

Education and Skills

Edward Impey *Director of Research and Standards, English Heritage*

The historic environment is a wonderful educational resource, but its understanding and care need many skills.

Acquiring information and knowledge is easier today than ever before and society is continually seeking ways of expanding this. The government is encouraging more and more school-leavers to continue their studies at university, more adults are undertaking learning at different stages of their lives, and the government's White Paper, *Skills: Getting on in Business, Getting on at Work* (2005), sets out the agenda for major reform to make this country a world leader in skills. Against this backdrop, the historic environment is facing up to the increasing demand for educational opportunities – both virtual and rooted in direct experience of real situations – and creating a more skilled workforce. In response to this, education, learning and skills are central to the heritage cycle promoted in the English Heritage corporate strategy, *Making the Past Part of Our Future*, which says: 'by getting people to understand the historic environment they will want to value it and by valuing it they will want to care for it and by caring for it, comes a thirst to understand it'.

Of course, English Heritage is not alone in championing the educational benefits of the historic environment and in ensuring that skills vital for its care are available now and in the future. The Heritage Lottery Fund, The National Trust, amenity groups and professional bodies have contributed greatly to raising awareness of the enjoyment to be had from our heritage and in recruiting people to this important sector. Meeting these aims and building upon the increased popularity of the historic environment, however, requires a combination of a broad strategy and a bottom-up approach. What really matters is delivery at the local level, and making a practical difference to people's knowledge, their quality of life, learning opportunities and skills development then benefits the broader picture – and meets our aims and objectives.

At the heart of responding to how we manage the historic environment is the need to build capacity. Creating sustainable partnerships results in synergies that are greater than the individual parts can ever hope to be and is where time and energy should be invested. A collective way of working brings together different talents and skills more effectively and maximises threatened human and financial resources. It also allows a quicker, more positive response to opportunities and challenges. Putting this into effect, however, requires a new way of thinking, the setting aside of organisational agendas in favour of collaboration and common aspirations, greater partnership skills, vision and the acquisition of a broader understanding of how we work together to shape the future of our built and natural environments. We also need to educate decision-makers, for example in local authorities, to be better informed and equipped to manage the historic buildings, towns and landscapes that give England its great diversity, charm and regional character.



© Essex County Council

Cressing Temple, Essex. Through education and outreach, Essex County Council, open-air museums and other heritage groups have done much to raise awareness of traditional building skills. Hands-on practical experience provided to school-children is educational, stimulating and fun.

Building Crafts College, Stratford, London. Trainees in the stonemasonry workshop dress limestone blocks as part of their college course.



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Education has two main strands: helping people to understand and learn from the historic environment and thereby to want to care for it; and training the professionals, craftspeople and operational staff within the sector. The first involves using our historic assets to attract schools, adults and families to want to visit and engage with these historic places and take something away which enhances their lives and brings the past alive. This can be achieved through school and educational group visits, workshops, tours and activities at historic sites; family and adult learning events, such as the Festival of History and Heritage Open Days; and community learning programmes that reach the disadvantaged or under-represented groups through heritage outreach projects.

The second strand focuses on education, training and continuing development for historic environment professionals, craftspeople and operational staff. Highly specialised skill sets and professional sub-divisions exist within the historic environment and those need to be retained, but there is an increasing demand to look at what skills will be necessary in future to respond to changes in the historic environment. In 2004, the Heritage Forum identified five priorities to be addressed by the sector, the third of which involved initiatives designed to 'ensure that the skills and competencies needed to engage new audiences and run a modern heritage protection system are available'. This resulted in the publication in August 2005 of the Heritage Forum report, *Modernising Sector Skills and Working Culture – Action in Developing*

Heritage Skills, which highlights the progress in various areas of the sector, both in terms of labour market intelligence and addressing current skills shortages. However, gaps identified across the sector now need strategic action. Emphasis on new generic skill sets and approaches to work advocated by the Egan Review (www.communities.gov.uk) being taken forward by the Academy for Sustainable Communities, must be integrated into planning education and training provision. Training for voluntary and community sector groups must also be improved so that they can engage with and understand their local historic environment and the professionals with them.

Many of these issues are being addressed and good examples exist of how the different strands within education and skills in the historic environment are being tackled. Establishing best practice and new models of learning and training development through integrated partnership working are now emerging. *Heritage Counts 2007* will concentrate on Learning and Skills and is another link in displaying how the sector is responding and adapting to change – showing the progress in delivering education and skills to meet current and future sector needs. Much of our sector work is knowledge-based, and training and succession planning are the keys to ensuring this is passed on to future generations for them to learn from, use and refine.

Traditional Building Skills

A new partnership approach is reviving threatened skills vitally needed today and for the future.

A TIME FOR ACTION

Traditional building craft skills are essential for the repair, maintenance and preservation of the 5 million pre-1919 buildings that survive in England, including approximately 500,000 listed as being of historic or architectural interest. In the late 20th century, however, these skills declined and their shortage – the face of the industry changed and construction operatives within construction companies fell from 1 million in 1960 to 475,000 in 2000, active workforces in some of the rural and traditional building crafts diminished and there are at present only around 900 thatchers, about 50 firms working on cob and earth buildings, fewer than 300 professional dry-stone wallers and around 600 stone slate roofers in England – was highlighted in a series of reports: *Power of Place* (English Heritage, 2000); *The Historic Environment: A Force For Our Future* (Department for Culture, Media and Sport [DCMS] and Department for Transport, Local Government and the Regions [DTLR], 2000); *Saving Our Living Heritage*, Heritage Lottery Fund (2000); *ConstructionSkills Foresight Report* (2002); *State of Our Historic Environment* (English Heritage 2002).

In 2002, English Heritage (www.english-heritage.org.uk) addressed the problem by joining forces with ConstructionSkills, the Sector Skills Council for Construction (www.constructionskills.co.uk). This is an ideal partnership because conservation is part of the repair, maintenance and improvement (RMI) sector of the construction industry, which generates 46 per cent of the sector's £82 billion output (2005 figures). Common strategies and new initiatives have emerged and the built heritage is now firmly within mainstream construction thinking.

A key outcome of this partnership was the formation in March 2003 of the National Heritage Training Group (NHTG; www.nhtg.org.uk). This specialist group has

a UK-wide remit to develop skills provision for the built heritage sector in the context of the overarching training objectives of the Department for Education and Skills (DfES). In December 2004, ConstructionSkills signed a 3-year agreement with English Heritage that generates £225,000 per annum for traditional building skills. ConstructionSkills has since signed a similar agreement with Historic Scotland and another is being developed with Cadw. The aim throughout is to use these partnerships to find long-term solutions, rather than short-term fixes.

Assessing the need

In June 2005 the NHTG published the first skills-needs analysis of the built heritage sector, *Traditional Building Craft Skills – Assessing the Need, Meeting the Challenge* (obtainable at www.nhtg.org.uk). The press and publicity campaign surrounding this £230,000 research project generated enormous coverage, and led to a significant number of enquiries from individuals and contractors regarding work in the sector.

The skills-needs research is being repeated between December 2006 and April 2007. It will provide trend analysis and determine whether the strategic and tactical initiatives are having the desired impact. The quantitative data from the research is also important when influencing decision-makers in tackling the problems that have been identified.

Meeting the challenge

The Skills Action Plan within the NHTG report is being widely used in England to find the craftspeople needed to meet current and future demand. Shortages affect the mainstream craft trades as well as smaller and more threatened skills such as dry-stone walling, earth building and thatching. The aim is to reduce the shortage of craftspeople from 6,500 to 5,200 by April 2007 and to achieve a 20 per cent increase in the up-take of National Vocational Qualification (NVQ) Level 3 Conservation Units.

Regional heritage skills action groups

Although craft skill shortages are a national issue, they also have major regional implications. The NHTG is therefore helping regional partners to take ownership by establishing regional Traditional Building Skills Action Groups. Although NHTG will maintain its national strategic role, it is using the regional expertise to direct resources. It is also linking the groups through an electronic user group and an annual conference, which allows them to share best practice and ideas, respond to regional differences and to co-ordinate resources and share skills.

To respond to regional demand, the NHTG is also supporting consortia composed of appropriately experienced further education and private training providers, building preservation trusts, heritage groups and contractors to provide different types of skills training, but linked to the regional skills groups. New Centres for Traditional Building Skills or Heritage Skills Academies will utilise existing skills and infrastructure to service sub-regional or wider geographical needs. Because they operate within a satellite structure, these groups are not constrained by one physical site. Instead, they allow a flexibility of training delivery that mirrors the operational structure of the two National Skills Academies for Construction being established in the Thames Gateway and the North-West Region.

Training the trainers

Launched in 2005, this programme is designed to increase the conservation knowledge of further education lecturers in construction colleges. The aim is to make sure that conservation is integrated at all levels of the NVQ curriculum, but especially in the NVQ Level 3 Conservation Units or the new Heritage Skills NVQ Level 3. The course uses established

experts and is delivered in three inter-related modules covering general conservation principles and the approach to historic buildings. It includes hands-on practical experience gained through on-site work experience, and CD-Roms tailored to the NVQ curriculum are also being developed to assist the tutors and students.

To help colleges interested in delivering conservation as part of the NVQ system, the NHTG commissioned a scoping review of UK Heritage Building Skills Training. This has provided a useful database of construction courses that include conservation and restoration. Sustainability of courses is crucial and these must be related to regional and local demand and, where possible, linked to the Centres of Vocational Excellence (COVE) networks.

Procurement of built heritage contracts

Procurement in the built heritage sector needs to respond to the way the new-build sector organises and delivers projects through single supply chains and integrated project management. Commitment to a qualified workforce is being encouraged by the Major Contractors Group (MCG), which has imposed strict deadlines for people to gain appropriate qualifications to work on their new-build projects. The MCG carries out approximately 40 per cent of all construction activity and has fully supported the Construction Skills Certification Scheme (CSCS) and the drive for a qualified, skilled and safety-aware workforce. Contractors who invest in training also want to see a level playing field when tendering for contracts. With this in mind, English Heritage has been discussing changes to the wording on their Works Contracts to Works and Training Contracts with the Office of Government Commerce.

Trainees on the 2004 'Heritage Crafts' training programme replacing the sole plate of a 14th-century Grade II listed timber-framed barn in Terling, Essex.

© ConstructionSkills



This is very much in line with thinking behind the development of the National Skills Academy for Construction. As construction activity tends to be project-based, it follows that training is better delivered via work-based training centres on significant construction projects. The built heritage sector offers a unique collection of historic assets that can help address the shortage of skilled craftspeople and skills gaps in the conservation and repair of pre-1919 buildings. Works and Training Contracts should be applied to all historic building projects. These buildings represent a real opportunity for specialist training that delivers better-quality work not only for the future but also for the present. Some projects are being undertaken by contractors without the appropriate skills within their workforce, leading to potential damage to our historic building stock, which is of great concern.

One obstacle is the perception that a training element within a contract will increase costs. Demonstrating the business benefit of training is indeed hindered by the fact that it is not easy to show a consistent time-frame for the return on investment. Research by ConstructionSkills nevertheless shows that

49 per cent of those providing training considered increased productivity to be the main business benefit; one in five said it reduced accidents at work; and 7 per cent claimed it helped to win contracts. But the benefits of training are not always financial. Improved health and safety is a key objective for both ConstructionSkills and the government to reduce the very poor safety record in construction.

Two issues affect construction procurement in a public-sector context: value for money and

EU procurement regulations. The former can be fulfilled by the increased productivity and quality of the completed work brought about by training within the contract. The second requires, among other things, that fair criteria are used in selecting those invited to tender and in awarding contracts, without unduly limiting competition. Fair criteria are ones that are pertinent to achieving the requirements of the contract. A training scheme is not necessary to repair a building, but it becomes so if it is included as a specific area of the contract. It is also possible to include provision for training as one of the selection criteria within works and services contracts below EU thresholds if it is thought appropriate, and providing there is sufficient competition to achieve this.

English Heritage is currently consulting other heritage organisations on how this type of contractual change might be introduced across the sector. The Heritage Lottery Fund (HLF) has already set an excellent example in this regard by requiring a Training Plan for grants above £1 million.

Looking ahead

The NHTG, ConstructionSkills, English Heritage and its sector partners need to maintain the current momentum and manage expectations raised by the creation of the regional Traditional Building Skills Action Groups.

A priority is to develop new educational links within schools, to raise awareness of the built heritage and employment opportunities within it. Encouraging recruitment among young people, and in turn their parents, will



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Lead Training Academy, Stratford, London. Instructor and trainee shaping lead around an assimilated timber former simulating a complex roofing structure.

Helen Bower, a Society for the Protection of Ancient Buildings William Morris Craft Fellow at the York Glaziers Trust. There is no dedicated training course in England for the conservation of stained glass. Training is undertaken in a few cathedral workshops and a number of private conservation practices, but cannot be sustained on this *ad-hoc* basis.



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depend on the use of e-learning, mobile-phone technology and other new media. It will also be necessary to establish Construction Skills Training Plans if 100 per cent of the workforce of specialist heritage contractors and sub-contractors is to be registered with the Construction Skills Certification Scheme (CSCS) by the target date of 2008–9. If the built heritage sector is to be seen for what it is – a vibrant and relevant part of our built environment – then these are the kinds of challenge that it has to face if it is to change its image and attract new recruits, especially women and people from minority groups.

Seamus Hanna, *Conservation Department, English Heritage* and **Alistair Collin**, *National Specialist Manager, ConstructionSkills*

The original 'penny-struck' mortar finish on this historic brickwork was being re-pointed with cement in an inappropriate 'weather-struck' finish, until halted by a passing conservation officer. A skilled stonemason removed the cement pointing, cut back the lime mortar and re-pointed with lime mortar to replicate the original finish.



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HLF Traditional Building Skills Bursary Scheme

The HLF (www.hlf.org.uk) is providing almost £7 million in funding to support 10 work-based bursary training schemes. As part of this initiative, £900,000 has been awarded to a partnership between English Heritage, The National Trust, Cadw, ConstructionSkills and the NHTG to deliver a £1 million Traditional Building Skills Bursary Scheme for England and Wales. Funding is available from 2006 to 2010, but it is expected that the scheme will be sustained beyond this date.

The aims of the scheme are to address skills shortages and skills gaps and increase diversity through offering bursaries to encourage applications from people who are currently under-represented. Craftspeople, trainees and career changers qualified to NVQ Level 3 or equivalent and above, will gain valuable work-based training, develop existing skills or improve their knowledge and gain experience of conservation and repair of historic buildings, structures or sites. A range of public and private providers will offer placements, with supervision provided by experienced craftspeople, and will supplement training gained at college. The scheme will fund 80 variable-length work placements, comprising 16 placements of one month's duration, 48 of three to six months and 16 of six months to two years.

This is a much-needed boost to support trainees to obtain essential practical experience on live projects, and the placement providers can also benefit from having their own employees train as bursary-holders. It is also an excellent means of raising skill levels within the built heritage sector and could enable existing tradespeople in the new-build sector to transfer to the heritage field by providing them with further training.

The financial support from the HLF shows its commitment to act upon the findings of its own report of 2002, *Sustaining our Living Heritage*. This highlighted a significant decline in traditional heritage skills and the failure of many employers to acknowledge the lack of available training and education. The Traditional Building Skills Bursary Scheme is an important step in ensuring that the threatened building conservation skills and a trained workforce to use them do not disappear. An information pack and application form can be received by e-mailing your name and address only to: hlfbuildingskillsbursaries@english-heritage.org.uk.

Amanda White, *Senior Building Surveyor, Conservation Department, English Heritage*

Parks and Gardens Skills

John Watkins *Head of Gardens and Landscape, English Heritage*

A revival in gardening skills is vital to the survival of England's much-loved parks and gardens.

England has a unique heritage of public and private gardens and designed landscapes. This 'green' heritage attracts 20 per cent of all overseas tourist visits and more than 2.5 billion public visits to parks each year. Research initiated by English Heritage has identified that both historic gardens and public parks are facing a major staff recruitment, retention and succession crisis, which could lead to a significant decline of the sector in 15 to 20 years. Since 2001 and in response to the government's policy directive *The Historic Environment, A Force for our Future* (2001), English Heritage has adopted a more strategic national role on traditional craft skills and training needs and acts as a catalyst by working in partnership with other heritage bodies, organisations and the industry to influence policy.

Background

There has been a major shift in the 'landscape sector' in the last 20 years. Traditionally, people started their careers with local authority apprenticeship schemes, progressing on to further and higher education at county colleges, attended botanic garden courses or worked in public parks, botanic or heritage gardens. The introduction of compulsory competitive tendering (CCT) for local authority grounds and park maintenance resulted in the abolition of local authority apprenticeship schemes, which at their height may have been producing 1,000 trained apprentices per year. Very few of the contractors could afford to fund their own apprenticeship schemes and at the time there seemed little need as there was still a large pool of local authority trained staff. In parallel, the expansion in home ownership during the 1980s and 1990s resulted in an increasing demand for garden designers and domestic landscapers, while the popularity of TV garden make-over shows helped to recruit many young people away from public parks into garden design and landscape construction careers.

Greater financial pressure on colleges and

examination boards over the same period resulted in the demise of pre-college work experience as part of many three-year sandwich courses. A student leaving a National Diploma course today will have had just 18 months at college and 6 months of work experience compared with 2 years at college and 2 to 3 years of practical experience 20 years ago. The growth in higher education led many potentially good candidates to select less practically based academic courses.

Public parks

A multi-agency partnership (CABE Space, The Countryside Agency, Lantra, English Heritage, English Nature, and Sport England) commissioned research to map careers, professions and skills in the 7 (out of 400) local authorities that had received beacon council status for exemplary green space services. The resulting report, *Parks Need People* (2004), found that even among these 'beacon councils', park departments are struggling with a serious skills shortage, and their staff are facing poor career prospects and low pay.

As a result of successive local government restructuring many parks departments have been absorbed into larger departments that include leisure services, cultural services and even cleansing! The huge diversity in the organisational models makes it very difficult for staff to appreciate how they fit into the council's management structure or where responsibility lies.

The research found that the profile of park staff is predominantly white, male and aged over 40. There is virtually no ethnic diversity and the proportion of women working in the sector is only around 10 per cent. The workforce is an ageing one, with 68 per cent over 40 and 92 per cent over 30 years old.

Skill levels were identified as generally low. Training was mostly restricted to basic, often mandatory (eg health and safety) training of short duration. Among more senior staff a clear need was identified for training in strategic

thinking, vision and leadership across the sector. The reintroduction of apprenticeships was seen as a solution to the demise of craft skills. Although career prospects were rated as poor, very poor or non-existent by 54 per cent of respondents, around 60 per cent of staff had been in the same post for more than 10 years. The benefits of working in the public parks sector are not well communicated and the principal obstacles to recruiting skilled and young staff are seen to be low status, low pay and poor career prospects, particularly at entry level.

Next steps

Following this research CABE Space has developed a range of initiatives to re-energise the sector. Initiatives include a website (www.cabe.org.uk) promoting career options with case studies, and the three-day CABE Space Leaders programme for current and aspiring urban green space managers. The course helps them to gain new perspectives by working with colleagues from other organisations and sectors and obtaining practical insights that they can use in their work. As part of English Heritage's sponsorship of the Green Flag Green Heritage Site Award a number of training days have taken place across the country to train judges (many of whom are local authority staff) to assess the successful management and presentation of historic public parks.

There is now a growing interest in re-establishing apprenticeship schemes. For example, Capel Manor College is actively engaging with local authorities and has developed apprenticeship opportunities across London. In order to encourage more women into horticulture they have set up Green Heart for Women, a City and Guilds Certificate

course aimed at attracting new entrants and giving them 'hands on' experience over 36 weeks. Other apprenticeships have been set up in Newcastle and more are in development elsewhere. These day-release apprenticeships are most suitable for those in or living near an urban environment. By contrast, the National Trust has been running a Careership programme for more than 10 years with a block release delivery that suits their widely dispersed trainees. Twenty-one trainees are placed in gardens throughout the country and at regular intervals during the year attend residential blocks of formal instruction at a land-based college. Over the three years of the course, trainees work towards NVQs levels 2 and 3 in amenity horticulture with assessment being undertaken on the job.

Historic gardens and landscapes

Recruitment and retention are not just the problem of public parks. The owners and managers of many other historic gardens landscapes and botanic gardens have reported a similar difficulty in recruiting young staff for training posts and experienced staff to manage gardens. In recognition of this problem English Heritage established a group representing employers, heritage organisations, professional associations, land-based colleges, national societies and the sector skills council for the land-based industries (Lantra). This Historic and Botanic Garden Skills Partnership commissioned research to provide an accurate sampled audit of skills, jobs and professions in the sector. The research was undertaken by E3 marketing and published in 2005; the analysis is based on 558 returns representing a response rate of 37 per cent. Of this sample 83 per cent of respondents work in a

Historic gardens often provide a wide range of training opportunities. Volunteers and trainees at Eltham Palace are here receiving instruction to assist them in their work and towards their RHS General Examination.

© James Davies, English Heritage



garden that is open to the public, 48 per cent have between two and twenty employees and 55 per cent say practical gardening work is undertaken by a mix of both contractors and employees. Other key findings were that:

- 85 per cent of respondents are based in England; 49 per cent in the South-East and 20 per cent in the South-West
- 72 per cent are male
- 42 per cent of male workers are aged over 45
- 98 per cent of respondents are 'white' in ethnic origin
- 58 per cent of staff have been in the industry for more than 20 years and started when they were 16–19 years old
- 85 per cent expect to be in the industry in five years time
- 60 per cent of staff would like to increase their level of skills
- 40 per cent of professional gardeners retire in 20 years time.

Thus the current workforce is ageing, with insufficient throughput of trained younger people to replace them. The differences between those who have been in the sector for more than 20 years and those for less than 5 years are apparent:

- Those who started more than 20 years ago are much more likely to be male and have come straight from school, with O-levels and City & Guilds qualifications. By contrast 57 per cent of those who have been in the sector for less than five years are women, will have started between the ages of 26 and 45, and are more likely to have A-levels and a degree.
- As well as being more likely to have begun as volunteers and come originally from other industries, 76 per cent of those who have been in the sector for less than five years are skilled staff. They are more likely to think they have not had the opportunity to progress their careers than those who have been in the sector for more than 20 years, 56 per cent of whom are managers.
- 71 per cent of skilled staff earn less than £15,000, 58 per cent of supervisors earn between £15,000 and £20,000, and 58 per cent of managers earn between £20,000 and £30,000. Low salaries were thought to be a disincentive to potential entrants.

Those in management roles tend to be based in the office for at least half the time (whereas five or ten years ago they would have been out in the garden, with little time spent in the office). Increased administration, the need to undertake risk assessment, other health and safety liabilities, monitoring, budgeting and management tasks have together necessitated this change.



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Complex skills such as pruning take time and much experience to develop, and are best learnt in the work place. Apprenticeships and bursary schemes in historic gardens are now starting to be more widely available.

It is interesting to note that while the organisational and structural issues were different in the two reports, the most pressing issues are the same: an ageing work force, a declining skill base, a lack of clear qualifications and career structure, and poor promotion of career opportunities.

Historic and Botanic Garden Skills Bursary Scheme

English Heritage has worked with an expanded Historic and Botanic Gardens Skills Partnership (22 partners) to develop the Historic and Botanic Garden Skills Bursary Scheme (HBGBS). A grant of £720,000 over four years from the Heritage Lottery will fund training and career development opportunities for those working in historic and botanic gardens. A first instalment of 17 placements, each 50 per cent funded, started in prime historic gardens across the country in September 2006, and will be shortly followed by 26 short secondments and a wide range of continual professional development opportunities for trainees and experienced professional gardeners. Skills developed on the scheme will be mapped against National Occupational Standards at level 3 or above. The scheme builds on existing apprenticeship and volunteer programmes and utilises the specialist knowledge of many talented gardeners, garden curators, plantsmen and garden historians. Placement providers will not only benefit from the work and contribution of the trainees but will obtain support to assist their managers to develop as trainee mentors, coaches or assessors. A full-time scheme co-ordinator has been appointed and will provide a high level of support to both employers and trainees.

Looking ahead

Another important outcome of the Historic and Botanic Garden Skills Partnership's work with Lantra has been its contribution to the wider Green Skills Working Group, which has interests in general with horticultural, landscape and environmental skills issues. In early 2006 English Heritage formalised this working relationship in a Sector Skills Agreement that aims to deliver the following outcomes over the next three years:

- assembling a tailored national and regional strategy to support training, knowledge and skills provision to improve our care and conservation of the historic green environment based on the evidence of current (and future) labour and skills mapping research
- influencing the provision of specialist heritage-skills training to meet employer's needs; ensuring the provision of both high-quality delivery and ease of access and that the funding structures meet the needs of the client groups
- working with government departments and their agencies to inform client groups about employment, training and career progression opportunities and promoting this through careers guidance and web-based information
- developing a cross-sector framework to engage other sector skills councils, learning and

skills councils, heritage organisations, employers groups, trade federations and trade unions in sharing information and resources on areas of common interest

- improving knowledge and skills transfer across the traditional green skills sector
- fostering and maintaining the highest possible conservation standards and best practice in the historic green environment.

English Heritage training

Every May, English Heritage runs a popular two-day course at the Oxford University Department of Continuing Education on the Conservation of Historic Landscapes. Aimed at conservation officers, the course looks at the threats, and the tools available for their protection.

Because English Heritage is also responsible for a number of major gardens it has developed training opportunities at some of its larger properties. This September trainee gardeners started on 12-month placements at Osborne, Down House, Audley End, Witley Court and with the Gardens and Landscape Team based in London. Volunteer opportunities are also available at several English Heritage gardens, experience that has enabled a number of people to gain sufficient confidence and expertise to obtain full-time employment within the sector.



As well as being familiar with native plants, those working in gardens must develop a good working knowledge of some of the 80,000 cultivated plant species and cultivars grown in the UK.

© Royal Botanic Gardens, Edinburgh

Training the Decision-Makers

To satisfy popular demand for open government we need decision-makers who are up-to-date and well informed.

BUILDING LOCAL CAPACITY

English Heritage was set up in 1984 to protect, promote and educate the public about England's historic environment. It achieves this in a variety of ways, for example through high-profile public campaigns on subjects such as Buildings at Risk, UPVC windows and street clutter; activities for schoolchildren; listed building, scheduled monument and conservation area casework; or grant-aid funding for repairs.

There has been a marked shift in the public's attitude to experts since the early 1980s: people are no longer content just to take the word of a specialist but expect to be involved and consulted at all stages in a decision-making process. Decisions, particularly those taken by public bodies, have to be reached in an informed and transparent way and are often challenged – this is particularly true in cases to do with development. Decision-makers, therefore, constantly have to update their knowledge and skills by attending continuing professional development (CPD) seminars, by reading policy guidance and sharing best practice, or by completing e-learning courses and modules. Information is much more readily available now via the internet, which has revolutionised the way in which people can access information.

The need for informed decision-makers across the board has been recognised by both central and regional and local government. It is also fully endorsed by the professional institutes. For the historic environment sector this issue was clearly identified in *Power of Place: The Future of the Historic Environment* (English Heritage 2000), which spelled out the need for a shared understanding of historic environment and urban design issues by planning officers, conservation officers, surveyors, architects, archaeologists and others. There were also calls for more involvement by the local community to encourage wider appreciation, understanding and a feeling of 'ownership', increased emphasis on partnerships and greater training of decision-makers.

The government agreed with these points, in

particular the need for transparency in decision-making and wider capacity building of non-heritage specialists. It encouraged English Heritage as sectoral leader to extend the capacity building work it was already doing with voluntary groups, professional organisations and public bodies. This was to ensure not only that the historic environment is better appreciated and taken into account when decisions are being made by non-heritage specialists, but also that heritage professionals possess the skills that the sector needs. Similarly, government was making changes elsewhere to encourage more community participation in decision-making – for example, as part of the revised planning system all local authorities have to produce a Statement of Community Interest to sit alongside the Local Development Framework plans. All local authorities now use the Planning ePortal, which allows submissions for planning permission to be made on-line, and planning applications and decisions posted on websites to enable wider public consultation. Government also set up organisations such as the Improvement and Development Agency (IDeA) to help local authorities develop the skills of their staff and share best practice. The Beacon scheme was established whereby best practice could be exchanged, a successful example of which is the English Heritage-led Historic Environment Local Management (HELM) partnership.

At English Heritage a real-term decrease in government funding coincided with a modernisation process that sought to use English Heritage expertise and funding to the best effect. The heritage cycle model was developed, which explains that broad public understanding of the historic environment leads to its enjoyment, which in turn leads people to value and care for it, and so the cycle repeats. Increased priority has been given to working in partnership with other organisations to achieve specific goals, including a more strategic role for English Heritage and increased capacity for operational delivery within local government and across the rest of the historic environment sector.

Historic Environment Champions, Cllr Hilary Nelson (North Norfolk District Council) and Cllr John Crockford-Hawley (North Somerset Council). The first national conference for Historic Environment Champions took place on 12 July 2006, at the Royal Aeronautical Society in London. The conference was about celebrating all that Champions have achieved to date and exploring the challenges that lie ahead.

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This led to projects such as Heritage Gateway, a web-based portal that is being developed by English Heritage, the Association of Local Government Officers and the Institute of Historic Building Conservation to help users gain access to online Historic Environment Record information held by local authorities; to English Heritage's Conservation Principles project, which is currently addressing the need for increased transparency and community involvement in decision-making; to its Streets for All campaign; and to the establishment of local authority Historic Environment Champions, which are described below. Policy guidance is provided wherever possible in partnership with other organisations to pool resources and expertise, increase organisational buy-in and help in its dissemination.

Training and capacity building is now an increasing part of English Heritage's work. The Heritage Protection White Paper, which is expected towards the end of 2006/early 2007, is likely to recommend changing the way in which the historic environment is protected.

Training will be required to enable decision-makers and other users to operate the new system. It seems likely that this will be delivered through a project such as HELM and will complement the long-standing training courses that are provided for conservation officers and archaeologists on aspects of the historic environment. Greater emphasis will be put on e-learning modules to help decision-makers and others to self-test, and guidance will continue to be offered to professional institutes such as the Royal Town Planning Institute (RTPI), the Commission for Architecture and the Built Environment (CABE) and the Institute of Historic Building Conservation (IHBC) and to specialist organisations such as the English Historic Towns Forum (EHTF) and the amenity societies.

Of course, more training and capacity building is always needed and the right balance is required between training and implementation. English Heritage will continue to look for ways in which it can spread the message that the historic environment matters to all people and that it should be understood, valued and cared for so that everyone can enjoy it now and in the future.

Sue Cole

HELM Project Manager, English Heritage



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Colleagues from Local Authorities, National Parks and Areas of Outstanding Natural Beauty visit Walmgate Stray in York as part of a HELM training day on 'Understanding and Managing Landscapes'. Alistair Oswald points out historic features on this well-used and publicly accessible site.

Historic Environment Champions

Good leadership is essential to improving the management of the historic environment and to building capacity in the sector. This means securing individuals with the right skills and qualities to provide strong and visible leadership for heritage issues. It also means developing the leadership role of local authorities at both political and managerial level, given their essential role in the protection and management of England's historic environment.

Local authority Historic Environment Champions is one initiative that aims to tackle leadership for the heritage sector at a local level. Abundant evidence exists of the importance of good leadership in local government – councils with strong leadership generally do well, whereas councils with weak leadership often perform poorly. More than 54 per cent of authorities have recognised the benefits of appointing a Historic Environment Champion and have asked an elected council member to undertake this vital role.

The Champion's role

Historic Environment Champions provide leadership for heritage issues within their local authority. The role of Champion requires a number of different skills and attributes to ensure strong leadership. Historic Environment Champions are:

- Decision-makers – they set priorities and are accountable for balancing competing demands and interests in the historic environment
- Ambassadors – they promote the opportunities and benefits of the historic environment
- Leaders – they build a vision for the local historic environment, setting a clear direction and ensuring that the vision is delivered
- Shapers of services – they forge local partnerships to marshal resources in a way that best meets the needs of the historic environment and its local community
- Challengers and scrutineers – they ensure that the historic environment is embedded in the authority's activities, across services and in all the authority's policies, plans, targets and strategies
- Motivators – they inspire Cabinet portfolio holders and senior officers, lead local partnerships and bring stakeholders together
- Enablers of the community – they support and empower local people to get involved in their local heritage and act as a point of contact.



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The historic environment is a powerful force for improving everybody's quality of life and helping create sustainable communities. Local Authority Historic Environment Champions provide leadership for heritage issues within their authority and are playing an essential role in unlocking heritage potential.

Capacity building and champions

English Heritage is committed to supporting local management of the historic environment and is investing in local authorities through the provision of grants, guidance and training. As part of this capacity-building programme, Historic Environment Local Management (HELM) was launched in 2004 to ensure that local authorities are equipped with the resources, knowledge and skills to make the most of their historic environment. Champions, aimed at the level of elected members, are one strand of this package and HELM also supports local authority historic environment officers and non-heritage professionals.

The concept of Champions for the historic environment was introduced in *Power of Place* (2000), when the heritage sector set out its shared vision for the future. The government's response, *The Historic Environment: A Force for Our Future* (2001), welcomed this vision and set the sector a series of challenges. This included the need to provide clearer and stronger leadership for the historic environment (at both national and local levels) and to develop effective working relationships across the sector and beyond.

In 2004 local authorities were invited to nominate elected-member Historic Environment Champions. The response was encouraging and by the end of a year 36 per cent of authorities had a Champion. Two years later, this figure has risen to more than 54 per cent of local authorities, and three national parks and the Greater London Authority have also

appointed Champions. Historic Environment Champions are one of the key success stories that demonstrate how far the historic environment sector has moved to address positive leadership and management of the historic environment at a local level.

Developing skills and knowledge

English Heritage is working with both government and the Commission for Architecture and the Built Environment (CABE) to support Historic Environment Champions in their role. A three-year strategy has been developed that includes a combination of local, regional and national events and seminars, through which Champions are kept up-to-date and can develop their skills, share ideas and build partnerships.

English Heritage also

- aims to keep Champions informed about new initiatives via the HELM website (www.helm.org.uk) and a quarterly newsletter. A new e-learning module for elected Members will be available later this year on championing the historic environment.
- regularly sends out guidance on important local issues such as Local Strategic Partnerships and Local Area Agreements. This guidance can also be found on the HELM website.
- recently organised a national conference, *Championing the Historic Environment: Local Leadership for the Historic Environment*, which was supported by the Department for Culture, Media and Sport and the Department for Communities and Local Government. A further conference (for local authority

Design Champions) is being planned by CABE for the autumn of 2006.

- works through its regional offices to develop local networks for Champions, including lunch-time networking events with the English Heritage Chairman, Sir Neil Cossons.
- provides training for Champions such as formal seminars, workshops, site visits and discussion groups. This includes joint training with CABE Design Champions and HELM that focuses on specific issues such as regeneration and improving streetscapes and conservation areas. There is also a broader induction to the historic environment and the role of a Champion.

Champions – making a difference for the better

Champions have been involved in a wide range of activities and projects that have enabled their local authorities to make much better use of the historic environment resources at their disposal. At the national conference of Historic Environment Champions last July there were presentations from five Champions and table discussions on what other Champions had achieved so far, and it is clear that Champions have been working hard on a variety of issues that are helping place the historic environment at the heart of Council agendas. For example, Cllr Hilary Nelson talked about the important role the historic environment plays in the future of North Norfolk and the excellent progress North Norfolk District Council has made in regenerating Cromer, as well as her own role in this as Chair of the steering group. Cllr Heather Garnett, from North Yorkshire County Council,



Delegates deep in discussion at the first national conference of Historic Environment Champions in July 2006.

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spoke on the leadership she has provided within the Nidderdale Area of Outstanding Natural Beauty to encourage community involvement in heritage.

More information about these and other case studies, as well as Ministers' speeches and papers from the conference, can be accessed via the HELM website.

Developing a shared agenda for the future

In the future, English Heritage will continue to develop the role of the Historic Environment Champions so as to attract and support high-quality leaders and to ensure that they can make a difference.

Historic Environment Champions set their own goals, which vary considerably according to local circumstances and needs. There are also various national issues that English Heritage and the government will be urging Champions to engage with in the future. For example, Champions have an important role to play in ensuring that the historic environment is included in:

- the overarching vision set out in the local authority's Sustainable Community Strategy
- the spatial strategy described in the authority's Local Development Framework
- the detailed outcomes, indicators and targets presented in the authority's Local Area Agreements.

Champions will also play a crucial role in facilitating the implementation of the new system for managing the historic environment that is expected to result from the forthcoming Heritage Protection White Paper.

Opening up the debate

Two years on, we can confidently demonstrate that Historic Environment Champions do make a positive difference. There is more work to be done, however, to ensure that Champions have the support and skills to provide strong leadership within local authorities and that the historic environment sector continues to develop. Championing the historic environment is a challenge to us all.

If you want to find out more on the Historic Environment Champions initiative, read the latest publications or see if your local authority has a Champion, visit the HELM website (www.helm.org.uk) or email: champions@english-heritage.org.uk.

Adina Gleeson

Policy Officer (Local and Regional Government), English Heritage

HELM and capacity building

The Historic Environment Local Management (HELM) project started out as a gleam in the eye of Jeff West, then policy director at English Heritage. It arose in particular out of the work he put into *Power of Place*, the sector's challenge to government.

He persuaded government in the form of the Office of the Deputy Prime Minister (ODPM), now the Department for Communities and Local Government (DCLG), the Department of Environment, Food and Rural Affairs (DEFRA) and the Department of Culture, Media and Sport (DCMS) that a critical part of protecting the historic environment was influencing and training the non-heritage professionals in local authorities who were making decisions that impacted on it every day. Studies of capacity knowledge – that is, the knowledge decision-makers must possess in order to make effective and informed decisions on the historic environment – showed a clear shortfall in various sections of local authorities and other organisations that traditionally were not easy to access. These included local authority transport engineers, leisure managers (particularly those managing historic parks and cemeteries), strategic planners and property asset managers, as well as Regional Development Agency staff, particularly those who manage grants for economic regeneration, and other organisations.

The vision – which subsequently became the Historic Environment Local Management project – was to provide face-to-face training across England on the basics of managing and protecting the historic environment for non-specialists, as well as information about key topics of interest and a website giving up-to-date guidance and services.

ODPM, DCMS and the Planning Advisory Service contributed funding in 2004 to launch the HELM project, with training subcontracted to the English Historic Towns Forum in the first instance. This was to provide a basic introduction to the historic environment, and included a guided tour to look at particular issues on the ground. Feedback from the courses showed that they were well received and responses set out a detailed 'wish list' for future training topics. Subsequent courses were run by English Heritage on topics such as maritime issues and coastal land management, landscape characterisation, management of historic green spaces and analysing and managing the historic environment. These are aimed at a professional audience of non-historic-environment decision-makers to increase their awareness of the importance of the historic

environment and capacity, particularly in local authorities. Wherever possible training is done in partnership with others – for example, HELM and the Regional Development Agency in North-West England ran a joint seminar for planners on historic environment-led regeneration, and a similar event was held with the British Urban Regeneration Association. More than 170 people were trained at these two seminars.

The HELM website (www.helm.org.uk) receives more than 120,000 hits per year; the aim is to provide a one-stop resource for professional decision-makers making decisions affecting the historic environment. Some 159 English Heritage guidance leaflets are already on the system as well as 669 guidance documents from local authorities, and more are being added as they are produced. The aim is to make sure that information is widely available and accessible to all. Local authorities are encouraged to submit guidance and case studies where they wish to showcase best practice. Over the next year we will work with organisations such as the various Home Country heritage agencies and professional institutes such as the Royal Town Planning Institute and the Royal Institute of British Architects to either post copies of their guidance on the HELM website or to provide links to their own websites. Local authority members, particularly Heritage Champions, are encouraged to look at

the website and David Lammy, Culture Minister in the DCMS, and Baroness Andrews, Parliamentary Under-Secretary at the DCLG, both recently praised HELM as a good and essential resource. Other organisations regularly look at the website either through INFO4LOCAL or following recommendations from local planning authorities – for example, HELM was recently cited by the Local Ombudsman in one of its decisions.

Work is currently under way to provide e-learning self-assessment modules. The first modules – one aimed at Heritage Champions and the other at decision-makers such as asset managers and planners making decisions affecting historic school buildings – will be on the HELM website by the autumn of 2006.

HELM has achieved a great deal in its first two and half years and we look forward to achieving even more in the future.

Sue Cole

HELM Project Manager, English Heritage

Streets for All – save our streets

The English Heritage Streets for All project is a good example of capacity building both to professional decision-makers in local authorities and to the wider public. Transport engineers have traditionally been seen as a ‘hard sector to access’ for historic environment training, so great emphasis has been placed on capacity-building schemes to encourage greater collaboration and understanding.

Streets provide the setting and foregrounds to buildings and the backdrop to the public’s everyday lives. They are the public service used by everyone every day. However, they are increasingly cluttered with a proliferation of traffic signs, bins, bollards, guard rails, street furniture and other accoutrements. This results in streetscapes that are both unsightly and lacking in character. Retaining a street’s historic features maintains its individual character and helps create a sense of place, which is vital in maintaining a sense of community. It can be achieved without compromising accessibility or safety. Well-designed streets that use quality materials and are carefully looked after help regeneration and are an expression of confident, well-organised local authorities; unfortunately the reverse is also true as chaotic, badly maintained and cluttered streets are often symptoms of authorities and communities in decline.

English Heritage’s streetscape manuals – *Streets for All* – set out the principles of good

One of the aims of the HELM website is to provide one-stop access to information about the historic environment. Some 159 English Heritage guidance notes have already been posted on the site, alongside nearly 700 guidance documents produced by local authorities.



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practice for street management such as reducing clutter, co-ordinating design across the streetscape and reinforcing local character. These are all available on the HELM website (www.helm.org.uk). The manuals are aimed at local authority transport engineers, local amenity societies, utility companies and regional government. They have been produced in conjunction with the Department of Transport and their regional focus emphasises the need to retain local character and distinctiveness when considering highway and street design. They look at issues such as paving, street furniture, environmental improvements and street management.

The Save our Streets campaign was taken up enthusiastically by the public, with street audits being completed and sent to many local authorities, highlighting the level of people's concern about their local surroundings. Training courses for about 300 local authority highways, planning and conservation staff were organised by four English Heritage regions to highlight the importance of the historic environment.

In the Royal Borough of Kensington and Chelsea, the council, in collaboration with the traders of Kensington High Street, wished to improve the quality of the Kensington High Street streetscape in order to maintain the viability of the locality as a shopping destination in the face of threat from nearby large-scale retail development. Consultants were appointed to review the constraints and opportunities and to achieve consensus on the way forward. New leadership led to a change in direction for the project and a refocusing of priorities to achieve simplicity, quality and elegance without compromising safety and accessibility for pedestrians and cyclists alike. Emphasis was placed on high-quality materials to reduce maintenance costs, such as the use of York stone and granite for paving, the reduction of street furniture to the absolute minimum, the provision of improved pedestrian crossings and the removal of guard rails, the construction of a central linear island with integrated bike parking to encourage pedestrians to cross sensibly at will (this has also worked as a mechanism to encourage car drivers to reduce speed) and the replacement of tactile-blister coloured paving (used prolifically across the country) by paving in York stone with stainless-steel studs. The subsequent post-scheme evaluation has shown that safety has not been compromised and that the streetscape is seen as an attractive setting for leisure and retail use.

In Crossley, Halifax, a number of partners worked together to achieve a good result. Various traffic-management techniques were used



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Kirkgate in Ripon, North Yorkshire. Natural materials, minimal clutter and good-quality workmanship and maintenance contribute to an attractive shopping area.

to reduce the conflict of traffic speed and volume and pedestrian flows across the street. The town centre was divided into five zones with no access between them except for buses, taxis, delivery vehicles and cycles. This zone and loop system resulted in a 28 per cent reduction in traffic. During the day, rising bollards controlled by the town's CCTV system protect the Central Market pedestrian zone, and have successfully prevented the abuse of the restricted entry system.

Local York stone paving was used to widen pavements and sandstone setts provide level crossing 'tables'. The reduction in traffic speed has allowed the use of less obtrusive traffic signs, which have a highly reflective finish to avoid the need for lighting. Tactile paving at crossings has been achieved by using paving with inserted brass studs. Post-scheme evaluation shows a high degree of public satisfaction.

Streets for All regional seminars for 2006–7 are under way at the moment and the collaborative partnership networks that come out of such training are helping to transform England's streetscapes.

Sue Cole

HELM Project Manager, English Heritage

Professional Training

Effective management of the historic environment depends on conservation professionals whose expertise can be trusted.

DEVELOPING CAPACITY

As the lead body for the historic environment in England, English Heritage has a responsibility to support the development of professional expertise in the sector. Involvement with training is part of this role. It allows us to maintain and raise standards and help ensure that an adequate skills base is built and retained. It is important to note that our aim in this is not simply training in skills but in the values and standards that support the long-term sustainability of the historic environment itself. English Heritage activity in training and Continuing Professional Development (CPD) for those engaged in the understanding, care and management of change in the historic environment is not intended to provide an educational service, but rather to promote training and CPD as a means of developing capacity and raising standards of practice in the sector.

Part of this activity is concerned with providing career opportunities and ensuring that we have a workforce which is adequately trained to fulfil the demands placed upon it. To this end we work with sector partners to define appropriate professional standards of practice and the means to achieve and support them. Activity extends across many groups and departments in English Heritage. Strategic support for training in the sector is centred in the Training and Standards Team in the Research and Standards Group. English Heritage strategy is intended to develop capacity in areas of immediate and medium-term skill shortage or where present standards of practice are deficient. The process is supported by regular gathering of Labour Market Intelligence and by the definition and application of National Occupational Standards (NOS) derived with the Qualifications and Curriculum Authority and our sector partners.

Key to this process are the formal and informal networks through which we work



Historic environment specialists attending a training event. Building up professional capacity and working standards are of crucial importance if the heritage sector is to hold its own in a fast-changing world.

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with other bodies to define and to solve the problems. Industry fora such as the Archaeology Training Forum (ATF), a delegate body with representatives of all those with an interest in training and career development in archaeology, or the National Heritage Training Group on the craft skills side, allow concentration on the needs of the sector or sub-sectors and the focusing of resources to solve problems of provision or extent of training. They also promote co-operative working and strengthen professional networks.

These networks allow the sector to develop labour market tools such as the NOS. Occupational standards form the basis of the government's strategy for vocational qualifications and training. Put simply, they describe what competent people in a particular occupation should be able to achieve. They provide a framework for progression beyond degree level, for vocational training and for professional development and career planning. They can also be used for structuring learning and training programs for both professionals and for the historic environment's large voluntary sector. English Heritage jointly funded work on the NOS for Archaeology through ATF and the Projects and Standards Advisory Group in 2003 and is presently working with ATF partners and the sectoral training council, Creative and Cultural Skills (CCSkills), to revise and extend them into the area of built environment conservation.

We are also active in seeking new ways to broaden access to training. In addition to short courses and other CPD events which will offer over 700 training places this year, we have devised a number of pathways with partners in the higher education sector and the professional institutes such as the Institute of Field Archaeologists and the Institute of Historic Building

Conservation that combine to give career development opportunities at different levels. One such scheme, ATTIC (Access to Training in Conservation), widens access by providing financial support to reduce course fees. It is targeted at courses that benefit young professionals or events that showcase new methodologies, approaches or thinking.

We also work closely with university partners who provide postgraduate qualifications in the sector, both by contributing staff to teach elements of their courses and by working with them to ensure that the course content meets the skills and knowledge needs of employers in the sector. Where there are gaps in expertise that can be met by existing or slightly modified courses at masters level, we run a scholarship scheme. Scholarships are offered to the department running the course, not to individuals. Places are restricted to people with two years' practical experience in the sector, in order to improve retention rates. This path provides an in-career retraining route for experienced staff wishing to change career direction.

CASE studentships represent another collaborative strand with university and Research Council partners. Lasting three years and running with English Heritage as Industry Partner, they provide a greater depth of research to doctoral level. Whilst lending themselves particularly well to the science subjects and to the application of new techniques and methodologies, others have covered subjects such as tall buildings and low-demand housing.

Attention is constantly given to exploring new types of qualification that meet the sector's needs. At present, a two-year course model combining academic qualifications with practical experience is under development in Stained Glass Conservation and in Buildings History.

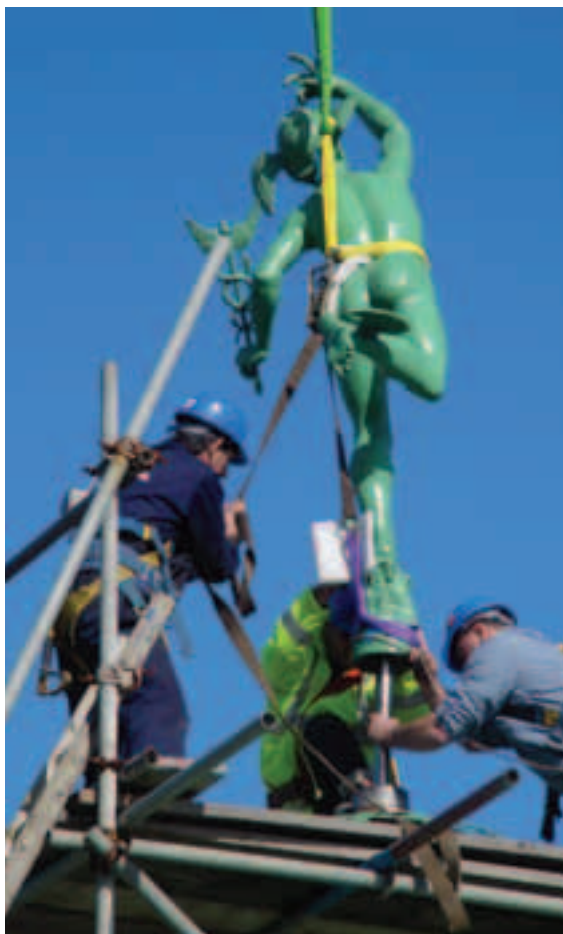


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Collections specialists need to constantly update their scientific knowledge. Identifying insect pests during an Integrated Pest Management course run at Brodsworth Hall in Yorkshire.

Re-installation of a copper electrotype figure of Mercury in South Shields, Tyne & Wear. Architectural conservators demonstrate a unique combination of practical proficiency and sound grasp of theory, but there is a lack of experienced specialists to replace those retiring within the next 10–15 years.

© Rupert Harris Conservation



Also, in response to the Heritage Protection Reform programme, we are exploring means of providing a new type of manager for the historic environment with generalist knowledge across the spectrum from maritime archaeology to the understanding of historic buildings. At a broader level, we are working with the IFA to establish a vocational qualification in archaeology which will provide a non-academic access route to achieving recognised qualifications in archaeological practice. This will also be open to the volunteer sector.

The articles that follow set out in more detail some of the means by which we seek to meet the training and capacity needs of all those working in the historic environment sector. They have been derived in co-operation with our partners working in the sector to provide robust solutions to our joint skills needs. We are receptive to new ideas: if you have one – contact me!

Bob Hook
Head of Training and Standards, English Heritage

Conservation accreditation

English Heritage has long supported the principle of conservation accreditation for building professionals, provided that any scheme is:

- an addition to a basic professional qualification
- open to all suitably qualified professionals
- based on peer review of submitted project documentation (not self assessment), and
- assesses individuals and not practices.

Conservation accreditation schemes for building professionals are now run from within the following professional institutes:

- RIBA/AABC for UK architects
- RIAS (Royal Incorporation of Architects in Scotland) for Scottish architects
- RICS (Royal Institute of Chartered Building Surveyors) for building surveyors, and
- CARE (Jointly run by the Institution of Civil Engineers (ICE) and the Institute of Structural Engineers (IStructE)) for civil and structural engineers.

At present the numbers accredited are:

- RIBA/AABC: about 310
- RIAS: about 30
- RICS: about 60
- CARE: about 20

English Heritage support

Conservation accreditation is acknowledged to be about:

- making better information available to clients
- improving the standard of work
- establishing improved links between required competences and professional training (both vocational, post graduate and CPD)

None of these are short-term aims, and whilst there may be short-term gains, the main benefits must be medium to long term.

Since December 2003, it has been a condition of all English Heritage grants that the lead professional, either an architect or an RICS building surveyor, must be conservation accredited.

How conservation accreditation works

The accreditation processes adopted by the professional institutes are broadly similar. That operated by RIBA/AABC is typical (www.aabc-register.co.uk): the applicant submits a small portfolio of conservation projects (five projects completed within the last five years) in which they are invited to demonstrate their conservation objectives, how well they thought the project went, and how they would do it next time. In addition, they are required to submit their CV, their CPD record and a conservation reference (which is normally taken



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Experienced professionals face new challenges conserving modern structures. Keeping up to date is essential.

up). The importance of postgraduate training is stressed, and any postgraduate qualifications are to be declared, though they cannot be considered a substitute for the accreditation process.

The absence of a link to training

Accreditation can assess the competences of existing practitioners, but it does not offer a route by which those without such competences can acquire them. That is why English Heritage has worked closely with Historic Scotland and the building professions on a *Framework Strategy for Conservation Accreditation*, and the final *Framework Strategy* was launched in November 2003.

Conservation accreditation is gaining strength as an idea, and all parties hope that the Framework Strategy will encourage the providers of both CPD and postgraduate training to tailor their courses more explicitly to conservation accreditation needs; and indeed it will also be a way for the professional institutes to reconsider their requirements for basic vocational training.

If this can be delivered, and all those currently involved are both committed and full of hope that it can, then it will be not only a significant link between conservation needs and academic training, but also a model for other such links.

How to acquire conservation competence

Part of the Edinburgh Group's work is increasing dialogue with CPD, postgraduate and vocational training providers. The argument is that, having defined the necessary competences through the accreditation process, there is then a clear challenge to equip professionals with the appropriate training. The professional institutes are key players in this dialogue, and accreditation is, or should be, an important tool for them. Certainly this is the approach that Historic Scotland and English Heritage are seeking to develop.

Training is one aspect, but acquiring appropriate experience is another. The best advice continues to be that the way to gain experience is to go and work for a firm with significant workload in this area, and then learn on the job. This is how the architectural profession has always worked, and conservation is no different.

These are not always popular messages with the under-trained and those with inadequate experience. But, unfortunately, there is no substitute for commitment, and our successors, to whom we will transfer responsibility for the historic environment, will rightly be expecting that we have done the best we could to hand them that environment in the best possible state. Once lost, the historic environment cannot be replaced; this is our responsibility.

David Heath

Chief Conservation Architect, English Heritage

Right: Matt Bentley, an architectural graphics trainee on the EPPIC scheme, surveying the Gatebeck gunpowder works in Cumbria.

EPPIC – delivering workplace learning

One of the best ways to learn a new skill is to work alongside somebody who is expert in it. English Heritage has run a workplace-learning scheme since 2003 under the banner of the English Heritage Professional Placements in Conservation (EPPIC). This year administration of the scheme was outsourced to the Institute of Field Archaeologists (IFA) and the Institute of Historic Building Conservation (IHBC) to provide a truly collaborative venture across the historic environment disciplines. The placements, which have been running since 2003, provide structured workplace learning in a variety of specialist areas where labour market intelligence has identified skills gaps. The overall aim of the programme is to build capacity within the heritage sector and to deliver skilled historic environment professionals capable of meeting the challenges of the future.

The aims of the EPPIC programme complement recent work by the IFA to develop vocational training opportunities within archaeology, which made this a particularly timely collaboration. In 2005 a successful application was made for a grant from the Heritage Lottery Fund to fund placements (based on the EPPIC model), supported by workplace learning bursaries. These are in the process of being set up and a total of 32 bursaries will be awarded over the next four years.

Both schemes deliver training in the workplace, allowing the trainees to gain skills and experience in a real work environment while also earning a realistic salary. Learning agreements ensure that the outcomes of the placement are clear and can be monitored and that the needs of the trainee are identified and met. There are also opportunities to structure the placements around the requirements of the National Occupational Standards in Archaeological Practice, enabling trainees to record evidence towards a vocational qualification in the future.

Four of this year's EPPIC placements are based at English Heritage, with the archaeological investigation team in Exeter and the architectural investigation, architectural graphics and aerial survey teams in York. The fifth is being hosted by Archaeology South-East in Ditchling, East Sussex, and involves work on the Romano-British ceramic assemblage from excavations in Ancaster, Lincolnshire. All of the placements attracted a huge number of applications when they were advertised in early January, clearly demonstrating the demand for high-quality training opportunities. The



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successful applicants were all young professionals with between six months' and two years' experience of working in the historic environment sector. Their backgrounds are varied but all have demonstrated a strong commitment to training and their own professional development.

As well as learning specific skills, the EPPIC trainees are encouraged to produce personal development plans and start recording continuing professional development, to become members of IFA or IHBC and to attend at least one major conference during the course of their placement. Their work so far has included the recording and measured survey of a wide range of sites, aerial survey and plotting, interpretation and presentation for the public and even a trip to Hadrian's Wall. As they come towards the end of their placements, they will have access to information and support to help them develop the next stage of their careers. The EPPIC programme has had a very high success rate in the past with 75 per cent finding work within their specialist areas within six months. The training and experience that the latest trainees have gained over the course of their placement should ensure that they, too, will be valuable assets to the historic environment sector in the future.

Kate Geary

Training and Standards Co-ordinator, Institute of Field Archaeologists



© English Heritage
Every year English Heritage sponsors 20 short courses for up to 400 historic environment professionals at the Oxford University Department of Continuing Education.

Short courses for historic environment professional staff

Training supports the long-term sustainability of the historic environment by ensuring people engaged in understanding, caring, and managing change have suitable skills and experience. Training ensures the skills base is developed and maintained.

English Heritage develops and delivers training targeted to specific audiences involved in understanding and managing change in the historic environment. Our aim is to raise standards of practice among people whose work is concerned with or impacts on historic sites and buildings. One of the ways we do this is by working with partners to deliver short courses for mid-career and entry-level staff which meet identified training needs and sector skills gaps.

One such partner is the Oxford University Department of Continuing Education (OUDCE). Through funding and provision of English Heritage specialist staff we provide more than 20 historic environment courses a year giving some 400 places. Our specialists and other experts are brought in as needed to ensure we have the most appropriate people to deliver the range and quality of courses required. Financial support from English Heritage ensures wide access is available.

Each course is designed by OUDCE and the Training and Standards Team from English Heritage working in partnership. Sector skills

shortages and new developments are considered and courses developed. Each course has clear aims and objectives, a target audience, and is evaluated to ensure quality and effectiveness. Shortage areas identified in the last couple of years include aerial photography and archaeology, characterisation, historic buildings analysis and recording, and maritime archaeology. New courses this year range from the 'New Planning System and the Historic Environment' to 'The Rural Historic Environment: New Perspectives'.

Where courses meet critical skills shortages and offer the first stepping-stone to a career in either archaeology or buildings history English Heritage offers additional subsidy through the Access to Training in Conservation scheme (ATTIC). ATTIC ensures these courses are both accessible and affordable.

To support our own staff's continuing professional development three places are provided on each course. When demand outstrips these places the Training and Standards team supports the setting up of internal courses using a similar content and framework. An example is 'Landscape Archaeology for Historians', which will be delivered internally in 2006.

To keep the training programme up to date and relevant we evaluate every course using a follow-up feedback form, which is sent to all participants six weeks after the course has taken place. This allows us to see if they have been able to apply what they have learnt, and to what

extent their performance has been improved. Benefits to the individual and the organisation can be recorded to check that the objectives of the training have been met. This mechanism both evaluates our short courses and supports the development of future programmes. New courses are designed or modifications made to individual courses to meet the changing requirements of the profession and sector. We are currently in the process of mapping a number of the courses to the National Occupational Standards for Archaeological Practice so ensuring a way through for those following a vocational pathway in archaeology.

The programme and individual courses are recognised by the Institute of Field Archaeology and Institute of Historic Building Conservation as suitable for their continuing professional development schemes and supported by the Archaeology Training Forum.

The Training and Standards team are also involved in developing courses for Heritage Protection Department staff in English Heritage, which we will then be able to use as a model for wider training for historic environment professionals when changes to heritage protection come about.

If you would like details of the 2006–7 programme or individual courses e-mail: alison.macdonald@oudce.ac.uk

For further details about English Heritage historic environment training contact Amanda Feather, email: amanda.feather@english-heritage.org.uk.

Amanda Feather
*Training Manager (Archaeology and Buildings),
English Heritage*

Standards and guidelines developments

The historic environment is unique and fragile. As practitioners we may only get one chance to understand and determine the future of the historic assets that we have inherited. Documented and agreed standards and guidelines can improve decision-making and practice.

Standards and guidelines documents are tools for different purposes. Standards (including codes of conduct) set measures of required performance against which work can be assessed, or they identify best practice that practitioners should plan for and aspire to fulfil. Their application can support contractual arrangements, service-level agreements and other forms of joint working. Guidelines inform procedures and document the current state of knowledge of good practice. They may complement standards where applicable, as they

provide practitioners with the understanding needed to achieve standards.

Management of standards and guidelines means co-ordinating and assisting the development of these tools to meet the needs of English Heritage and the wider historic environment sector. It is one strand in the larger task of 'knowledge management'. Standards and guidelines record 'know-how' complementing the recorded understanding of the historic environment held in publications, surveys, archives and datasets.

The creation of a post of Standards and Guidelines Manager within English Heritage's Training and Standards team also underscores the interdependence of documented practice and professional training.

Recent work to progress the development of standards and guidelines has included:

- improving the process by which standards and guidelines are developed. This includes the establishment of a contact group within English Heritage to share experience between both the expert teams working on different guidelines, and the teams involved in publication and dissemination of standards and guidelines. Next steps include improving the management of projects to produce standards and guidelines documents, and the establishment of a mechanism for prioritising these projects within English Heritage, and with our partner organisations in response to national developments such as Heritage Protection Reform;
- raising the profile of the current range of guidelines and standard documents. A new database called 'Working Knowledge' will be available on the web during 2006–7, providing a finding aid for these documents, indexed, where appropriate, against Areas of Competence, to tie them more closely into professional development initiatives and training.

Edmund Lee
Standards and Guidelines Manager, English Heritage

Architectural conservators – preserve as found?

English Heritage and The Institute for Conservation (Icon) commissioned the Centre for Education and Industry, University of Warwick, to undertake this first-ever in-depth qualitative mapping research of architectural conservators. This allowed employers, employed and self-employed practitioners and university, further-education and private-training providers to express their views on the current state of education and training practices, skills needs, career progression and employment opportunities.

TRAINING THE HERITAGE SECTOR

Architectural conservators are a small but vital community within the built heritage sector whose practitioners are entrusted with the conservation, repair and preservation of the entire constituent elements of historic buildings, often *in situ*. Conservators ensure the proper preservation of our cultural heritage, sustaining it for the benefit and enjoyment of current and future generations. To do this, they must demonstrate a unique combination of practical proficiency and sound grasp of theory. Architectural conservation is also characterised by highly specialised sub-groups and a perceived blurring – more prevalent in some categories than others – between specialist work and other aspects more readily associated with traditional building craft skills.

The research established four types of training for people from a range of different backgrounds, experience and levels and provided detailed conclusions on the profession; heritage sector issues; current education and training and how this will meet sector needs; and the ability of universities and colleges to supply this training. It discovered some complacency – much is done on an *ad hoc* basis and the sector relies upon the enthusiasm and commitment of individuals, rather than a long-term strategy. There is also a lack of guidance to colleges and other training providers to help prepare the next generation of architectural conservators.

Within the next 10 to 15 years, a large segment of the current generation of active conservators will be retiring, raising concerns over whether there will be a sufficient number of suitably qualified and experienced conservators available to fill their place. Sufficient numbers of conservators are being trained each year in England. However, whether there are enough who can demonstrate the necessary skills, knowledge and relevant experience across the diverse material disciplines associated with the particular requirements of architectural conservation is questionable.

The report's Action Plan calls for greater strategic vision and sector-wide collaboration to better define and map career paths; provide more detailed careers information and career development; raise awareness of architectural conservation within the wider built-heritage sector; improve current and future education, training and skills development; and address the issues of accreditation and standards.

Icon as the professional body for conservators is already working in conjunction with Creative and Cultural Skills (the sector's skills council), English Heritage and sector representatives. This rapid response reflects the willingness of the sector partners to tackle the problems, and

augurs well for the future of this important group of professionals.

English Heritage funded the research and the Summary Report and Full Report are available as pdf versions at www.english-heritage.org.uk or www.icon.org.uk.

Seamus Hanna

Senior Architectural Conservator, English Heritage



© Rupert Harris Conservation

Architectural conservation frequently has to be carried out *in situ*. The cast-iron Maiwand Lion, sculpted in 1886 by George Blackall Simonds, stands in the Forbury Gardens in Reading to celebrate the valiant last stand of the Royal Berkshire Regiment at the Battle of Maiwand in Afghanistan in 1880.

Caring for historic house collections

The majority of museum collections in the UK are housed in historic properties in public and private ownership. Caring for these collections, which are on open display and often in their original context, requires a unique set of skills and knowledge. The Safeguarding Historic Collections Short Course programme run by English Heritage and University College London – Centre for Sustainable Heritage, now in its ninth year, aims to give participants proven solutions for caring for historic house collections.

English Heritage is responsible for 136 historic properties and stores that house large and small collections. It is the role of the Collections Conservation team, part of the Properties Presentation Department, to enable the long-term display and conservation of these collections through the delivery of effective research, standards and training. The Centre for Sustainable Heritage fosters interdisciplinary learning, teaching and research, principally in

Eltham Palace, London. Participants on the Conservation House-keeping course are taught how to handle a historic carpet.

© English Heritage



the application of all aspects of preventive conservation.

The actions taken by those who own, operate, maintain or curate an historic house can have a dramatic effect on the long-term condition of the collection. In 1998 the Collections Conservation team decided that the key way to raise the standard of collections care at English Heritage properties was through a targeted training programme focused on conservation housekeeping, light and humidity control, insect pest management and disaster-salvage planning. In 2002 we joined forces with the Centre for Sustainable Heritage to share our experience with external participants.

All the courses are based in an historic property using real collections. Participants see

and experience the issues and solutions through using and handling the material. This ensures that they are engaged and focused from the start on the benefits of collections care. However, in our experience it is not just a good short course that changes practices on the ground. It must be combined with consistent follow-up support in the form of mentoring to ensure that the knowledge and skills are established through personal application.

So has it worked? Since the programme began with Conservation Housekeeping and Insect Pest Management short courses the standard of collections care at English Heritage's larger sites and stores has dramatically improved. We are finding that participants have developed their new skills and knowledge to the point where they are independently contributing to good practice and finding practical solutions. A very visible improvement is in the number of sites that have insect pest monitoring in place: zero in 1998, it has now risen to 36 in 2006. External demand for the courses has steadily increased and there are long waiting lists for the 2006–7 programme.

For the future we are planning new courses, including 'Master Classes', as well as developing an interactive digital collections-care tool that can provide a 'mentoring' and continuous learning resource for English Heritage site staff and the heritage sector.

Amber Xavier-Rowe
Head of Collections Conservation, English Heritage

Surviving a disaster: Collection managers learn how to salvage a fragile gilt mirror during a training course run at Walmer Castle, Kent.

© English Heritage



The Academy for Sustainable Communities

Deborah Lamb *Director of Policy and Communications, English Heritage; member of the Board of the Academy for Sustainable Communities*

Making sustainable communities a reality depends on people with the right skills working in close partnership.

Most people working in the historic environment sector would agree that it has an important role to play in establishing and maintaining sustainable communities. We have a clear idea of how the historic environment can help create places where people want to be. The challenge is to make sure that we, and a wide range of other professionals as well as local communities, have the right skills and are able to work together to make sustainable communities a reality.

In 2004 Sir John Egan (Former Chair and Chief Executive of Jaguar plc and former President of the CBI) published a report on the skills needed to build sustainable communities (www.communities.gov.uk). He identified a wide range of professionals involved in creating sustainable communities and highlighted the need for them to work together and to develop generic skills in areas such as communications and engaging local communities. He also recommended the creation of a National Centre for Sustainable Community Skills. This has now been renamed the Academy for Sustainable Communities (ASC) and was launched earlier this year. The ASC has developed John Egan's vision and is focusing its work for the next two years on three target audiences:

- young people
- professionals, and
- communities.

Young people

The ASC aims to get young people thinking about sustainable communities and encourage them into careers where they can make a difference to the places where people live and work. An important initiative is working with the Geographical Association and the Commission for Architecture and the Built Environment to commission and develop curriculum content and careers materials for pupils at secondary schools. There will also be

high-profile national and regional marketing campaigns, one of which will be aimed at careers advisers, and comprehensive web materials that will provide up-to-date information on a range of sustainable communities careers.

Professionals

A key part of the ASC's work is to improve the skills of professionals, with a strong focus on providing opportunities for people from different professions to work together more effectively and to develop generic skills such as communications and community engagement. This will be done by working with professional institutions and higher education bodies to commission ground-breaking cross-occupational learning and generic skills materials. The ASC will work with other organisations to encourage them to include sustainable communities elements in their learning programmes, conferences and workshops. The ASC will also work with private sector developers, consultants and investors to address skills and knowledge shortfalls between the public and private sectors and to encourage shared understanding, learning and awareness of opportunities to improve.

A good example of how the ASC will work to promote sustainable communities among professionals came in June when Ruth Kelly MP, Secretary of State for Communities and Local Government, launched a new partnership initiative between the ASC and the Chartered Institute of Housing. The two organisations are committed to working together towards the delivery of inter-disciplinary training and development to housing professionals to help them deliver sustainable communities. The ASC is now working to forge similar partnerships with other professional bodies, such as the Royal Town Planning Institute.

Communities

Right: A sustainable community provides housing, open spaces and opportunities for all.

If communities are to be sustainable in the long term local people and their leaders must have the skills to understand and influence developments in their areas. This is the third main area of the ASC's programme for the next two years. The ASC will work with others to develop learning programmes for community leaders, local government members and officers and Local Strategic Partnerships to raise sustainable communities skills and awareness. Particular emphasis will be given to the generic skills involved in establishing a clear vision and gaining consensus for that vision; and the project delivery skills to ensure that the vision actually happens.

Underpinning the ASC's work will be a wide range of research and good practice activities, which aim to provide a solid, practical, accessible information base for all those striving to achieve sustainable communities. The ASC's website (www.ascskills.org.uk) is an important resource for anyone working to improve the places where we live and work. Another rich and varied resource will be the ASC's programme of regional learning laboratories and national exemplar projects. These are live sustainable communities projects across the country which will test out new ways of working and examine what is successful and what isn't and why. These projects will help identify skills gaps, develop a detailed understanding of what changes behaviour and increases effectiveness and capture lessons that can be transferred elsewhere. The projects are being run by the regional centres of excellence. More information about the regional centres of excellence is



© Academy for Sustainable Communities

available through the ASC website (www.ascskills.org.uk/pages/regional-centres-of-excellence).

Finally, as well as contributing to national policies to achieve sustainable communities the ASC is also becoming increasingly active in international ideas about improving the quality of local places. In November 2006 the ASC will host a European Skills Symposium where experts from across Europe can explore common skills issues, promote good practice and share ideas.

Professor Peter Roberts, the chair of the ASC, is a strong advocate of the role of the historic environment in building and maintaining sustainable communities. The ASC provides an opportunity to ensure that the historic environment is more closely integrated into thinking about sustainable communities. It also offers the chance for those of us in the sector to work more closely with other professionals, to learn new skills and to excite young people about what we do.



© Academy for Sustainable Communities

Holbeck in Leeds, home of the Academy for Sustainable Communities, is undergoing a multi-million pound regeneration programme.

Education and the Historic Environment

Historic places provide great opportunities to enhance education and learning for schools and families.

NEW APPROACHES TO LEARNING

English Heritage has long recognised its role in helping to develop new ways of learning – among pupils, teachers and the general public. Building upon our reputation as a leader in schools education and in presenting the past to the public, learning is still at the heart of English Heritage’s mission. This is reflected in our current commitment to provide innovative ways to excite the public about its historic surroundings. We want to help people to learn from the historic environment, to value and care for it – but ultimately we want them to derive from it a greater sense of enjoyment and inspiration.

JACBEE

English Heritage’s current approach to learning has been developed in response to the recommendations of the joint Department for Culture, Media and Sport (DCMS) and Department for Education and Skills (DfES) Advisory Committee on Built Environment Education (JACBEE, www.culture.gov.uk/architectureanddesign). This was established in 2003 to explore the potential of the contemporary and historic built environment as a resource for schools and the wider community – something that the committee ended up entirely convinced about.

The committee, in particular, felt that a livelier appreciation of the built environment would complement the government’s *Sustainable Communities* agenda (DCLG 2003, www.communities.gov.uk/index.asp). By developing public understanding of issues such as sustainable development and regeneration, people would be taught how to care for their physical environment and be given the skills to engage in the decision-making process – thereby underpinning community renewal

and encouraging greater civic participation.

The committee also recognised that there was considerable scope to promote the built environment as a resource for all National Curriculum subjects. Many teachers were familiar with its benefits for teaching history, geography, art and design, but the cross-curricular nature of the built environment gives it the potential to contribute to many other National Curriculum subjects.

The response by English Heritage

English Heritage has responded to the new agenda in a number of ways, notably by expanding the range of educational activities at its sites, including *Discovery Visits* (www.english-heritage.org.uk/server/show/nav.9497) and new resources and activities for families. The exciting *Discovery Visits* programme – designed in response to teachers’ feedback – of site-based workshops and interactive tours takes a fresh look at how the sites are used for teaching history and taps into the cross-curricular promise of these properties. As such, they underpin English Heritage’s commitment to out-of-classroom learning – an agenda that is high up on the list of government priorities.

Touching upon some of the main historical themes in the National Curriculum, the historic environment provides a rich underlying texture to the learning experience. Freelance education specialists lead workshops, deploying different teaching and learning methods such as storytelling, hands-on practical making activities, problem-solving, role-play, games and handling objects. Interactive tours are led by trained site staff who work with education managers to further develop the content and delivery of sessions.

These sessions encourage pupils to explore the sites, ask questions and participate in discussions. The new site-based learning activities have required us to develop our visitor operations staff – drawing upon their special

knowledge of the site and their skills in interacting with the public. In the new academic year more than 70 *Discovery Visits* will be offered at more than 40 sites. Supporting the *Discovery Visit* sessions is a huge range of resources for teachers, in both downloadable and printed formats.

Teacher training

English Heritage education managers work in partnership with a range of Initial Teacher Training institutions and history co-ordinators in their regions. They do this through training sessions that are aimed at opening up the potential of English Heritage's sites for supporting the curriculum. These courses offer transferable approaches to learning about history *in situ*, and nurture links for new teachers to bring future groups to English Heritage properties.

English Heritage has also concentrated on improving its on-site learning resources to enhance the learning experience for families. These include story boxes, activity back-packs, books and activity sheets aimed at children aged from 3 to 11, and have been introduced at more than 40 of our favourite sites for families.

The Heritage Education Group

We also work with others in the sector to raise the profile of built environment education among schools and the general public – notably through the Heritage Education Group, which was formed in 2005. It consists of education and learning officers from English Heritage, the National Trust, the Historic Houses Association, Historic Royal Palaces, BBC History Magazine and others who promote a joint approach to the use of the historic environment for education and learning in support of teachers.

Engaging Places

English Heritage is promoting the built historic environment through its latest project, *Engaging Places*. This was launched in response to the joint DCMS and DfES report *Laying the Foundations: Using the Built Environment to Teach* (DCMS and DfES 2006, www.culture.gov.uk/reference_library/publications/archive_2006), which targeted teachers and other education specialists interested in using local places as source material to teach curriculum subjects. Supported by a partnership between English Heritage and the Commission for Architecture and the Built Environment (www.cabe.org.uk), the project aims to raise awareness of the built environment by providing a range of virtual and physical education services.

The project is being piloted in the South-East, Yorkshire and London regions to map the provision of built-environment education and the current availability of educational support and resources. Once data about the range of existing resources and initiatives has been gathered, an *Engaging Places* website will be established as a central platform for materials and guidance to teachers. The resultant report will make recommendations to ministers in the summer of 2007 in the hope of securing strong future government commitment for built-environment-based education.

The future

Organisations such as English Heritage are committed to helping schools and other formal education groups to realise the potential of the built environment as a learning resource. But with continuing pressure on time and resources in education, the role of 'informal' learning will become ever more important in future. Parents and carers can significantly boost their children's education by taking them on visits to historic sites during holidays and weekends. Adult learning is also on the increase, with the rise of groups such as the University of the Third Age and local historical associations. The proliferation of popular history books, magazines and television programmes provide yet more inspiration for informal learners or so-called 'leisure historians'. It is therefore vital that the sector gives at least as much attention to this audience as to the more traditional education groups.

Tracy Borman

Learning Director, English Heritage



© English Heritage

Schoolchildren enjoy a day out at Bolsover Castle.

Recruitment to the built environment

Attracting young people into careers in the historic environment sector depends on the information and advice they get while still at school. To help with this, recruitment and education teams from ConstructionSkills (the sector skills council for construction) (www.constructionskills.co.uk/curriculumcareers/curriculumresource) are developing strategies that focus on careers information and advice for all secondary schools in England, Scotland and Wales, support the 14–19 Education Agenda, encourage progress to undergraduate programmes in the built environment and build up diversity across all strands of recruitment. Diversity is a key challenge and a number of important partnerships have been developed to achieve results and influence government thinking.

The National Heritage Training Group's policy is closely linked to the ConstructionSkills and English Heritage strategy and is in addition working to attract more women and ethnic minorities to the sector. English Heritage's Conservation and Outreach departments are also working together to include traditional building skills in outreach projects for disadvantaged young people. Apart from providing valuable on-site practical experience these projects offer a real opportunity to provide careers advice and a stepping-stone to further training.

GCSE Construction and the Built Environment

ConstructionSkills education teams support all the training centres that offer the Edexcel GCSE in Construction and the Built Environ-

ment (www.edexcel.org.uk). This GCSE was piloted at 61 centres across England and Wales in 2005 and a further 50 centres are expected to offer it from September 2006. The GCSE is delivered in a working environment and offers a broad educational base that can lead either to further classroom instruction or appropriate training in employment. The built heritage is a component within the GCSE, and ConstructionSkills helped to develop the supporting teaching material.

Diploma in Construction and the Built Environment

This diploma (www.cbdiploma.co.uk) will be available from 2008 and will offer 14–19-year-olds a greater choice of courses and qualifications. Students will be able to concentrate on specific areas of interest by combining the acquisition of essential skills with work-based learning as preparation for the world of work or for further or higher education. The diploma could present opportunities to integrate craft skills into mainstream teaching.

Construction Ambassadors Scheme

This ConstructionSkills scheme recruits young building professionals (architects, engineers, surveyors, planners, site managers) to go into schools and attend education events to promote the benefits of a career in construction. Following training, Construction Ambassadors are expected to participate in a minimum of three events per year, which may involve a careers talk, supervising construction-related activities within a school, attending career fairs, or participating in an activity during National Construction Week, held annually in October (see below).



© ConstructionSkills

Students from schools in Burnley are pictured on a site visit at the new £27 million health and leisure centre.

Construction students from 15 Technology and Engineering status schools in London put their creative and resource skills to the test in a 'Construction Enterprise Challenge', organised by ConstructionSkills as part of National Construction Week 2005. The students were set a series of challenges over a six-month period that culminated with the design of an area of recreation within the Stratford City Development.

© ConstructionSkills



A Heritage Construction Ambassadors scheme is being developed to attract building conservation professionals and craftspeople who would together visit schools or participate at events. This will show complementary aspects of the sector and help bridge the perceived gap that exists between professionals and craftspeople.

National Construction Week

In 2006 this national event had heritage as one of its six key themes. In particular, it targeted 11–19-year-olds and aimed to provide accurate information on the industry and to create positive interest in a construction career amongst young people. Heritage-related activities included a one-day event at the Castle Howard estate with emphasis on technical and professional activities, such as, architecture, building surveying and engineering for 6th-form students. The Monastery of St Francis in Gorton, Manchester, opened its doors so that selected construction college students could see on-going restoration work to this fine 19th-century building, which was designed by E W Pugin. A series of workshops run by the main contractor allowed practical hands-on activities in traditional building materials. A Heritage Construction Skills Fair organised by the College of the Peak and the National Stone Centre in Derbyshire attracted schools and

colleges on its first day and members of the public on the second. This event included practical demonstrations of traditional craft skills such as dry-stone walling, lime rendering and stone masonry and promoted awareness of heritage building skills. It also highlighted the need for more trained people in this field and provided advice on training opportunities. The National Trust and other organisations and historic building contractors participated in a number of heritage schemes across the country.

Inspire Scholarships

This highly successful initiative (e-mail: scholarship@citb.co.uk) to promote undergraduate applications to the built environment provides scholarships ranging from £1,500 to £3,000 per annum for three years, funded by ConstructionSkills and employers. The programme has a mixture of sponsoring employers, including contractors, and it is hoped that the scheme will attract graduates to conservation-orientated degree courses and encourage future recruitment to the field.

Construction Youth Trust

ConstructionSkills has extended its agreement with the Construction Youth Trust to support its activities in providing job opportunities for women and black and ethnic-minority applicants, and in contributing to programme-led apprenticeships and the Inspire Scholarship programme. The Construction Youth Trust is a UK-wide charity that aims to enhance the lives of young people by providing bursaries to encourage and assist them to find employment. It takes students on the edge of disaffection out of school for one day a week to attend practical training, helps them prepare CVs, offers careers advice and industry placements and organises free community-based courses. It also supplies mobile classrooms that tour local schools to provide Year 10 and 11 students with basic skills training.

ConstructionSkills recruits for all parts of the construction industry, but the underpinning knowledge and skills acquired in the new-build sector can, with further training, be transferred to the built heritage sector – so we will all benefit from this recruitment process. Information for young people regarding careers in construction and the built environment is available at www.bconstructive.co.uk/careers.

Paul Sykes

Head of Education, ConstructionSkills

Training the Volunteers

Don Henson *Heritage Link*

Training is the key that can unlock huge reserves of voluntary sector enthusiasm and energy.

Heritage Link (www.heritagelink.org.uk) was set up in 2002 to give a collective voice to the many and diverse independent heritage organisations in England. It aims to influence policy, underpin advocacy and build capacity in the non-government sector. It has a membership of 80 voluntary organisations and umbrella groups, ranging from large sector-wide organisations like the National Trust, Civic Trust and Council for British Archaeology (CBA) to smaller specific-interest groups like the Cinema Theatre Association and the Inland Waterways Association.

The diversity of the voluntary heritage gives rise to a huge spread in training needs. First, there are sector-specific skills peculiar to different groups such as building conservation, engineering, gardening, environmental management, working under water or archaeology. These may also include a need for highly specialised knowledge about a specific geographical area or particular aspect of history or heritage as well as more generic skills, such as working in outdoor or hazardous environments, or with new or vulnerable audiences. Secondly, more general skills in administration, campaigning and public relations or organising events are also needed.

Volunteers offer immense enthusiasm and

dedication, often backed up by lifelong experience working in other fields. On the other hand, volunteers who are retired may find that their skills are out of date (for example, competency in modern ICT). The very diversity of skills can also lead to their unequal distribution among groups – in other words, the right skills are not always where they are needed.

Voluntary groups have a sturdy independence, but often an uncertain or low financial base. The desire to provide more training is frequently limited by lack of money and staff time. Volunteers' skills are often acquired through practice, as and when needed, rather than through programmes of induction or programmed training. Some groups, like the Association of Small Historic Towns and Villages, rely on recruiting members with the right skills at the outset. Others provide support to volunteers through written guidance. For example, the Waterways Recovery Group have published handbooks on the internet to support volunteers working on Inland Waterways.

Skills and knowledge training tends to be delivered in-house, except for specialised subjects such as first aid. Most training is also unaccredited. Some volunteers may have a wealth of experience already and feel insulted



A building-recording training session for the Pott and Agill Study Group, Masham, North Yorkshire. The group is one of a number of community projects supported by freelance community archaeologist Kevin Cale.

© Jen Deadman

Young Archaeologists' Club volunteer leaders being trained in excavations skills at a York Archaeological Trust excavation, organised by YAC as part of its support for YAC branch leaders.



© John Hodgson

by being asked to attend accredited training, or may take undergoing accreditation as stepping too far beyond what they see as a relaxing leisure pursuit. A recent study for the Economic and Social Research Council shows that a large number of volunteers are not intending to use their volunteering as a step towards employment. They may be of retirement age, or be long-term carers or disabled, and do not see their voluntary work as a stepping-stone towards a later career. Only a small minority of volunteers are in educational placements, or working towards a new career. In these cases, some kind of recognition for what they have acquired or achieved through volunteering would be more meaningful. Accreditation can also provide a kind of quality control, whereby a relevant level of skills can be demonstrated for legal purposes – for example, first aid – or to achieve recognition when working with professional partners.

Training for local heritage groups has relied traditionally on professional expertise being passed on through locally run courses. These were once the mainstay of university extra-mural provision, nowadays termed continuing education or lifelong learning. They were also delivered through the Workers Educational Association (WEA). Courses of this kind provided knowledge through lectures and visits, while practical skills were delivered in the field. The drive to make part-time education more vocationally relevant, alongside an increasing emphasis on research outputs in full-time departments, has squeezed this educational sector and many heritage groups no longer have access to this kind of locally delivered training.

Provision of training for local groups can sometimes be met by national organisations. The Civic Trust, for example, offers free half-day workshops for local civic and other

societies (non-accredited and run in-house), and they are planning to offer further training in association with the Planning Inspectorate. The professional sector can also do a great deal to help voluntary groups. Sector skills councils are seeking to enhance training provision, and where possible the needs of volunteers should be taken into account. For example, the Archaeology Training Forum is leading efforts to set up professional courses for archaeologists, and wants to make such training as accessible as possible to the voluntary sector.

In archaeology, there is a long tradition of volunteers working alongside professionals but increasing health and safety regulation and the need for new technical skills have had significant impacts on training. The CBA offers guidance and in-house training, both through its regional groups and direct to individual volunteers who act as its local agents and correspondents. Recently there has been a noticeable increase in demand from local groups and societies for training that will help them to engage with local planning issues more effectively. The CBA also offers training through its Young Archaeologists' Club (YAC) to the volunteer leaders of local YAC branches.

The training needs of historic environment volunteers need to be considered very carefully. There is an important difference between induction training and volunteer development training (VDT) – the equivalent of continuous professional development (CPD) in this sector. Induction provides the basic knowledge and skills for voluntary work, but also helps to attract people into the sector in the first place. VDT has a different purpose to CPD. It is not designed to help someone progress in a career, but to maximise their personal satisfaction in volunteering while at the same time developing new skills that benefit the group. Government strategies relating to employability are largely without meaning in this context.

For the future, the key need is for quality training through long-term funding or partnerships between the voluntary and professional sectors. This would not only provide access to funding for volunteer training but also allow regionally based training to be delivered where local resources do not exist. Measuring such training in terms of numerical outputs – the numbers being trained and what social groups they belong to – would be meaningless. Training should be assessed instead by its contribution to the quality of volunteering experienced by individuals, and by the contributions they are in turn able then to make to their local groups and communities.

News

from English Heritage

Select Committee report on protecting heritage

The House of Commons Culture, Media and Sport Select Committee published its final report, *Protecting and Preserving Our Heritage*, on 20 July. As part of an eight-month process, the committee received 124 written submissions and held six hearings with 32 separate organisations giving evidence in person. The inquiry considered the entire heritage sector, but with particular reference to the roles played by the Department for Culture, Media and Sport (DCMS) and English Heritage.

The report makes clear the committee's belief that the evidence gathered demonstrates not only the intrinsic importance of England's historic environment but also the contribution it makes to much wider government objectives such as regeneration and community cohesion. The proposals to reform the heritage protection regime are welcomed to ensure that the historic environment continues to play this role and should be implemented as soon as possible.

However, the committee expresses concern over the continuing downward trend in resources for both the historic environment in general and for English Heritage in particular. The MPs point out the strain that this has put on English Heritage's range of activities (such as the grants programme) and the implications for the rest of the sector if it is not reversed. The committee concludes that DCMS should secure more money from the 2007 Comprehensive Spending Review for the historic environment 'if public funding is to match the public value placed upon it'. Additionally, it argues that English Heritage requires greater political support as the sector leader – failure to do so could be 'disastrous' for the sector.

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Living Buildings in a Living Landscape

Living Buildings in a Living Landscape: Finding a Future for Traditional Farm Buildings is a policy statement produced jointly by English Heritage and the Countryside Agency, in collaboration with the University of Gloucestershire Countryside and Community Research Unit. The booklet examines the pressures on the traditional

farm-building stock, and together with a companion series of documents available on-line (www.helm.org.uk/server/show/nav.7740) also establishes a framework for improving understanding of their local character. Above all, it sets out our views on how the inevitable process of change can be handled most effectively. It complements existing guidance from the Countryside Agency on sensitive approaches to new building in the countryside and will be amplified later this year when English Heritage publishes guidance on achieving high standards in the conversion of traditional farm buildings.

Contact: Sarah Tunnicliffe, tel: 0207 973 3620; e-mail: sarah.tunnicliffe@english-heritage.org.uk.



Development and the maritime historic environment

With proposals for new ports and other development coming forward at Shellhaven and elsewhere, the English Heritage policy statement *Ports: The Impact of Development on the Maritime Historic Environment* is intended to inform developers and others about the importance and relevance of the historic environment in relation to

ports, and how it must be taken into account in development proposals. It focuses mainly on the marine aspect of new developments.

Contact: Jenny Frew, tel: 0207 973 3844; e-mail: jenny.frew@english-heritage.org.uk.

Local Area Agreements

Local Area Agreements and the Historic Environment: Interim Guidance was launched at the national conference for Historic Environment Champions on 12 July. It outlines how the historic environment can add value to Local Area Agreements, case studies and the type of advice English Heritage provides. It is intended to support elected members and staff in local authorities, local strategic partnerships and government offices.

Contact: Adina Gleeson, tel: 0207 973 3841; e-mail: adina.gleeson@english-heritage.org.uk.

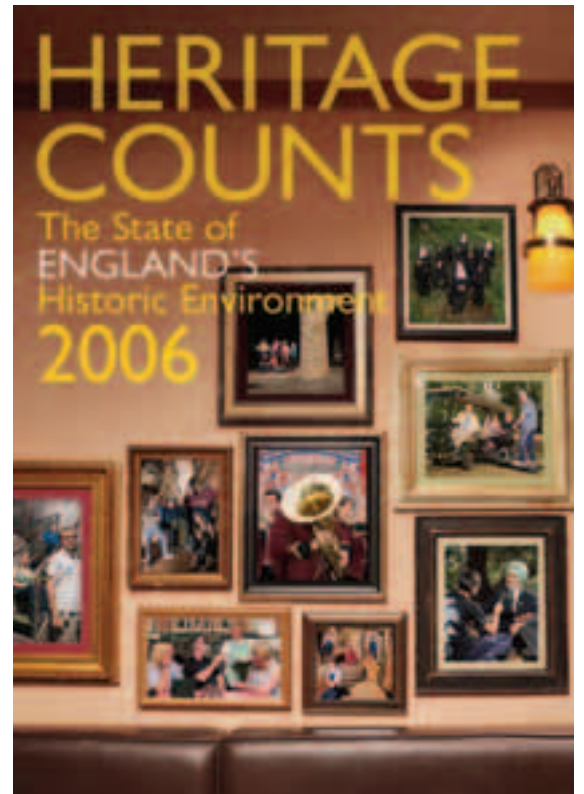
Heritage Counts

Heritage Counts 2006, the fifth annual survey of the state of England's historic environment, will be published on 15 November. The report identifies the principal trends and challenges facing the historic environment, with a particular focus on the role that *communities* play by valuing and engaging in England's heritage.

Contact: Peter Robinson, tel: 0207 973 3730 e-mail: peter.robinson@english-heritage.org.uk.

Heritage Counts 2007 will also be on the theme of learning and skills. Drawing on material from across the historic environment sector, it will explore the sector's contribution to curriculum development in schools and to education outside the classroom. It will look at the development of 'historic environment' modules within mainstream qualifications and the possible role of 'creative apprenticeships'. The emerging agendas of the sector skills councils that are relevant to the sector will be discussed. Two key sub-themes will be the skills needed within local authorities to enable them to deliver the Heritage Protection Review and specific issues around the skills and training needs of the voluntary and community sector.

Contact Peter Robinson, tel: 0207 973 3730; e-mail: peter.robinson@english-heritage.org.uk.



Investment Performance of Listed Office Buildings – 2005 Update

This is the only study in the world to monitor the investment performance of listed office buildings as against their unlisted counterparts. The study, which is jointly sponsored by English Heritage, the Royal Institution of Chartered Surveyors and the Investment Property Forum, was carried out by Investment Property Databank Limited (IPD), who are the property industry's leading firm of statistical analysts. IPD identified a sample of 221 offices that were designated either Grade I or Grade II and measured their performance against the unlisted offices within their databank, which totalled 2,779. The respective capital values were £1.6 billion and £35.2 billion. The West End accounted for three-fifths of the listed offices owned by investors at the end of 2004, measured both by number of properties and by the capital value. The key finding is that over the long term, listed buildings have performed as well as, and in some cases better than their unlisted counterparts. The full IPD study is available on English Heritage's website (www.english-heritage.org.uk).

Contact: David Tomback, tel: 0207 973 3369; e-mail: david.tomback@english-heritage.org.uk.

Inspired!

Work continues on the English Heritage *Inspired!* campaign tackling the problems facing historic places of worship belonging to all the faith groups. Very positive feedback has been received following a presentation to the All-Party group in July. Work will begin shortly on a publication covering both the conversion of redundant places of worship and part-conversions for other uses for places of worship that remain in religious use.

Contact: Richard Halsey, tel: 01223 582776; e-mail: richard.halsey@english-heritage.org.uk.

Putting learning into practice

Now in their fourth year, the University College London (UCL) Centre for Sustainable Heritage and English Heritage short courses come highly commended by heritage professionals from museums, historic houses and galleries throughout Britain and from overseas.

Taking place in historically significant properties throughout England, these courses, taught in small groups, combine the resources of UCL Centre for Sustainable Heritage and English Heritage – giving you the tools, techniques and systems to provide quality care for your historic collections.

For more details, please contact: Skye Dillon, Short Course Coordinator, UCL Centre for Sustainable Heritage, tel: 0207 679 5903; email: skye.dillon@ucl.ac.uk.

Courses at West Dean College

West Dean College's exciting annual programme of building conservation courses developed out of the English Heritage Masterclass programme, which was transferred to the college in 1997. Courses for the winter and spring include:

- Conservation and Repair of Timber, 27–30 Nov 2006
- The Historic Interior: Commissioning and Managing Conservation Research, 4–6 Dec 2006
- Conservation of Stone Surfaces and Detail, 22–25 Jan 2007
- Specifying Conservation Works, 5–8 Feb 2007
- Conservation and Repair of Architectural Metalwork, 5–8 March 2007
- Conservation and Repair of Brick, Terracotta and Flint Masonry, 19–22 March 2007.

Course fee: £410 (except The Historic Interior: £275). Discount of 10% on course fee for English Heritage employees. Accommodation from £120 for 3 nights.

For more information contact: Liz Campbell, West Dean College, tel: 01243 818219; e-mail: liz.campbell@westdean.org.uk.

Illuminating history

English Heritage Historical Review is a new and unique source of historical research and interpretation edited by Richard Hewlings. Published annually, the journal focuses on discoveries from the English Heritage estate, including landscapes, structures, properties and their contents. It reveals English Heritage's fundamental commitment to, and core skills in providing new historical interpretation that will stimulate further discussion and debate.

The contributors to the journal include English Heritage historians, archaeologists and curators, and other experts writing on English Heritage properties. The research is previously unpublished and lavishly illustrated throughout.

- The Roman Amphitheatre at Chester: An Interim Account
- The Dating of the Pyx Door
- Thomas, Earl of Lancaster, and the Great Gatehouse of Dunstanburgh Castle
- Moreton Corbet Castle
- The Staircase from Anderson Place, Newcastle upon Tyne
- The Later Stuart Portraits in the Suffolk Collection
- Three Drawings by John James at Audley End
- Painting like Devis: Edward Haytley
- Thomas Hyde Page and Landguard Fort, 1778–1803
- Calshot Castle: The Later History of a Tudor Fortress, 1793–1945

For information about an annual subscription or to buy a copy of the journal (£20 + P&P) call 01761 452966 or email: sales@gillards.com.



The National Monuments Record

News and events

The National Monuments Record (NMR) is the public archive of English Heritage. It includes more than 7 million archive items (photographs, drawings, reports and digital data) relating to England's historic environment. The following information gives details of web resources, new collections (catalogues are available in the NMR search room in Swindon) and outreach programmes. Contact the NMR at: NMR Enquiry & Research Services, National Monuments Record, Kemble Drive, Swindon SN2 2GZ; tel: 01793 414600; fax: 01793 414606; email: nmrinfo@english-heritage.org.uk; web: www.english-heritage.org.uk/nmr

Online resources from the NMR

Images of England

Images of England (www.imagesofengland.org.uk) is an online 'point in time' photographic record of the buildings across England listed at the turn of the millennium. The site currently contains

more than 270,000 images all captured by volunteer photographers working around the country. The website is a significant accomplishment and is a real credit to the hundreds of volunteers who have taken part since the project began back in 1999. The project is still in full swing and further images will be uploaded in 2007.

A competition was recently held among the volunteer photographers, with the winning photograph being the one that best reflected the goal of the project to achieve a single defining image of each of the 370,000 listed structures. From the thousands of images that qualified for the competition, Mark Sunderland's shot of the East Pier Lighthouse in Whitby was named as the winner.

Sky Photographic UK (Ltd) sponsored and judged the competition. Managing Director Mike Sherry was impressed with Mark's composition and use of light and shadow; he described it as 'an engaging perspective'. Mark won a 'state of the art' digital camera, Photoshop training and Sky Photographic vouchers, all



This photograph by Mark Sunderland of East Pier Lighthouse, Whitby, was the winning entry in the *Images of England* volunteers' competition.

© Mark Sunderland (16E 4137029)



© English Heritage, NMR
Gravestones in West Norwood Cemetery, London, with the Tate Mausoleum in the background. This is just one of the nationally important Victorian cemeteries in the *PastScape* enhancement programme. Eric de Maré, c 1970. AA98/06437

kindly donated by Sky Photographic UK (Ltd).

For further information, contact Sarah Meaker, tel: 01793 414795; email: sarah.meaker@english-heritage.org.uk

PastScape

PastScape (www.pastscape.english-heritage.org.uk) is the publicly accessible online version of the national database of monuments held at the NMR. It is a dynamic resource, directly accessible to the public, which is regularly updated with new data.

These records are not confined to the great houses or famous iconic structures from the distant past with which one often associates the term 'monument'. They include information about buildings and sites that played a part in

the working lives, entertainment and ways of death of ordinary people. Thematic enhancement projects on lidos, Victorian cemeteries and textile mills in the industrial heartland of Keighley have added or enhanced 126 records of lidos, 286 of outdoor swimming pools and tidal swimming pools, 180 Victorian cemeteries and 130 relating to mills.

A further strand in this theme has been the creation or enhancement of 133 records for popular music venues in London from the jazz age to the end of the 1960s, taking in clubs, coffee bars, pub venues and dancehalls. These were places that directly or indirectly shaped the lives of millions, revolutionised youth culture and acted as melting pots for musicians and music fans across racial divides and cultures.



Reproduced by permission of English Heritage, NMR

In this hand-tinted postcard from the Nigel Temple Collection, which dates from the early years of the 20th century, people listen to a band concert in the Pump Room Gardens, Leamington Spa, Warwickshire. PC09738

The Odeon Cinema in Claremont Road, Surbiton, London, was photographed by John Maltby on an April evening in 1934. The 2.75-m freestanding lettering over the canopy was unusual for an Odeon.
BB87/02795

© English Heritage, NMR



Neither are *PastScape* records confined to terra firma, as ongoing work to improve the records of thousands of known maritime wreck sites with new data will show. Other recent maritime developments have been work to enhance the dataset for medieval wrecks using reports transcribed from state papers, bringing the total for that period to 129 records, and for post-medieval wrecks by studying the earliest extant newspapers.

For further information, contact Robin Page, tel: 01793 414617; email: robin.page@english-heritage.org.uk

ViewFinder

ViewFinder (www.english-heritage.org.uk/viewfinder) is an online picture resource drawing on the NMR's national photographic collections. It contains more than 35,000 images with a programme to add new ones each year. The following important collections of historic photographs have recently been added to *ViewFinder*.

Nigel Temple Collection

Nigel Temple (1926–2003) was a painter who was also a national authority on garden history. Before his death the NMR acquired his collection of around 5,000 postcards illustrating public parks and gardens. Coverage is national, and seaside resorts are well represented. The bulk of the postcards date between 1900 and 1910, and in many cases hand-tinting adds to their interest and charm.

John Maltby (Odeon Cinemas) Collection

Oscar Deutsch first trademarked the name Odeon for a cinema in Perry Bar, Birmingham, in 1929. By 1939 136 new Odeons had been opened in addition to cinemas that were taken over. The distinct 'Odeon style' was influential as it embraced the Modern Movement and Art Deco. In 1935 Deutsch commissioned John Maltby (1910–80) to photograph all his cinemas, and the NMR has acquired this important collection of some 1,200 images of more than 280 buildings.

NMR cataloguing

Col R W Phipps Album

Razor-sharp photographs chosen for their display of architectural brilliance by Col R W Phipps make this newly catalogued album worthy of note. By collecting examples of ecclesiastical works by a range of photographers, including the likes of Francis Frith and W A Mansell, Phipps created a fascinating window into the practice of 19th-century photography as well as providing a record of England's finest religious architecture. Phipps's abilities as a draughtsman and his enthusiasm for architecture are evident in his choice of photographs for the album, which includes many of England's cathedrals as well as some European examples.

For further information, contact Helen Shalders, tel: 01793 414749; email: helen.shalders@english-heritage.org.uk

Legal Developments

CDP – from lawyers?

Go on – admit it, the last thing you'd expect to receive from a group of lawyers is good professional continuing professional development (CPD). Yet for dozens of English Heritage conservation professionals that's exactly what they've received over the last couple of years from the in-house English Heritage legal team.

A couple of years ago we held a series of two-day training courses for field monument wardens and ancient monument inspectors run by Linda Russell, an ex-local authority planning solicitor who is also an ex-police officer. The course took participants through gathering evidence in compliance with the Police and Criminal Evidence Act – what are the elements of the scheduled monument offences, what evidence is admissible, how does one interview suspects, etc.

The course went down extremely well – so well, in fact, that we ran a cut-down version of it for regional managers so that they could understand what their now well-trained subordinates were talking about! Just about everyone at English Heritage involved on the front line of monument protection (and their managers) has now been trained in these skills and a new dialogue has been opened between the monument inspectors' peer group and the legal team.

Next up were the historic buildings inspectors and area advisers. We have now run two annual updates on developments in historic building law, which have been extremely popular not just with the original target groups but also with the engineers and architects. One inspector described the most recent update, held at the rather pleasant offices of our new London law firm, Bircham Dyson Bell, as 'gold-plated CPD – exactly what we need'.

In the pipeline is a course for case workers – who I am sure would get more from their work if they better understood the documentation they process. We are also planning to train people in thinking ahead to the requirements of a public inquiry. We'd like to get people thinking right from the outset of a case: 'how would I deal with questions at a public inquiry about the decision I'm about to make?'

All well and good for English Heritage staff you might think, and to some extent you'd be right. But wait – we have also been asked to produce a module for the Historic Environment Local Management (HELM) training programme for local authority professionals providing an overview of the law in the area of the historic environment.

Of course, none of this is aimed at creating pocket lawyers. What we're about is training people in areas of law which will enable them to do their job more effectively – enabling an inspector of ancient monuments to put together a convincing case for prosecution or giving a historic buildings inspector the confidence to say with authority whether a particular feature is a fixture or not. I like to think my team have made a contribution to professional development in the sector and I know they will continue to do so.

This is my last column for *Conservation Bulletin*. By the time you read this I'll have left English Heritage for the private sector. I'd like to thank the long-suffering editor, Rowan Whimster, for his patience and to wish my successor as Legal Director all the very best.

Nigel Hewitson

Legal Director, June 2001–September 2006

New Publications

England's Landscape

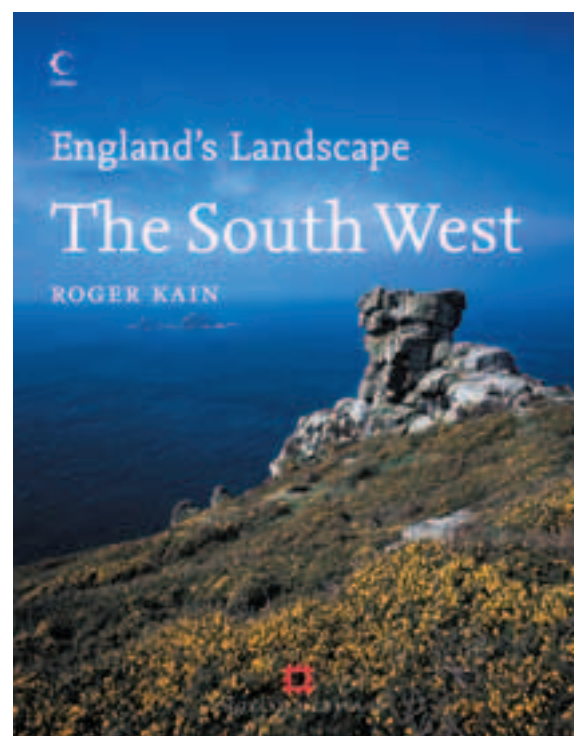
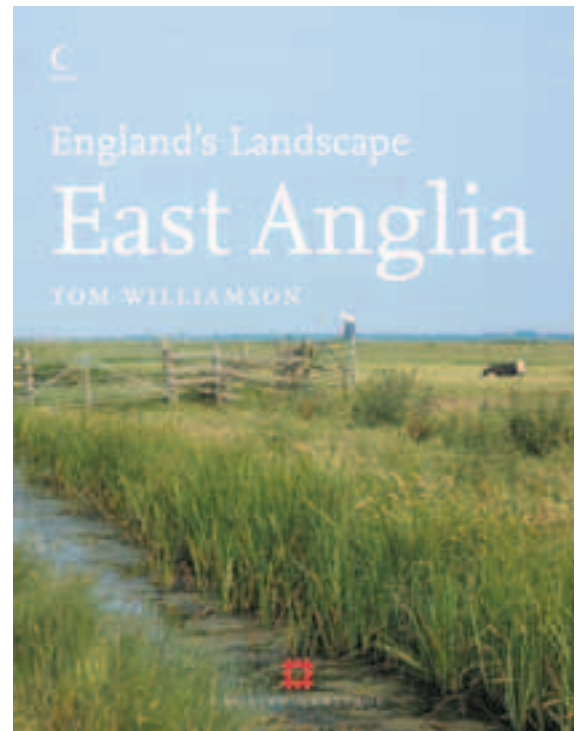
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**Series Editor: Sir Neil Cossons, Chairman
of English Heritage**

The impact of human life on the English landscape is evident all around us. The influences of the generations that have lived in and off this place since the end of the Ice Age have combined with dynamic natural processes to create the landscape we see today. That landscape evokes intense passion and profound emotion. Those of us who live in England may cherish the unchanging atmosphere of a familiar place, but we also make impossible demands of it. Only in the last 50 years or so have we started to recognise its fragility and are we at last beginning to realise that a deeper understanding is the key to a thoughtful approach to its future.

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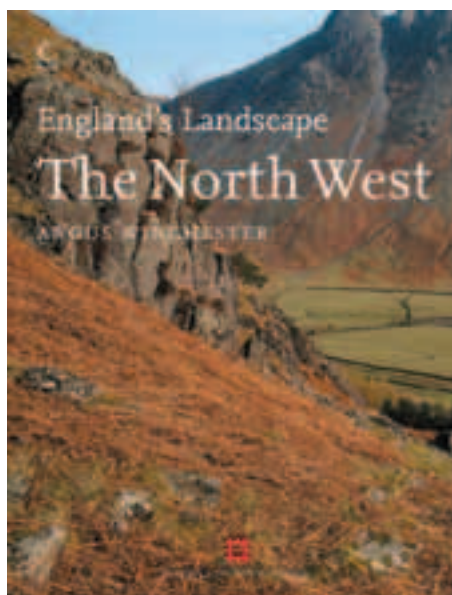
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