a safe and structured manner.

Coordinated through larger, national bodies

Whilst some volunteer initiatives can relate to project-based outputs, often volunteer engagement offers a more structured opportunity for larger organisations such as the National Trust and English Heritage to realise delivery of low complexity core conservation work for example dry-stone walling.

Discussion and key considerations

Volunteer-led heritage skills training is vital to the continuous maintenance of historic sites across England, both privately owned and those cared for by the National Trust, in the National Collection cared for by English Heritage, or in public/community ownership. The advantage of volunteer-led initiatives, being generally cheaper and contributing to ongoing maintenance of specific sites, is contrasted with the higher risk associated

with perhaps forgoing or minimising expert supervision to reduce costs and the limited effect these initiatives can have on the wider skills training landscape and the pipeline to a sustainable heritage construction skills sector. Equally, as the wider heritage sector has shifted towards a more people-centred approach, volunteer-led initiatives can also empower communities to contribute to addressing challenges such as sustainable development, social inclusion, and diversity.^[4]

The scale of these is their key difference as well as the resource implications for facilitating them. Whereas largescale volunteering in the vein of English Heritage and National Trust site maintenance and management requires a significant amount of facilitation from paid roles, the administration burden is more efficiently managed throughout these larger institutions. Smaller initiatives have a much higher cost-per-volunteer especially when considering health and safety requirements, establishing and training new volunteers regularly or cyclically, and any accommodation and subsistence cost which is placed on volunteers which may be a barrier preventing interested parties from getting involved. There is also the question of how these initiatives connect with the wider heritage sector, heritage construction careers and the skills deficit faced by the historic built environment across England.

CASE STUDY: Adopt-A-Monument Scheme

The Adopt-A-Monument Scheme in Scotland, launched in 1991 by Archaeology Scotland, is a program that encourages local communities to "adopt" and take responsibility for conserving historic monuments in their areas. With support from Archaeology Scotland, they offer events, training and professional guidance for volunteers in with their projects.

Monuments can range from small markers to whole landscapes, and they have helped support over 170 projects so far.

The scheme not only safeguards Scotland's historical sites but also fosters a sense of ownership and historical awareness among community. By engaging the local communities, the Adopt-A-Monument Scheme helps address the challenge of conserving a vast number of heritage sites with limited public funds.

Similar Adopt-A-Monument programmes have started in Finland and Ireland, each to help support and protect the history and heritage of their land.

The Adopt-a-Monument scheme in Scotland has been funded by a variety of sources, including the Natural and Cultural Heritage Fund, National Lottery Heritage Fund and the Historic Environment Fund.



CPD and engagement sessions with Junior Rangers and Rangers at Haylie Chambered Cairn, Largs, part of the Adopt a Monument Scheme in 2022. Sessions focused on the site and the conservation management issues it faces, and how to carry out sensitive vegetation clearance on an archaeological site. The Rangers and Junior Rangers, now make Haylie a part of their annual activity programme, working alongside the local community group in looking after the site and are part of the Conservation Management Plan.

© North Ayrshire Council Ranger Service

CASE STUDY: Devetaki project

Great Yarmouth Preservation Trust (GYPT) is an award-winning Building Preservation Trust operating in the UK. Uniquely, GYPT has been broadening its focus to include a significant commitment to building international heritage skills partnerships particularly with Estonian and Taiwanese colleagues and participants.

In 2014 the Trust developed the first part of its international programme of heritage skills training initiatives in the UK and Bulgaria in partnership with local NGO, the Devetaki Plateau Association and the University of Architecture in Sofia. This international approach to heritage skills training has benefitted both the UK and Bulgaria and strengthens knowledge and experience of traditional building skills in both regions. Building from this initial programme of surveying, recording and restoration of historic buildings in the Devetaki Plateau by UK Bulgarian trainees, a programme of summer conservation workshops has been established in Karpachevo and the project has received several awards. Currently, participants are provided with training, food and accommodation free of charge but must find their own transport to Bulgaria. This has encouraged participants from nine different countries and three continents.

This project demonstrates the wider benefit of heritage skills projects. For example, the Devetaki region of Bulgaria is one of the poorest in the European Union and suffers from many economic and social deprivations but particularly devastating is the acute skills shortage. The flip side of this deprivation is that the region has some incredibly well-preserved vernacular buildings which have not survived in this number elsewhere in Bulgaria or across Europe. These incredible buildings were under great



International conservation workshop in Bulgaria.
© Great Yarmouth Preservation Trust

threat at the start of the project due to a lack of local skills for their preservation and maintenance, a decline in population locally and no legal protections for these historic structures.

The project first aimed, with the support of Bulgarian and international trainees, to accurately record the surviving buildings and subsequently develop restoration projects founded in skills development under the guidance of skilled craftspeople and conservation professionals. They used a model of volunteer led community conservation pioneered by GYPT for their projects in Great Yarmouth.

This approach instils an appreciation of and enthusiasm for vernacular architecture and traditional skills, thus resolving the deeper issue of the lack of motivation to invest in the preservation of vernacular architecture of the region. The skills developed and learnt at the workshops by young people from Great Yarmouth are transferable and ultimately benefit the heritage of the town by enabling repair and maintenance of heritage assets in the borough.

Over its first 10 years the project has engaged 477 volunteers, students and participants and has led to other complementary projects involving partnerships and repair workshops in Great Yarmouth with Yun Tech University in Taiwan and Hiiumaa Restoration College in Estonia – both of which sent students to participate in the traditional buildings training on offer in Bulgaria - and art exhibitions in Great Yarmouth, Sofia and Taiwan. A community benefit of the project is the village repair service offered during workshops, where students and volunteers assist elderly residents of the village Karpachevo to repair and maintain their buildings. This is extra experience for the students helps preserve the historic character of the village and builds a strong and reciprocal connection between the

visiting students and volunteers and the local community, with skills disseminated locally and internationally.



International conservation workshop in Bulgaria.

© Great Yarmouth Preservation Trust

3. Special interest, leisure and informal short courses

Expected audience: public audiences (not career driven), heritage enthusiasts, and adult learners.

Structured informal courses differ from further education courses due to their lack of formal qualification and the audiences to which they generally appeal. Courses and offers in this category generally offer more in-depth learning than drop-in tasters and often have learning outcomes about different heritage skills such as lime plastering or stone masonry, or incorporate different elements of historic building maintenance and repair. An equivalent in an adjacent sector may be fee-paying archaeological field schools which are designed as introductions to archaeological field skills but can be inaccessible to prospective archaeologists due to course fees and additional subsistence costs associated with residential courses.

Courses such as these are often funded through participant fees, although some fully funded or subsidised examples exist, usually as part of the larger funded projects. These courses exhibit potential to complement existing vocational construction courses and apprenticeship programmes and could add sustainability to the business plans of projects and sites offering these kinds of training by providing a source of reliable income.

Often the providers of these types of training are larger more commercially minded businesses such as Carrington Lime who offer training courses associated with lime works at varying levels, including introductory, but who also operate as contractors undertaking lime works on historic buildings. Another well-known provider is the Weald and Downland Living

Museum which provides heritage skills training courses alongside a living history museum setting. There is potential for these providers and others (perhaps traditional skills contractors who do not currently offer training opportunities) to develop their courses to intersect with adult education skills budgets to provide more consistent subsidised places, attract broader audiences, and feed into ongoing training and career development within the context of the wider skills agenda.

Frequently accessibility of these kinds of courses is not just limited by their upfront enrolment cost, which can be significant, but also in the time commitment they require either as a single block of time or spread out over a number of weeks. People who are unable to leave their paying jobs or pay for childcare or travel are usually excluded from these kinds of training. Some projects are trialling measures to reduce these barriers. For example, Bassetlaw District Council have delivered a heritage skills course over summer and autumn 2024 using the UK Shared Prosperity Fund, in partnership with their local National Trust site at Clumber Park. This programme preferentially selected applicants from economically disadvantaged backgrounds and provided free supported travel arrangements to their rural site over the duration of the course which ran for one day a week for several weeks.

Another key element of some short courses, especially those that are long-standing, is their targeted appeal to heritage tourists who may have hobby interest in specialist heritage construction skills and who hope to learn for recreational use rather than professional development. This in an

important aspect of heritage skills provision that deserves some discussion. Whilst these participants in heritage skills courses may not translate to increases of numbers entering the sector as professionals, they do have a role to play in sustaining the condition of the historic built environment, raising awareness concerning built heritage careers and increasing knowledge of owners of traditional buildings – creating better informed clients. Care must be taken to ensure these types of provision are as equitable as possible for broader audiences and that funding structures are accessible to training providers so that training linked to career progression is not overlooked in favour of more profit making, simpler provision.

© Historic England



CASE STUDY: Nottingham Trent University - Heritage Short Course

Nottingham Trent University (NTU) offers a professional ‘Heritage and Conservation’ short course for members of the public that can be found [here](#). The course is part of the Centre for Sustainable Construction and Retrofit (CSCR). The 8-week course takes places every Wednesday afternoon for 3 hours. Those who complete the course get a CPD certificate; however, it can also count as credit towards a postgraduate award. The most relevant postgraduate degrees delivered by NTU for heritage and conservation are the MSc in Building Surveying and the MSc in Planning & Development.

The course currently requires participants to have a minimum of 3-years’ professional experience in an appropriate adjacent sector such as significant infrastructure or building works. It also suggests that participants have at least a 2.2 honours degree in a construction related subject. These entry requirements are under review as there has been significant interest from the built environment sector outside of these requirements e.g. graduate level town planners and building surveyors.

The course structure is as follows:

Week 1: Walking tours of Nottingham focused around the historic and architectural significance of designated and non-designated heritage assets in the city and analysis of change in the historic environment.

Week 2: Site visit to People’s Hall, an “at-risk” Grade II* building in the Lace Market area of Nottingham to understand the various challenges of historic building retrofit.

Week 3: 3D laser scanning, drone surveys, photogrammetry and digital recording for historic buildings.

Week 4: Historic building planning workshop – using live case studies from planning and listed building consent applications.

Week 5: Introduction to care and repair of historic buildings and the use and chronology of specialist materials in historic buildings.

Week 6: Live site visit to understand retrofit of historic buildings. Focusing on the cost-benefit ratio for historic building retrofit and balancing harm and public benefits.

Week 7: Conservation Officer workshop. Conservation Officers present live case studies, discuss planning issues, recent approvals and appeals.

Week 8: Plenary. End of module quiz.

Slate roofing workshop.

© Toby Ebbs



4. Education enrichment

Expected audience: school and college students.

Primary

At primary school level (under-11 years) engagement with heritage skills or more widely with heritage in general is most often focused on enriching experiences of heritage sites and building a general understanding of careers alongside learning about history and heritage. English Heritage has an award-winning, formal schools learning programme and Historic England's Heritage Schools programme focuses on increasing the awareness and ability of teachers to use local heritage in the curriculum.

There is unrealised potential for existing or new structures to be leveraged for heritage construction skills engagement in the future. This engagement could enrich current programmes and further highlight the need of the sector to raise the profile of heritage construction careers more generally. This is the case for many smaller scale heritage sites which provide education experiences for schools, whether they be managed by the National Trust, local authorities or other organisations. There is great potential to build on existing history and heritage education provision through existing networks and structures with some guidance and support from national bodies around exploring heritage construction skills careers at this early stage. A national school engagement programme could be beneficial in promoting careers in this sector.

An excellent example of the impact and reach of these partnership programmes between existing youth engagement organisations and initiatives and heritage organisation with access to heritage skills expertise can be seen in the Heritage Youth Partnership by Youth United Foundation

(YUF) which has received funding from Historic England. Many youth organisations such as scouts, various cadet groups, Duke of Edinburgh and more are part of YUF, and through this partnership, can access funding to deliver programmes centred around local heritage and social action. This model could be replicated for heritage skills outreach and partnerships with local heritage sites and projects could be coordinated through regional heritage skills hubs and networks.

Secondary

Secondary level engagement is similar to primary but with an additional focus on information sharing about heritage construction careers aligning with the statutory duty of schools to provide impartial careers guidance for children in secondary education, and enriching personal, health, social and economic programmes.

There is great potential at secondary level for heritage skills engagement to include initiatives about broadening inclusion and diversity in the construction and heritage construction sectors. An example of this working well is Stirling City Heritage Trust's Women in Construction project.

There is also an opportunity for students in Key Stage 4 to engage with work placements (this can also apply to university students although with limited relevance with heritage construction skills in mind). Similar to other types of engagement mentioned in this report, there is huge potential for coordinated offers to maximise engagement and introduce more people to the heritage construction sector when deciding on career paths and post-16 education routes.

Further Education

This section refers to the heritage skills taster initiatives that add value to existing non-specialist Further Education (FE) courses in construction such as those for carpentry, bricklaying and plastering. Understanding of the different needs of historic buildings is not generally included in mainstream construction qualifications offered at FE level such as apprenticeships, and other Level 2 or 3 qualifications (some of which can be funded through CITB's Into Work Grants for 16-18 years). Taster opportunities can be used to enrich existing courses and provide opportunities for college students to learn about potential specialisms available to them in their careers.

An example of this approach and its wider benefits can be found at Hussey Tower in Boston. The Grade II* Listed medieval tower and scheduled monument has been categorised "at risk" by Historic England. It sits in a secluded spot very close to Boston College's main campus and is often subject to damage from anti-social behaviour. The college's bricklaying students were invited to learn about different heritage skills associated with a restoration project at the site funded by Historic England and have a go themselves. This opportunity not only added value to the bricklaying course and taught students about heritage construction skills but also added to ongoing efforts to build ownership of the monument within the local community, with college students protecting it from further deliberate damage.

Discussion

Within the context of formal education, structured training provision linked to heritage skills and practical craft development (up to Key Stage 4) is generally very limited due to the demands of the curriculum and extra-curricular resources in the state school system. As a result, awareness of

education opportunities in the heritage construction skills sector is extremely limited. Even if some young people do progress to vocational training courses post-16 (Key Stage 5), most mainstream training in further education relates to core trades, such as carpentry, bricklaying, roofing and plastering and it is focused on new build techniques and materials, with heritage skills specialisms largely absent. Limited provision of formal pre-apprenticeship heritage construction skills training exists throughout the UK. The introduction of foundation apprenticeships, such as the onsite trades foundation apprenticeship, may offer opportunity to build in some understanding of traditional buildings, as it is a broad introduction, but this will not happen as a matter of course.

It is recognised that there is somewhat of a postcode lottery for equitable access to such training delivered by both formal (Ofsted) training providers and colleges and independent training providers. A lack of awareness of these opportunities and limited provision for specialist training in heritage skills seem to be key limiting factors enabling construction students to engage with heritage specialisms. Where heritage specialist qualifications do exist, for example Level 3 NVQ Diploma in Heritage Skills (Construction), accessing assessors can be difficult and, being designed for demonstration competence on-the-job, these qualifications are not generally available to prospective heritage construction workers. While not directly related to other entry-level training provision such as secondary-level curriculum enrichment and careers information, this unequal delivery of a known and established training model across the UK is emblematic of larger issues with heritage construction training provision.

CASE STUDY: South & East Lincolnshire Heritage Skills Project

This project was funded through UK Shared Prosperity Fund and delivered by Heritage Lincolnshire to provide traditional buildings skills experiences to a diverse range of people in the local area. The programme of activity included workshops, practical sessions, lectures, and expert-led guidance.

viability of the programme. Attempts to engage with local traditional building experts was met with enthusiasm but ultimately was not a viable pathway for delivering training within relevant timelines.

1. **Hussey Tower Lime Pointing Taster Sessions** - 40 Level 3 Bricklaying course participants from neighbouring Boston College attended two sessions about the site and teaching them the specialised skill of 'hot-mixed' lime pointing and different brick bonds.
2. **Louth Academy Heritage Skills Lessons** - Over 100 Year 8 students from Louth were given sessions about local built heritage, with a practical historic building survey element to share knowledge about heritage and historic building focused careers over three sessions.
3. **Ayscoughfee Hall Heritage Skills Sessions** - 15 participants from ages 18-75 took part in two sessions about historic building maintenance and a traditional lime pointing taster session. Participants included listed building owners seeking knowledge about maintaining and repairing their homes.
4. **Kirton Church Lime Pointing Session** - Local volunteers were trained on lime pointing to enable them to repair the local parish church's wall.

As part of this programme, Heritage Lincolnshire undertook a review of the engagement and developed options for future expansion of this programme to build on the partnerships and momentum established in this initial phase. It was also noted that in-house expertise was key to the



Ayscoughfee Hall Heritage Skills Sessions (above).
Hussey Tower Lime Pointing Taster Session (right).
© Heritage Lincolnshire



CASE STUDY: Bury St Edmunds Town Trust: West Suffolk College Partnership

The Construction and Conservation in the Built Environment Course (CCBE) integrates conservation and traditional skills training advocacy and practical activities into core further education construction education provision, aligning to NVQ, T-Level and Apprenticeship pathways.

- Funded through community sponsorship –integrated with Bury St Edmunds Town Trust Conservation Projects and works to Bury St Edmunds Abbey in partnership with English Heritage.
- The college mini-bus used for local visits where necessary – working with local specialists to deliver local projects for training.
- Administered over the last 11 years as an annual programme, under the ‘enrichment’ stream for Construction and T-Level students at West Suffolk College.

The scheme has been well received by students and local contractors and has opened a career route for some in conservation construction specialisms by bridging those in full time construction courses to future work opportunities. There is also a desire to review the opportunity to partner with CITB.

This is believed to be the first holistic heritage skills course in the country to be integrated formally into accredited training pathways through a memorandum of understanding.

“This inspirational course is an important national exemplar and illustrates how positive community level partnerships can achieve both education benefit and social value simultaneously.”



BURY ST EDMUNDS
TOWN TRUST



WEST
SUFFOLK
COLLEGE

New Opportunities

On 12th August 2025 West Suffolk College was named as 1 of the 10 Construction Technical Excellence Colleges (CTEC) in England that would benefit from the £100m additional Government investment to support the construction sector in training the 40,000 additional construction workers needed to build the 1.5m homes committed in the Government's Plan for Change.

Vast potential therefore exists for West Suffolk College to model the benefits of their CCBE Mainstream Construction Enrichment Programme Model (delivered successfully for the last 11 years) to a national audience and contribute strategically to accelerated upscaling of the programme. This could be achieved initially through envisioned roll-out to the 9 other CTEC colleges – with potential to roll it out nationally in the longer term as a specialist module for Mainstream Construction Training providers (State and Independent Training Providers) that would significantly boost career opportunities for students to engage in specialist and retrofit work of our pre-1919 building stock. Aligned to this, opportunities are being explored for those that complete the additional CCBE Modules to gain additional accredited academic credits by taking the Level 3 Award in Understanding the Repair and Maintenance of pre-1919 Buildings and/or the Level 3 Award in Energy Efficiency for Older and Traditional Buildings depending upon the path of their core studies.

The Syllabus

1. Walking tours and local history sessions
2. Archaeology: a site visit with local firm Britannia Archaeology
3. Walking tours in Bury St Edmunds and Lavenham to learn about architectural styles over time and the importance of local history.

4. Practical day workshops with local specialists:

- Forestry / green oak framing
 - Oak framing infill panels / wattle and daub (practical training)
 - Stone and flint (practical work at English Heritage sites)
 - Brickworks Discovery visits to Bulmer Brick and Tile
 - Conserving and upgrading sash windows
 - Design and manufacture of a sustainable eco-build prototype of design using traditional methods
- #### 5. Two-day estate/ heritage management immersive conservation field trip
- Visiting a local heritage site (previous visits included English Heritage, National Trust and Historic Houses Association sites)
 - Day 1: repair projects focus – visiting sites with live works to understand the context of heritage projects
 - Day 2: sustainability focus - sensitive adaptation and retrofit of pre-1919 buildings

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CASE STUDY: Historic England's Heritage Building Skills Programme

This case study focuses on Tier 1 of Historic England's Heritage Building Skills Programme which provides 11 9-week placements with construction firms for students enrolled on full-time construction courses with support from a career mentor and a bursary from Historic England.

- 11 placements (lasting 9 weeks) with heritage construction firms, for students on full-time construction courses including blacksmithing, bricklaying (x3), joinery (x4), plastering, roofing, and stonemasonry.
- Tier 1 recruitment was conducted at colleges with presentations to raise awareness of the opportunities on the programme and in the sector.
- Where possible, placement opportunities were offered at locations such as cathedrals which are accessible by public transport, as this was felt to be important for the younger age group of these entry level opportunities.

Summer Schools

- Placements included attendance to a Summer School
 - Cohort 1, Summer School 2022 at Wentworth Woodhouse
 - Cohort 2, Summer School 2024 and St John the Evangelist Church in Lancaster
- Summer School provided an opportunity to work on a live site and exposure to working on a Heritage at Risk site, and an opportunity to learn about different trades

- Tier 1s had an average confidence uplift of 38% following the Summer School (surveyed before and after the summer schools)

Qualifications and CPD

- At Summer School, trainees had opportunity to do the Level 3 Award in Understanding Repair and Maintenance of Traditional Pre-1919 Buildings course – 7 Tier 1s achieved this qualification.
- 1 trainee attended a Dry-Stone Walling Association course.



Activities delivered as part of the 2024 Summer School at St John the Evangelist Church in Lancaster.
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- 1 trainee completed their NVQ2 Joinery (arranged by their college).

Programme retention and destinations

- 100% retention and graduation rate from the programme.
- Destinations on exit from programme known for 8 Tier 1 trainees:
 - 1 progressed to Tier 3 of the programme
 - 3 were employed by their host firm and 1 was employed by their host firm and starting a full-time apprenticeship
 - 3 returned to college

“This course has opened my eyes to the world of heritage work and has provided me with a job that I enjoy doing.” (Tier 1, Joinery trainee)

“It’s a great experience which opens doors to multiple pathways” (Tier 1, bricklaying trainee)

Lessons Learned

- At Summer School 2024, trainees were organised into ‘gangs’ for workshops and on-site work. This modular planning, which mixed trainees by tier and age, allowed for support and development opportunities.
- Entry-level traineeship opportunities are the least valued by employers because they involve particularly inexperienced trainees who may not be used to the workplace, but they are perhaps the most beneficial for exposure and attracting diverse talent to the sector.
- The only trade with a heritage training route in apprenticeships/T-levels/mainstream college courses is stonemasonry. There is a lack of visibility for heritage construction, and of routes into it.
- Due to age and inexperience, Tier 1 trainees were most intensive to manage and needed the most support.



Activities delivered as part of the 2024 Summer School at St John the Evangelist Church in Lancaster.

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5. Government funded into-work and training schemes

Expected audience: adult learners, and job seekers.

Skills Bootcamps

Skills Bootcamps are a government training scheme which give people over the age of 19 years the opportunity to build up sector specific skills through fully funded and co-funded flexible courses of up to 16 weeks.^[1] They are designed to be an employer led activity providing training and upskilling in areas of demand with local employers, however some models have been led by education institutions like in the case study in this section. The provision of Skills Bootcamps is approved through local skills funding via strategic mayoral authorities and to be an approved bootcamp the learning programme must meet certain requirements set out by UK Government.

Some established bootcamps relating to retrofit and green skills have significant overlap with the needs and concerns of the heritage sector especially heritage construction skills such as specialist lime works for pointing, rendering and plastering, sustainable/sympathetic retrofit of pre-1919 buildings and others. The sector could look to enhance or expand provision of these existing bootcamps to focus on heritage retrofit, for example, by including the completion of relevant qualifications as part of the training. These existing bootcamps could also be used as a basis to develop heritage construction skills bootcamps.

SWAPS

Sector-based Work Academy Programmes (SWAPs) are an initiative by the

Department for Work and Pensions (DWP) to facilitate pre-employment training through work experience placements and guaranteed job interviews. These programmes are not necessarily designed to suit the heritage sector; however the Landmark Trust ran a SWAP at Calverly Old Hall which explored how they could work for the heritage sector and provide training in heritage construction skills.

SWAPs are approved through the DWP and as such need to meet certain requirements to access available funding. Funding from the DWP provides and up to 6-week learning programme which must include: sector-based training; work experience within the relevant sector; a guaranteed interview for an apprenticeship or other job opportunity. Participants for SWAPs are mostly recruited through local Jobcentres via the DWP and the support available for participants includes a guarantee for participants to continue receiving benefits throughout the programme, and provision of enabling costs such as transportation and childcare for participants.

Pre-Apprenticeship Programmes

Pre-Apprenticeship Programmes are an initiative facilitated by Historic Environment Scotland to help people gain understanding and experiences of apprenticeships before committing to enrolment in a full apprenticeship. These are not specifically designed for people facing unemployment, but they can be helpful for those facing barriers to employment. This programme is specifically designed for the heritage skills sector, particularly heritage craft skills and heritage construction skills and supports participants with developing wider employability skills.

The existing programme includes 16 weeks of work experience which includes training towards qualifications in construction (e.g. gaining a Construction Skills Certificate Scheme card); support towards other employment related skills and qualifications such as driving theory tests, health and safety training, and first aid training. More generalist career support is also included for participants to strengthen confidence in job interviews, application writing, communication, teamwork etc.

In England, the newly formed Skills England is exploring the introduction of foundation apprenticeships, which may provide an additional opportunity, and which will be able to draw on funding from the reformed apprenticeship levy.

Discussion

These professional courses and government schemes have the potential to provide numerous benefits. Through these schemes, it is possible for participants that would otherwise struggle to engage to get involved through the provision of childcare, travel expenses, and other pastoral support. As the sector works to make heritage skills careers more accessible, these elements of a training programme can prove invaluable, even if they do not address all of the barriers known to face prospective heritage skills professionals. By accessing these support mechanisms via engagement with government schemes such as Skills Bootcamps and SWAPs, the sector is able to reach audiences that may not otherwise engage with or even know about heritage construction careers.

On the other hand, there are difficulties associated with these delivery models for heritage construction skills training provision. These schemes are generally inflexible and have strict requirements which must be met in order to access the available funding, which can make setting up courses challenging and complex especially for small independent heritage sites,

contractors, and training providers. For example, a guaranteed job interview can be a requirement but with projects often short lived, it can be difficult for contractors to make this commitment. The continued delivery of these schemes beyond the lifespan of a single project or funding pot also poses an issue – with continuity of provision proving difficult across a broad range of different heritage construction training models and approaches. Solutions for these issues may lie with greater local collaboration between training providers, heritage projects and contractors, however this also has a capacity implication for organisations which are already stretched.

Perhaps the largest issue preventing these schemes from being taken up more widely by the heritage sector and being used to address the skills gaps and shortages faced throughout the construction sector is that awareness of these schemes and programmes in the sector, among potential delivery partners, and among people looking for entry-points to heritage construction careers remains low.

With the limited delivery of these schemes so far within a heritage construction skills context (though some examples are detailed in this document), it is not yet known exactly how effective these different schemes are at recruiting new talent to the heritage construction sector and effectively reducing barriers to people exploring these training models. Hopefully with additional future delivery, a greater understanding of the best ways to deliver these programmes for heritage skills will develop.

CASE STUDY: Petroc Heritage Construction Skills Bootcamp

With funding from Devon County Council, Petroc (a higher and further education college) developed and delivered two heritage skills bootcamps from 2024 to 2025 in partnership with North Devon Council. Petroc are experienced with the bootcamp model for other sectors and used this to deliver heritage construction skills.

The course was led by a local stone mason who had knowledge of drystone walling, and lime and was supported by a joinery course leader from Petroc who had expertise in traditional building skills. Further context to the course was provided by contributions from the local conservation officer and site visits.

Eligibility for the funded bootcamps was very broad:

- Be aged 19+.
- Be living at a postcode within Devon, Plymouth, Torbay or Cornwall.
- Be employed part-time or full-time, self-employed or unemployed, or an adult returning to work after a break.
- Have the right to work in the UK.

Delivery of the course was possible through partnership with National Trust Arlington Court who provided a venue for training and hosted open days and taster sessions for the course using a farm building. The biggest difficulty faced by the team was providing the required interview for further training or employment at the end of the bootcamp, as it was difficult to engage with possible employers.

The audiences who engaged with the course were mainly local property owners rather than career starters, although architects looking to expand their knowledge of heritage building skills did take part. Although a few construction trades took part in the course, feedback from the local construction sector suggested that the commitment of 1-day/week over 10-12 weeks was not feasible alongside regular work on site.

Clockwise from top left: decorative plaster moulding; reed preparation for thatching; drystone walling; leadwork. These photographs are from an event at Pannier Market which advertised the bootcamp in 2024.

© North Devon Council



CASE STUDY: Landmark Trust & Calverley Old Hall SWAP

Part of the National Lottery Heritage Fund supported restoration of Calverley Old Hall by the Landmark Trust where training and engagement activities formed a key element and aimed to diversify audiences.

Partnerships

- Holding spaces for apprentices at the local college - Leeds College
- Employers for those offered an apprenticeship (contractual agreement as part of wider contracted works at Calverley Old Hall) - Dobson Construction.
- Recruitment support for the SWAP and taster days – DWP, Migration Yorkshire, Refugee Council, Canopy Housing.
- Programme enrichment partners (heritage sites, capital works projects etc) – Bradford Museums & Galleries, Rushbond PLC, Yorkshire Water, Leeds City Council, North Yorkshire Youth.

Taster days in May 2022 to recruit for the SWAP

2 speakers and 5 tutors representing stone masonry, joinery, lime plastering, lime slaking and blacksmithing and including hands-on activities where possible.

SWAP - 6 weeks – June to July 2022

14 participants of which 11 were full-time. 12 full time places with one reserved for public/other interested parties to get involved with activities
6 tutors each delivering mini courses and 4 off-site visits.

- Week 1: stone masonry with some lime plastering

- Week 2: joinery, building a timber framed hut
- Week 3: lime plastering of the hut and some decorative plastering.
- Week 4: Leaded lights
- Week 5: Brickwork
- Week 6: Furniture building

“There was a good range of male and female participants from variable backgrounds and from challenging family situations.” - a tutor

Outcomes

- 7 interviewed for apprenticeship positions.
- 2 apprenticeships offered with SWAP partner. One in joinery, one in brickwork/stonework. 2 in reserve for apprenticeship positions
- Further career advice and training, jobs and apprenticeship opportunities shared, and referrals made to other local companies.

Lessons learnt

- 6 weeks is too long – 3 or 4 would be better
- Clearer communication around expectations and audience’s prior knowledge with tutors
- There is interest!
- Needs to be long-term evaluation and proper pastoral support for participants after the programme is otherwise finished
- Partnerships provided recruitment and training for people from broad backgrounds, ages and abilities.

6. Career progression and development

CPD for construction audiences

Expected audiences: construction professionals.

Linking closely with taster opportunities for construction students to learn about potential specialisms within the construction sector, there is great potential to offer CPD for existing construction professionals to develop their knowledge and skills through additional training, upskilling and taster opportunities. These could be coordinated to take advantage of local opportunities through projects and sites, networking across the heritage and construction skills sectors.

The Society for the Protection of Ancient Buildings (SPAB) working parties can provide professional development and practical learning opportunities for a range of audiences, from members of the public and new entrants, to those working in mainstream construction and historic environment professionals such as architects and surveyors, enabling them to get hands on and expand their knowledge outside of their specialism.

CITB Levy payers can claim funding for the successful achievement of approved short courses that focus on the core construction skills needed across the industry. In order to qualify, the course must have a minimum duration of 3 hours and must not exceed 29 days and align to approved construction related standards. You can find more detail about what levy can be used for, and the specific courses that can be funded here: [Short duration training standards search - CITB](#). At the time of writing searching for 'heritage' returns 49 results.

CPD for heritage professionals

Expected audiences: historic environment professionals.

This form of heritage skills training often sits outside of structures aimed to address the root causes of heritage skills shortages, but it can be extremely effective at raising awareness of maintenance and repair issues within the historic environment by engaging existing heritage and heritage adjacent professionals whose work and decisions impact historic buildings and structures. CPD provides a technical opportunity to upskill professionals already engaged in the sector, although targeting audiences with effective marketing is essential to ensure broad and impactful engagement. Most of the previously described models for engagement with heritage skills also apply to activities which can be considered CPD for “desk-based” heritage professionals such as hard-hat tours, but some bodies like the IHBC sometimes promote certified CPD versions of these taster activities (such as “Making, Using and Specifying Hot Mixed Lime Mortars” from the Scottish Lime Centre) through their national remit and regional branches.

There is unrealised potential for engagement which is considered to be CPD to appeal to sectors outside heritage such as general building management. This would be advantageous not only for raising the profile of heritage skills in the wider community consciousness but could also affect how decision makers in building repair and maintenance care for their historic buildings in the private and public sectors. It needs to reach audiences other than conservation officers and heritage officers. Targeting audiences such as local authority estate managers and maintenance

professionals working in the private sector could help avoid inappropriate repair being carried out on housing stock and commercial properties in both public and private ownership. This also would help prevent this kind of provision slipping into an echo chamber where new people are not introduced to heritage skills and associated issues.

Although this is out of scope for this report, which is focused primarily on pre-apprenticeship and formal qualifications, there are also a series of more formal heritage qualifications, such as Level 3 NVQs in Heritage Skills, and Specialist Applied-Skills Programmes, which can attract grant funding from the CITB for those working for in scope organisations (organisations which register with the CITB, submit levy returns and otherwise contribute based on payroll and subcontractor payments). The new Level 3 Craft Apprenticeships in construction trades also have the potential to attract CITB apprenticeship funding once they are in delivery.

Further detailed information is available from the [CITB website](#) and [Historic England's qualifications guidance](#).



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CASE STUDY: The Tywi Centre and Specialist Applied Programmes (SAPs)

The Tywi Centre – Building Skills for the Future of Heritage Construction

The Tywi Centre, part of Carmarthenshire County Council's Built Heritage Service, has been supporting the construction industry for over 15 years. Based in Wales but training learners across the UK, the Centre has earned a strong reputation for practical, high-quality training that bridges the gap between mainstream construction and heritage work. The Centre's focus goes beyond listed buildings - it aims to ensure that everyone who owns, manages, or works on a traditional building, whether protected or not, understands and values the historic, environmental, economic, social, and cultural importance of these vital structures.

A Stepping Stone into Heritage Construction

For many construction workers, heritage work offers a new and rewarding direction, combining hands-on craftsmanship with the care and conservation of historic buildings. The Tywi Centre acts as that first step, providing training that helps experienced tradespeople apply their existing skills to traditional materials and methods. At the heart of all the Centre's courses lies one essential idea: to care for traditional buildings properly, we must first understand how they were built and how they perform. This knowledge forms the foundation of good maintenance, repair, and retrofit decisions. Some students join the Centre after working with heritage organisations like the National Trust, Historic England, or The King's Foundation. Others come directly from the modern construction industry, looking to take on projects that are more challenging, more satisfying, and

that make a real contribution to protecting the nation's built heritage.

Accredited, Flexible Qualifications

The Tywi Centre's core training programmes lead to Level 3 NVQs in Heritage Solid Plastering, Masonry, and Wood Occupations. These qualifications are primarily delivered through the CITB Specialist Applied Skills Programme (SAP) — a structured pathway that combines 20 days of training with up to 18 months of on-site assessment.

The 20 training days include both theoretical and practical modules, covering topics such as conservation law; architectural styles and defect recognition; best practices for conserving or restoring masonry, plasterwork, or timber; materials identification and properties; and specialist construction techniques. Dedicated workshop sessions, live site work, site visits, and classroom-based learning together provide a comprehensive foundation of knowledge and practical experience.

© Tywi Centre



Training can also be delivered in a more flexible format, allowing companies, Building Preservation Trusts, or groups of learners to participate in the specific elements that meet their needs. Programmes can be hosted at the Tywi Centre or delivered on-site, particularly for groups of six or more learners within a single trade. This adaptable approach enables employers to invest in the development of their teams while maintaining the momentum of ongoing projects.

Real Career Progression and Industry Impact

More than 150 craftspeople have completed their NVQ Level 3 qualifications at the Tywi Centre, equating to over 4,000 days of training and assessment. Graduates have gone on to:

- Set up successful heritage construction businesses
- Undertake prestigious SPAB Fellowships
- Work on landmark conservation projects across the UK
- Move into management, specification, or training roles

Many are now mentoring apprentices and building the next generation of skilled craftspeople, helping to secure the future of the heritage construction industry.

Continuous Skills Development

For businesses, the Tywi Centre also offers Continuing Professional Development (CPD) courses, including 3-day Lime Plastering, Decorative Plastering, and Sash Window Repair programmes alongside Level 3 Awards in Repair and Maintenance of Traditional (Pre-1919) Buildings and Energy Efficiency Measures in Older and Traditional Buildings. These short, focused courses help teams develop traditional craft skills, upskill staff or prepare for heritage projects, improve quality and workmanship, and open new commercial opportunities in the heritage sector.

For architects, surveyors, and other professionals, The Centre also offers courses in specifying lime, writing heritage impact assessments, and conducting historic window condition surveys. The Centre also helps listed building owners and custodians navigate the Listed Building Consent process, explaining when consent is required, how to prepare strong applications, and how to work effectively with conservation officers.

Whether there's a tradesperson looking for a new career path, or a company seeking to expand into conservation and repair, the Tywi Centre provides the expert training, flexibility, and support to help them build a future in heritage construction. Through their work, the Tywi Centre helps ensure that the skills and understanding needed to maintain our built heritage continue to support future generations.

© Tywi Centre



Considerations

These points may be helpful considerations for those planning to undertake heritage construction skills initiatives.

1. There is no easy, one size fits all approach when looking to address heritage construction skills training – it is important to review on a case-by-case basis which models or approaches best fit the relevant aims and objectives and audiences. Review the breadth of models described above as a first step.

2. Connecting with local heritage skills organisations, networks and professionals can be helpful to develop partnerships and share valuable lessons relevant to heritage skills training provision in the area. Some examples might be:

- Planned Regional Heritage Skills Networks
- Construction Industry Training Board regional networks
- Local Skills Improvement Plans stakeholders
- Education providers
- Building preservation trusts
- Established traditional building skills training providers.

3. When thinking about heritage careers and broadening pathways for new talent to enter the sector think beyond career fairs, taster opportunities and short courses (although these have a valuable place in provision).

4. Activities should not be done in isolation, without clear purpose. Heritage skills should be reviewed as part of a greater whole, always maintaining connections to other elements of the skills pipeline such as further training, and other influences on heritage skills initiatives such as

wellbeing, career support, further support.

5. Think about social media and gently rebranding the heritage sector to be a desirable career pathway as part of a project or general work.

6. Working with local careers, voluntary and other services can help build capacity to support people pastorally as they take part in heritage skills initiatives, explore new careers, and transition through career and life changes.

7. Initiatives must be inclusive of people with different experiences, backgrounds, and needs in meaningful and not tokenistic ways. Asking people what support they need to engage, or working with charities which support different communities to reduce barriers to projects from the start is very important. Adjustments such as providing childcare or offering affordable or free travel to and from venues can reduce barriers to participation.

8. Look to guidance from others in the sector, case studies or toolkits to avoid starting from scratch and repeating work.

9. Consider how developing heritage skills initiatives might have longevity beyond a discreet project and how they might tie in with further training and engagement with the historic environment over the medium- and long-term.

10. Share lessons that you learn along the way to support others. This will build capacity in the heritage construction skills sector, strengthen local

structures for training provision, and encourage sector resilience and good will. Competition and defensiveness are counterproductive in whole heritage sector engagement with addressing heritage skills shortages.

11. Work with larger organisations to reduce the burden of risk (financial, capacity etc) on smaller organisations. Collaboration of this sort could be facilitated through Regional Heritage Skills Networks as proposed in the Historic Environment Skills and Careers Action Plan for England (HESCAPE).

12. Consider incorporating local heritage skills needs within projects such as flintwork in East Anglia alongside more generic traditional building skills such as lime work. It is important to address skills shortages over the whole breadth of traditional building skills, but local building skills are usually underrepresented in training initiatives and more at-risk of permanent loss.

13. Heritage skills initiatives may be eligible for funding beyond the usual heritage funders (especially more formal models like SWAPs and Bootcamps). It is worth exploring alternative ways of funding these initiatives or to seek match funding from non-heritage funders.

14. Engaging volunteers and local communities is an important part of looking after our historic environment for future generations. Where possible, including the local community and engaging with local volunteers helps to foster a sense of ownership of the historic environment and has other benefits beyond addressing the skills gap.



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Resources

More information on case studies:

[The Adopt-a-Monument Scheme](#) - Archaeology Scotland.

[Conservation in Action](#) - English Heritage.

[Heritage skills event described as “one of the best experiences provided for children”](#) - North East Lincolnshire Council.

[South & East Lincolnshire Heritage Skills Project](#) - get in touch with Heritage Lincolnshire via their website for more information on this project.

[The Heritage Building Skills Programme](#) - Historic England.

[The Devetaki Project](#) - Great Yarmouth Preservation Trust.

[International Partnerships](#) with Great Yarmouth Preservation Trust.

[Heritage and Conservation Short Course at Nottingham Trent University](#) - There are other courses available at NTU which also deliver introductions to heritage construction skills and conservation principles. These courses have been developed and delivered by Toby Ebbs.

[North Devon Heritage Skills Project](#) - a website resource from North Devon Council from recent experiences with delivering heritage construction skills training in North Devon which brings together a directory of local traditional craftspeople and training opportunities. The project is funded through the UK Shared Prosperity Fund.

[Calverley Old Hall Events](#) - Landmark Trust. Scroll down to learn about past events and activities including the SWAP.

[Bury St Edmunds Town Trust: West Suffolk College Partnership](#).

[Specialist Applied Programmes](#) - Twyi Centre.

Other resources:

These may be useful to those looking to establish heritage construction training initiatives. This list is not exhaustive and there are many other local resources and useful contacts across the UK.

[Historic Environment Skills Forum](#) - KHub Forum includes information about other heritage skills projects, recordings of past seminars, opportunities to network and other resources.

[Traditional Building Skills Training Toolkit](#) - Churches Conservation Trust.

[Training and skills development good practice guide](#) - National Lottery Heritage Fund.

[Heritage Crafts matchMAKER](#) by Heritage Crafts is an online resource for finding work-based training and entry-level employment in traditional crafts.

[Go Construct](#) is an online resource for construction careers including job adverts for entry-level and higher positions and guidance for different pathways into construction careers.



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PATHWAYS INTO HERITAGE CONSTRUCTION

models and case studies

HERITAGE LINCOLNSHIRE

