

SKILLS INVESTMENT PLAN

for Scotland's historic environment sector





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FOREWORD

Scotland's historic environment is unique, rich, and varied; it serves as a collective source of national pride and connects us. It is central in our everyday lives, where we live, study, work, and play. Moreover, it is vital in delivering our transition to net zero, in empowering resilient and inclusive communities and places, and in supporting a wellbeing economy.

This publication presents the findings of extensive research undertaken to review and refresh the 2019 Skills Investment Plan to ensure it is both fit for purpose from 2024 onwards, and able to fully support delivery of Scotland's strategy for the historic environment, *Our Past, Our Future*. This strategy recognises that nurturing the skills, knowledge, expertise, and personal qualities of the paid, volunteer, and self-employed workforce is critical to its success.

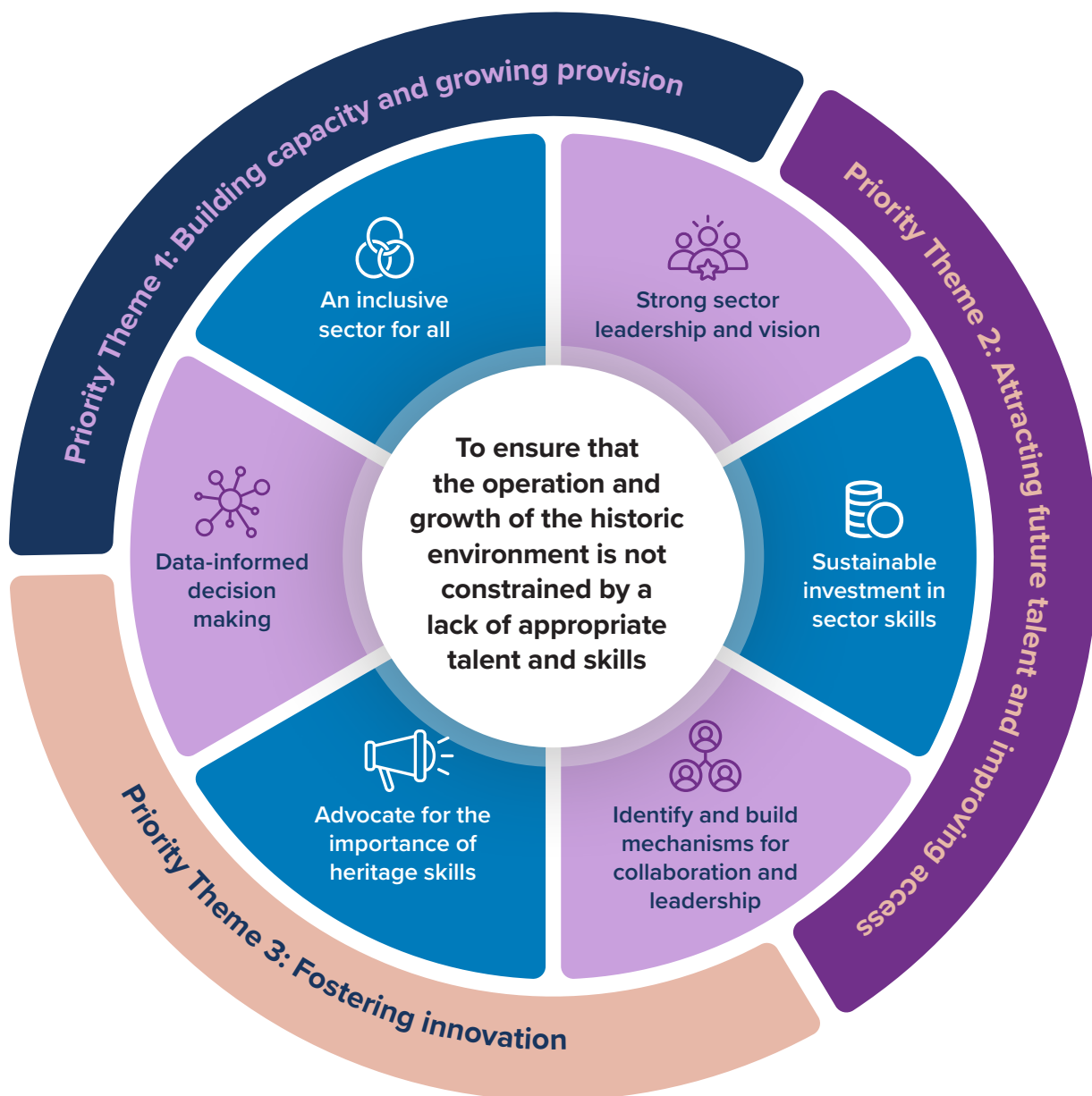
It is greatly encouraging that this research was supported by such a wide range of individuals and organisations spanning employers, contractors, volunteers, sector organisations, funders, training providers, social enterprises, public and professional bodies, and key stakeholders who took part in interviews, workforce surveys, and roundtables to share their expertise. In total, over 160 organisations have contributed their views, which speaks to the importance that the impact of skills investment has across the country and to the depth of feeling regarding the need for training opportunities in the sector.

It is important to acknowledge that the refreshed Skills Investment Plan comes at a time of considerable change and challenge, but also opportunities. It sets out key priorities and actions to be delivered over the next five years to support a healthy, sustainable skills ecosystem that allows our organisations and individuals to maximise the impact of the historic environment for the people of Scotland. The historic environment sector cannot achieve the aims of the Skills Investment Plan alone. We will need increased levels of collaboration, alignment, and leadership across sectors if we are to be successful. Public, private, and third sectors, private owners, and communities across the country all have a role to play in delivering the Skills Investment Plan actions, and all will benefit from a highly skilled historic environment sector.

While it will directly support the ongoing delivery of *Our Past, Our Future*, the Skills Investment Plan also contributes towards national priorities and goals contained within the National Performance Framework, and Scotland's National Strategy for Economic Transformation. This demonstrates the benefits that a thriving heritage sector brings not only to Scotland's economy, but also for the health and wellbeing of all of Scotland's people.

Through this refreshed Skills Investment Plan, and through collaboration across the country, we aim to build an accessible skills system that will provide a fairer and more sustainable future for everyone.

VISUALISING THE SKILLS INVESTMENT PLAN



SIP Footprint: 10 pillars

- Archaeology
- Architecture, engineering, planning, surveying in a heritage context and with a conservation approach
- Archives and libraries
- Conservation of art and artefacts
- Heritage science
- Heritage tourism
- Historic landscapes and gardens
- Industrial heritage
- Museums and galleries
- Traditional building skills and materials

INTRODUCTION

The Skills Investment Plan (SIP) for the Historic Environment is a sector wide future skills strategy with the overarching goal of ensuring that the operation and growth of the historic environment is not constrained by a lack of appropriate talent and skills. First published in 2019, it recognised that a skilled workforce was crucial for the future of the sector, and that a lack of appropriate skills is a threat which will impact on the management, protection, and conservation of the historic environment.

In March 2023, DC Research Ltd was commissioned to undertake an independent review of the progress to date. The review found that the development of the SIP, as an overarching framework for prioritisation and delivery, was seen as a huge achievement. Stakeholders considered that the SIP had helped raise the profile and importance of historic environment skills and identified the key skills priorities. It created a forum for dialogue, communication, exploration of solutions, collaboration, and partnership working. It has also helped to develop and strengthen relationships and engagement with training providers and improved the historic environment sector's understanding of the skills system. The SIP and its delivery have been used as a source of evidence to underpin funding applications, and through its collaborative mechanisms, have helped to support and deliver qualifications and apprenticeship developments as well as wider programmes of support.

Co designed through consultation with partners and key stakeholders across the SIP footprint, the SIP has been refreshed to ensure it can support the delivery of Our Past, Our Future (OPOF), the strategy for Scotland's historic environment, and grow the skills needed to underpin the OPOF priorities of delivering the transition to net zero, empowering resilient and inclusive communities, and building a wellbeing economy.

The plan also supports other national strategies and plans, including the Culture Strategy for Scotland, Scotland's Museums and Galleries Strategy, the National Strategy for Economic Transformation, the National Planning Framework, the Volunteering for All Action Plan, the National Gaelic Language Plan, and Scotland's Climate Change Plan.

In 2019, the priorities of the SIP were: 'employer engagement with skills and innovation', 'attracting future talent and improving access', and 'workforce development.' Following the review consultation, there is a need to refocus around building capacity and growing provision, so that employers can effectively engage in skills and innovation and participate in workforce development. The new priority themes for 2024 will be:



BUILDING CAPACITY AND GROWING PROVISION



ATTRACTING FUTURE TALENT AND IMPROVING ACCESS



FOSTERING INNOVATION

The SIP will continue to be governed by the Skills and Expertise Group, which comprises employers, skills partners and key stakeholders. Historic Environment Scotland will work to facilitate, enable, and coordinate monitoring and reporting on delivery. However, the plan itself is sector owned and will be delivered by a network of partners, both new and existing.

OUR SECTOR

One of the overarching principles of OPOF is to nurture and grow an inclusive, diverse, and skilled workforce. Scotland's historic environment is supported by a range of people, and the SIP must support all those who work with it, whether they do so as paid employees or volunteers. Our workforce needs to have the skills necessary to be fit for the future, with those skills valued and promoted, and pathways to gaining them open to all.

The types of organisations and skills that sit within the historic environment sector are not commonly understood. The diverse and complex nature of the skills required, the organisational makeup, paid/unpaid workforce, and the lack of data to show supply and demand create issues in understanding and advocating for the sector. For this reason, and in consultation with key partners, the standard industrial classification (SIC) and standard occupational classification (SOC) codes were refreshed to reflect the ten pillars of the historic environment footprint more fully and to provide an indication of size and scale. Through this process, it is estimated that 20,000 people work in historic environment careers. This is similar to the 2019 figure. Additionally, the Scottish Household Survey (2019) reported that the number of adults volunteering in culture and heritage was 73,000 (6% of formal volunteers in Scotland). Work has also been undertaken to address data limitations by quantifying need and the demand drivers for key, relevant sectors like construction. For the period of this new five year SIP, it is important that this work continues to develop a system to capture more detailed and granular market intelligence. This can support workforce planning and provide a true picture of the nature of supply and demand, and the demographics of the workforce.



When refreshing the SIP, the following sector characteristics were considered:

- Spans organisations/companies across the public, private, and third sectors
- Covers many broad market areas
- Has high levels of self employment and micro and small businesses
- Spans a wide range of occupations/functions
- Includes a wide range of professionals and specialists in every 'pillar or work area' who work to protect, promote and engage people with the historic environment
- Has a national footprint and a need to provide accessibility to heritage skills in locations across Scotland, some of which are geographically inaccessible
- Comprises employees, freelancers, business owners, professionals, individuals, researchers, students, and volunteers
- Has a workforce significantly made up by volunteers in some pillar areas
- Has a strong alignment with individual professions and other (sub)sectors, for example the construction, tourism and creative industries.

KEY STATISTICS



Equipping the construction sector with the skills to retrofit the UK's historic buildings could lead to an **extra £35bn generated annually, supporting 290,000 jobs.**

(Grosvenor, for Historic England)¹



73,000 adults are volunteering in culture and heritage (6% of formal volunteers in Scotland).

(Scottish Household survey (2019))



10,000 new jobs will be needed over the next decade to maintain and adapt Scotland's traditional building stock.

(HES analysis of Skills Development Scotland industry forecast data)²



The historic environment sustains **68,000 full-time equivalent jobs.**

(SHEA)³



20,000 people work in historic environment careers.

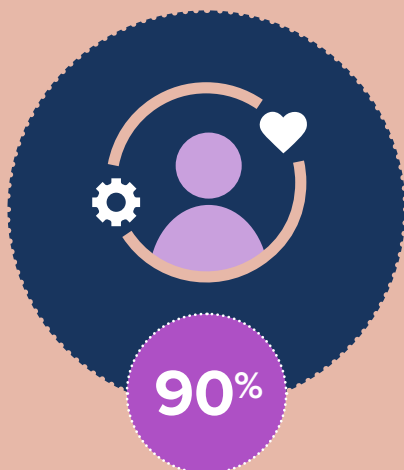
(DC research)⁴



1 (2023) Our Past, Our Future, HES
2 (2023) Our Past, Our Future, HES
3 SHEA/OPOF UK-wide
4 (2023) Review of the Historic Environment, DC Research

EMPLOYER'S SURVEY RESULTS

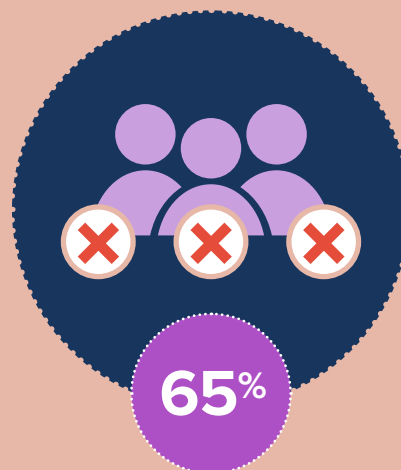
56 organisations responded to an employer's survey that was carried out June-August 2023. The findings were benchmarked against 2019 results.



of employers considered themselves to be fair work employers.



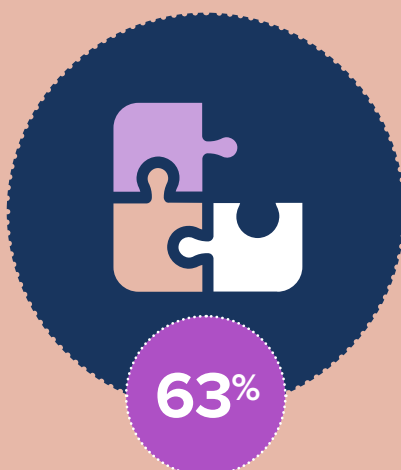
of employers anticipate skills shortages in the next five years. This has increased by 20% from 2019.



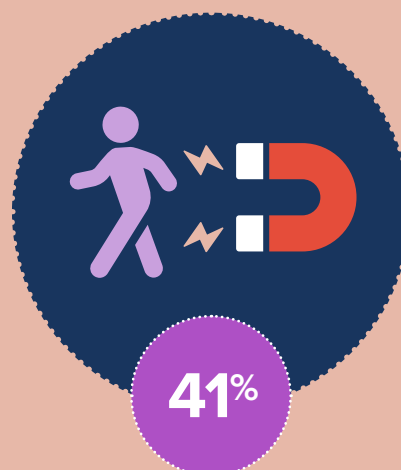
of employers highlight the considerable or huge impact of traditional/specialist skills shortages on organisational growth.



of employers identified a 'lack of skilled and qualified people' as a driver for future skills/labour problems.



of employers identified skills gaps as having a huge or considerable impact to the sustainability of their business.



of employers found attracting staff extremely challenging compared to 11% in 2019.

SKILLS NEEDS/DEFICITS

The review of the 2019 SIP identified concerns around the current challenges being a ‘crisis’ for historic environment skills, especially for traditional building skills.

The skills roundtables identified nearly 200 skills as having important skills needs or deficits. However, 57% were only identified once, making it difficult to assess the level of need. While the SIP cannot address all of these needs, it does demonstrate the breadth of the skills required, ranging from very technical specialist skills to more generic skills such as business, project management, and digital skills.

Skills	Consensus	No. of pillars
Digital including digital literacy, digital application and digital solutions	69	8
Project management	16	6
Stained glass	15	3
Health and safety	14	4
Working machinery	14	3
Stonemasonry	12	4
Dendrochronology	7	3
Entrepreneurial/business skills	8	4
Stone conservation	3	3
Joinery	3	3

Table 1: Skills with the greatest consensus with mentions across multiple pillars/work area roundtables.

Skills	Consensus	Pillar
Materials - metal and alloys	19	Industrial heritage
Management skills	11	Heritage tourism
Plant skills	10	Historic landscapes and gardens
Retrofit skills	8	Architecture, engineering, planning and surveying
Recording including BIM	8	Industrial heritage
Communications and interpersonal skills	8	Heritage tourism
Ethics	8	Archaeology
Leadership	7	Heritage tourism
Storytelling	7	Heritage tourism
Equality, Diversity and Inclusion	6	Museums and galleries
Conservation awareness	6	Conservation
Roofing	6	Traditional building skills

Table 2: Skills with the greatest consensus in individual pillars/work area roundtables.

ELEVEN AREAS OF FOCUS

The research identified eleven areas of focus needed to support a healthy sustainable skills ecosystem for the historic environment sector.



Securing sustainable resources is vital to support coordination and delivery. Without a resource plan and adequate resources, the priority actions will not be delivered.



Strong sector leadership. With a decrease in skills bodies to support the sector, many key sector areas no longer have a skills body that can advocate or act as a custodian of national occupation standards, nor support the development of new qualifications and frameworks. Strong sector leadership for skills is required to facilitate delivery and provide a forum for collaboration.



Collaboration and alignment. Building creative partnerships across and beyond the sector is needed to maximise impact rather than duplicate activity. To address gaps in provision and align resources and effort, key stakeholders need to collaborate, and mechanisms for this collaboration need to be established.



Data-informed decision making and reporting. The sector needs better data in a useful format which can act as a single source of truth and help plan, advocate, and monitor provision.



Growing 'brand heritage'. Advocating for the sector and sector skills.





The sector needs clear, progressive pathways to support those who have yet to join the sector, as well as current employees.



Stabilising, maintaining and growing specialist technical skills. We need to be able to identify these specialist skills, establish a mechanism for assessing the 'health' of these skills, and have a structure in place to support succession planning and knowledge sharing.



Accreditation and standards. Promoting existing accreditation schemes, incentivising professionals to pursue accreditation, and reviewing the effectiveness of these programmes where accreditation exists. Also, ensuring standards of training provision and competency of learners in instances where formal qualifications or professional accreditation are lacking.



Attracting future talent and developing inclusive progressive pathways. The sector needs clear, progressive pathways to support those who have yet to join the sector, as well as current employees. This includes more vocational pathways and a focus on improving access to the workforce by addressing inequality, as well as addressing sector culture and practices that can lead to exclusion.



Accessibility of Continuous Professional Development (CPD). Focusing on provision for SMEs, volunteers, and skills 'cold spots' across Scotland.



Improving digital literacy, application and solutions. Digital methods were identified as the number one skills need and/or deficit across the roundtables, encompassing AI and improving digital literacy, applications and solutions.



Skills to address the climate crisis. The historic environment has a vital role to play in supporting good, green jobs and promoting low-carbon materials and skills. However, to accomplish this, we need to build capacity and upscale provision.

PRIORITIES AND ACTIONS

To help target resources, align activity, and define success, the SIP consultation has identified priorities, outcomes, and high level actions that we can collectively work towards. These will evolve, and we will need to be agile and adaptable to meet changing circumstances. Action is needed at multiple levels: from employers, training providers, and professional bodies to local, regional, and nationally based organisations. Collaboration and working across sectors are therefore key to achieving success.



Priority Theme 1: Building capacity and growing provision

Due to the size of the sector, the low volume of learners, the expensive nature of provision, and difficulties with data, it can be difficult to advocate for and engage with existing provision. Although the refreshed data suggests that the number of students studying heritage sector related courses has risen, the reality is there has been a loss of provision in key areas, including landscape architecture, planning, and traditional building skills. There is also a growing need for provision in new areas, including digital, retrofit, and energy efficiency. The roundtables identified a need for sector planning and alignment to identify where provision needs to be developed or upscaled, and to grow the capacity of organisations to deliver training as part of a data informed, networked approach.

There is a clear need for specialist skills across all the work pillars, particularly in the built and natural environment. We need to grow the supply of highly skilled contractors and craftspeople to undertake the work required in the sector and allow specifiers and funders to be confident in stipulating these skills, thereby driving provision.

A key conclusion arising from the research is that a more multi faceted and flexible approach to the delivery of education, skills, and training is required to meet the specific needs of the sector and to support future growth. Geography has been highlighted as a barrier to training; therefore, there is a need to support access to training provision across Scotland.

Volunteers are crucial to some work areas, and there is a drive for communities to own and manage historic environment assets. However, training and support in a format that works for them is lacking, particularly in technical conservation, industrial heritage, governance, and entrepreneurial skills. Many volunteers are also the custodians of heritage skills and knowledge that is at risk and operating with no formal mechanism for skills sharing. Action needs to be taken to scope where specialist skills and knowledge exist and how structures can be developed to support effective skills and knowledge sharing and ensure the longevity of important heritage skills.



ACTION 1: **Develop a framework for succession planning and knowledge sharing**

Succession planning was identified as an issue for all but one of the roundtable areas. It is particularly, but not exclusively, a problem for technical, low-volume specialist skills where only one or two people in the sector possess them. There is a challenge with the lack of trainers, the capacity of the specialists to train others, and the lack of structures to pass on these skills.

A system needs to be created that can identify and assess the ‘health’ of heritage skills and function as an early warning system for when skills could be at risk, the level of risk, and the impact that shortages or loss of skills will have.

Collaborative solutions must be developed when skills are at risk. These solutions could involve apprenticeships and traineeships, but it’s also important to consider how these skills can be shared to enhance sustainability.

Knowledge and skills sharing as part of a networked approach was identified as important. While there are many informal examples of how this occurs, it was felt that a more structured approach was needed, particularly for volunteer-involving organisations.



ACTION 2: **Align, develop, and accredit progressive continuous professional development (CPD) provision ensuring national availability**

Although there are plenty of good examples of CPD and providers of CPD, it is perceived to be *ad hoc*, reactive, and predominantly aimed at a basic level. The roundtables particularly identified a need for progressive, regionally accessible provision. There was a call for collaboration across and beyond the sector, and between professions. Understanding and ensuring standards posed a challenge. While some parts of the sector excel in accredited CPD, others do not. In these areas, where provision does exist, the standard of that provision and the level of competency developed remains unclear. This action would also support the development of progressive pathways, which is identified as an action in Priority Theme 2.



ACTION 3: **Build conservation awareness in key stakeholders**

Building conservation awareness was deemed as important in several areas:

- Key stakeholders such as local authorities, as they can be a driver for skills and expanding provision
- Non-conservation professionals, so they are aware what to look out for and when to seek expertise
- Mainstream further education/higher education provision, e.g. architecture, engineering, planning and surveying.



ACTION 4: **Build capacity in the sector**

There is a pressing need to enhance capacity within the sector to deliver training. We are in a critical position concerning several key areas, requiring urgent action to stabilise and expand training provision, particularly in traditional building skills and industrial heritage. This entails collaborative efforts to identify new flexible models of provision that align with industry needs, and expand training and assessment capacities.



ACTION 5: **Support sustainable organisations**

Environmental sustainability, leadership development, and business/entrepreneurial skills were all identified as overarching skills that the sector needs to support sustainability.



Priority Theme 2: Attracting future talent and improving access

This priority theme was retained from the first SIP. To facilitate its implementation, the ‘attracting future talent’ and ‘improving access’ delivery groups were established. Their purpose was to devise collaborative approaches to address these long standing workforce issues. DC Research Ltd determined that these mechanisms were appropriate; however, it recommended a review of their membership and terms of reference.

Developing a strong pipeline of talent and ensuring that the future workforce has the right knowledge and skills for working in the historic environment are vital. There are common misconceptions about what it means to work in the sector, and its image could be improved among young people and their key influencers. Career pathways into the sector are not clear, and entry routes lack visibility.

ACTION 1: **Promote the sector as an attractive place to work**

Working with Developing the Young Workforce, Skills Development Scotland (SDS), Young Scot, and other organisations to increase awareness of careers, as well as to influence the curriculum, will inspire more people to consider a career in the sector and gain valuable work and employability skills. This will help to increase the flow of talent into apprenticeships, further, and higher education, as well as across different parts of the sector. During this period of delivery, a pathway of engagement will be created to identify and develop clear points of connection from primary age up to career changers.

ACTION 2: **Create recognised pathways into and across the sector for all**

A lack of clear and consistent pathways has been identified as a barrier for entering and progressing within the sector. Volunteers play a vital role in the workforce, and for some work areas, volunteering serves as an entry route. However, the quality of

This is partly because apprenticeships and other work based learning opportunities are not widely used in parts of the sector, such as archaeology, libraries and archives, conservation, and heritage science. Additionally, there is a reliance on volunteering and other informal methods of gaining work experience, where standards, recognition, and experiences can vary. Further education courses, e.g. those on tourism or construction, could be useful to the historic environment sector yet often prioritise larger segments of industry.

Representatives of skills agencies and training providers also identified the need to highlight and develop effective pathways as a barrier to engagement and support.

volunteering experiences and learning opportunities offered remains unclear. Establishing a more effective route into the sector requires a way of understanding and demonstrating the skills developed through volunteering. Additionally, there is also an imperative to improve access to the workforce and address the barriers, processes, and cultural factors that exclude.

ACTION 3: **Create employability opportunities**

‘An inclusive sector for all’ is an overarching principle guiding how we will deliver the SIP. Being inclusive within this context requires awareness, readiness, and resources to enable us to celebrate diversity, encourage participation, and remove barriers. The design and delivery of the SIP will consider a variety of pathways and opportunities to engage meaningfully with those who have been excluded from this sector.

By developing employability opportunities, we are supporting the development of skills that could be the start of a fulfilling career or business for someone, while also caring for our heritage and addressing important challenges in our communities such as fuel poverty, regeneration, and the climate emergency.



Priority Theme 3: Fostering innovation

Innovation encompasses ideas that add value and create positive change. During the consultations, innovation tended to be discussed in the context of three areas:

- Building skills to support net zero mitigation, adaptation and sustainability
- Nurturing digital literacy and innovation
- Creating skills outputs from research outcomes.

Engaging with the wider sector to ensure they have appropriate skills to meet current and future expectations regarding net zero and digital innovation is vital. There is a significant divide between the level of knowledge, understanding, and skills application organisations have within these two areas. This divide will become increasingly apparent as we approach 2030, and technology continues to become even more prevalent and sophisticated.



ACTION 1: Building skills to support net zero mitigation adaptation and sustainability

There were eight areas considered when looking at the skills and training provision to support climate action: energy and carbon management; impacts, risk and adaptation; circular economy; sustainable travel; sustainable procurement; retrofit and energy efficiency; biodiversity and nature-based solutions; and sustainable tourism.

There are organisations and networks already operating in some areas (e.g. climate literacy) both within and outside the sector, but there is less provision available in others, including energy efficiency and retrofit. The existing provision needs to be upscaled. The main considerations included how to develop sector leadership and mentoring to support a change in mindset, ensuring carbon literacy training is accessible, maximising and aligning existing resources, and supporting smaller organisations on their net zero journey. Carbon accounting and circular economy principles, skills to support retrofit and energy efficiency, and nature-based solutions came out strongly as areas of skills need or deficit.



ACTION 2: Nurturing digital literacy and innovation

Leadership, employer engagement in higher and further education provision, improved data, mechanisms for skills sharing and collaborative training programmes to support digital literacy were identified as being needed.



ACTION 3: Creating skills outputs from research outcomes

The historic environment sector is leading the way in many aspects of material analysis, energy efficiency, and adaptation and mitigation of the built environment. It is important that research being conducted in larger institutions, independent research organisations and educational establishments can be translated and shared to benefit the entire sector and the broader community. Consideration needs to be given to how research outcomes can feed into training provision to ensure everyone has access to the latest thinking.



Theme 1: Building capacity and growing provision

Action	Objectives	Activities	Partners	Interim Outcomes	Longer-Term Impacts	SMART Target
1.1 Develop a framework for succession planning and knowledge sharing	Create a mechanism for identifying, assessing, monitoring and reporting on skills at risk	<p>Create a heritage skills at risk list</p> <p>Expand existing approaches to succession planning and pilot new approaches</p>	<p>HES, CIFA, ICON</p> <p>SIP partners, existing networks</p>	<p>Data to make informed decisions which can support sector workforce planning</p> <p>Develop and test collaborative interventions that could be upscaled</p>	<p>Reduction in skills at risk</p> <p>Clear mechanism for succession planning</p>	Heritage at risk process operational Year 1
	Create a framework which will support organisations and individuals to share skills and knowledge	<p>Map who has priority knowledge/skills, based on the SIP consultation data</p> <p>Identify, align and raise awareness of existing activity</p> <p>Identify resources required</p>	SIP partners, sector networks including Gaelic	<p>Greater understanding of provision available</p> <p>Match supply to demand and identify gaps</p>	<p>Reduction in skills at risk</p> <p>Alignment of existing provision</p> <p>Addressing skills and knowledge gaps</p>	Mapping completed Year 1
1.2 Align, develop and accredit progressive CPD provision considering regional accessibility	<p>Improve access to CPD</p> <p>Expand provision to support beginner, intermediate and advanced level where required</p> <p>Foster a joint understanding of standards of CPD provision and the competency(ies) developed</p>	<p>Scope existing CPD, sustainability, regional accessibility and identify gaps</p> <p>Create a 'one stop shop' for skills information which can signpost elsewhere</p> <p>Create a CPD pathway for key roles</p>	Professional bodies/SIP partners	<p>Increase accessibility to CPD</p> <p>Increased understanding of CPD</p> <p>Support career progression</p> <p>Support succession planning</p>	<p>Equity of access to CPD</p> <p>Highly skilled workforce</p>	<p>Establish baseline on scoping exercise which can be reviewed biannually Year 1</p> <p>Create a 'one stop shop' for skills information Year 1</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer-Term Impacts	SMART Target
1.3 Build conservation awareness in key stakeholders	Build the conservation awareness of key stakeholders including education providers/ specifiers/ planning officers	Develop targeted provision including online resources	SIP partners/ recipient partners	Increased awareness of conservation principles	Drive demand for skills	Pilot and test resource Year 2
1.4 Build capacity in the sector to deliver training in key areas	Increase the accessibility and sustainability of training provision	Develop regional training 'hubs' as part of a networked approach Develop a programme to upskill training providers	Third sector training organisations, education providers, Gaelic partners	Build the capacity and support for current training providers Support mainstreaming provision Increase access to trainers/ assessors/ verifiers	Increase provision	5% increase in providers/ provision annually from Year 2 for the duration of the SIP
1.5 Support sustainable organisations	Increase the sustainability of sector organisations	Upscale existing programmes that support the sustainability of sector organisations Build on the Make Your Mark volunteering participation campaign to grow the number, diversity, and skill set of heritage volunteers	SIP partners	Increased support for the sector	Organisations that care for the historic environment have the right skills and are more resilient	Establish baseline which can be reviewed biannually Year 1 5% increase in provision/ organisations supported annually from Year 2 for the duration of the SIP



Theme 2: Attracting future talent and improving access

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
2.1 Promote the sector as an attractive place to work	<p>Increase the attractiveness of the sector as a career option</p> <p>Increase awareness of job roles/career opportunities</p> <p>Address misconceptions</p>	<p>Upscale existing programmes including Build Your Future, Heritage Careers Week and Museums of the Future</p> <p>Continue to develop the sector's online profile including Heritage Careers unpacked, MyWoW and other platforms to promote diversity of sector, multiple entry routes and opportunities</p> <p>Engage with pre-apprenticeship models including craft your career, and foundation apprenticeships as part of a pathway approach</p> <p>Create an engagement pathway from primary school upwards</p> <p>Provide support and CPD to influencers and the education sector</p>	<p>Improving access/ attracting future talent delivery groups</p> <p>SIP partners including MGS, STBF, SDS, DYW</p>	<p>Increased awareness amongst parents and young people of opportunities within historic environment</p> <p>Increased understanding of historic environment careers with primary & secondary school pupils & teachers</p> <p>New resources created to support a pathway approach</p> <p>Increased delivery of CPD for careers advisers, DYW staff, guidance teachers and other influencers</p> <p>Pathways in the historic environment sector available from school</p>	<p>Greater awareness of sector and opportunities for all</p> <p>Clear opportunities for engagement</p> <p>Consistent messaging about sector careers</p>	<p>No. of young people/schools/ influencers/ local authority areas engaged with national programmes increase by 5% per annum during the lifetime of the SIP</p> <p>Engagement pathway in place Year 2</p> <p>CPD programme for careers advisers/DYW staff/guidance teachers and other influence in place Year 2</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
2.2 Create recognised pathways into and across the sector for all	Agreed, clear, recognised pathways into and across the sector for key roles	<p>Assess and align current provision, and identify gaps</p> <p>Link to Action 1.3</p> <p>Develop suite of case studies and resources showcasing career pathways</p> <p>Create new pathways in areas of identified need e.g. archaeology, archives and libraries, and historic landscapes and gardens</p>	Professional bodies, SIP partners, SDS, SQA, FE/HE partners	<p>Improved pathways for historic environment skills</p> <p>Collective understanding of career pathways for key roles</p> <p>Increased uptake of vocational opportunities</p>	<p>Awareness of routes of entry to sector</p> <p>More effective routes into the sector that can support whole life careers and progression</p> <p>The historic environment is more diverse and inclusive</p>	Clear recognised pathways for key roles in each sector area (end of Year 2)
2.3 Create employability opportunities to support those furthest from the workforce as part of a pathway approach	<p>Build a more inclusive, accessible sector</p> <p>Broaden the pipeline of talent</p>	<p>Work with partners to develop and deliver employability programmes, based on fair work practice</p> <p>Utilise pre-apprenticeship and foundation apprenticeship programmes as part of a pathway approach to support entry into key roles</p>	SIP partners, employers SDS, training providers, FE	<p>Increase the number of people able to access employability programmes</p> <p>Increase the pipeline of talent for the sector</p>	Increase understanding and preparedness for work in the sector	5% increase annually in the number of pre-apprenticeship and foundation apprenticeships offered from Year 2



Theme 3: Fostering innovation

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
3.1 Building skills to support net zero, mitigation, adaptation and sustainability	<p>Increased collaboration and alignment of activity</p> <p>Grow the level of carbon literacy in the sector</p> <p>Increase support for smaller organisations</p>	<p>Scope and map existing activity and gaps</p> <p>Identify the opportunities/ create the environment for sector leadership in this area</p> <p>Upscale and increase accessibility to training, including carbon literacy, carbon accounting, circular economy, retro fit and energy efficiency, and nature-based solutions (links to Action 1.3)</p> <p>Create a mechanism for mentoring/ support of smaller organisations</p>	SIP partners	<p>Collective understanding of available resources and gaps</p> <p>Clear leadership to move forward</p> <p>Increased provision</p>	<p>Carbon literate sector</p> <p>The historic environment is more climate resilient</p> <p>Reduced emissions from the historic environment</p>	<p>Establish baseline on scoping exercise which can be reviewed biannually Year 1</p> <p>10% increase annually in organisations considering themselves to be carbon literate from Year 2</p> <p>5% annual increase in provision from Year 2</p> <p>Mechanism for support in place Year 2</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
3.2 Fostering digital literacy	Increased sector leadership in this area	Undertake a skills and provision audit	SIP partners/ education providers	Clear understanding of skills need and provision available Greater collaboration, focus and direction Increased access to skills sharing opportunities and CPD	Current workforce digitally literate Organisations can grow their capacity to respond to and take advantage of digital innovations Increased collaboration	Working group in place Year 1
	Further/higher education provision meets employers needs	Identify/create a working group to provide leadership in this area				Evidence of increased employer engagement in further/higher education from Year 2
	Increase digital literacy	Build connections between employers and further/higher education establishments to improve practical application of provision				5% annual increase in provision from Year 2
	Increase collaboration and skills sharing in the sector	Upscale programmes to support digital literacy				
		Create mechanisms for skills sharing (link to Action 1.3)				
3.3 Creating skills outputs from research outcomes	Greater dissemination, understanding and application of best practice and new developments	Identify research that has the greatest potential to impact/ transform the sector	Independent research organisations, large organisations, educational institutions SIP partners	Ensure best practice and innovation benefits the whole sector where appropriate	Embed innovation into skills provision	Develop and pilot format Year 2
	Create new national centres for skills and innovation	Use skills sharing framework to disseminate knowledge/create skills outputs				
		Use skills networks to disseminate to wider providers				

Work pillar priorities and actions

As well as the overarching Skills Investment Plan, the findings from each of the pillar roundtables have been used to create skills profiles to support the delivery of SIP priorities in each work area. These profiles include a summary of the current context of each work area and work pillar priorities that contribute to the delivery of the SIP priorities.

Pillar	Pillar priorities	SIP priority
Archaeology	Address a lack of post-excavation specialists	Building capacity and growing provision
	Develop sustainable and equitable career pathways	Attracting future talent and improving access
	Continue to develop and build infrastructure of training provision including a sustainable system to support specialists	Building capacity and growing provision
	Upskilling on digital methods including AI	Fostering innovation
	Developing skills and knowledge around net zero	Fostering innovation
Architecture, engineering, planning and surveying	Building conservation awareness	Building capacity and growing provision
	Create skills outputs from research outcomes	Fostering innovation
	Foster better collaboration between institutions	Building capacity and growing provision
	Engaging with schools and young people	Attracting future talent and improving access
Archives and libraries	Increase opportunities for informal learning	Building capacity and growing provision
	Developing mechanisms for succession planning	Building capacity and growing provision
	Upskilling in data science	Fostering innovation
	Developing progressive pathways	Attracting future talent and improving access
Conservation	Create a structure for knowledge sharing and succession planning	Building capacity and growing provision
	Develop a structure for progressive CPD and practical application of training	Building capacity and growing provision
	Understand the role of accreditation and standards	Building capacity and growing provision
	Build capacity and skills to train others	Building capacity and growing provision
Gaelic	Improve Gaelic awareness (various stakeholders)	Building capacity and growing provision
	Work collaboratively to expand skills, training and professional development opportunities for current and future Gaelic workforce.	Building capacity and growing provision
	Develop networks and a hub for resources and sharing of best practice.	Building capacity and growing provision
	Develop and expand skills that help the safeguarding of Gaelic-related intangible cultural heritage (ICH).	Building capacity and growing provision
	Improve awareness of Gaelic among stakeholders within the historic environment and related sectors	Building capacity and growing provision

Pillar	Pillar priorities	SIP priority
Heritage science	Develop a model for succession planning and knowledge sharing	Building capacity and growing provision
	Developing structured skills provision	Building capacity and growing provision
	Attracting future talent and career pathways	Attracting future talent and improving access
	Securing sustainable funding and advocacy	Overarching principle
Heritage tourism	Developing an entrepreneurial mindset	Building capacity and growing provision
	Attracting future talent and improving access	Attracting future talent and improving access
	Developing soft skills	Building capacity and growing provision
	Fostering digital literacy	Fostering innovation
Historic landscapes and gardens	Attracting future talent	Attracting future talent and improving access
	Applying nature-based solutions	Fostering innovation
	Developing clear, progressive pathways	Attracting future talent and improving access
	Building conservation awareness	Building capacity and growing provision
Industrial heritage	Create a framework to support succession planning	Building capacity and growing provision
	Develop a framework for CPD/skills sharing materials/mechanical skills	Building capacity and growing provision
	Pilot scheme which uses employability to develop skills at risk	Attracting future talent and improving access
	Forge links with working industries	Overarching principle
	Build capacity for delivery	Building capacity and growing provision
Museums and galleries	Develop a more inclusive culture and address barriers which exclude	Overarching principle
	Create the environment for cross-industry collaboration	Overarching principle
	Create a strategic framework for training provision	Overarching principle
	Identify a system for skills and knowledge sharing	Building capacity and growing provision
Traditional building skills	Reverse erosion of training provision and build a positive future	Building capacity and growing provision
	Funding training delivery and infrastructure	Overarching principle
	Development of national hubs/mobile provision	Building capacity and growing provision
	Flexible delivery with alternative routes	Attracting future talent and improving access
	Delivering net zero	Fostering innovation
	Attracting future talent	Attracting future talent and improving access

MEASURING SUCCESS AND GOVERNANCE

Progress against actions will be monitored, and the targets assessed using a RAG (red amber green) approach. A dashboard will be created to monitor KPIs and the health of skills and provision in the sector.

The Skills and Expertise Group will continue to govern the delivery of the SIP. Its membership will be reviewed to ensure it adequately represents the breadth of the sector footprint and includes key stakeholders such as skills bodies and the Scottish Government for effective engagement. This group will offer advice, support, oversight, and advocacy to facilitate the delivery of the SIP and will report to the OPOF steering group as part of the OPOF structure.

The Skills and Expertise Group will continue to receive progress updates every six months for review. Any areas of concern or need for a change of focus can be discussed at these six monthly meetings. The membership of current delivery groups will be reviewed and refocused to support the refreshed SIP outcomes. Membership will be considered to ensure it is representative of all the work pillars, provides good geographic spread, and diverse representation.

Where appropriate, existing groups will be identified to deliver SIP priorities. If necessary, new delivery groups will be established to address specific SIP priorities and objectives. These groups will either be short term for specific interventions, or longer term for achieving long term outcomes, such as culture change. All groups will operate within a defined terms of reference and will consider how they can maximise their inclusiveness. All groups will feed into the Skills and Expertise Group and the wider OPOF network.

It was suggested that the sector explore developing a sector skills body that can oversee the operational delivery of this work, working alongside Lantra, Construction Industry Training Board (CITB) and skills agencies to advocate for the historic environment sector, provide support, advice and mechanisms for collaboration and employer engagement. The reduction in skills bodies has left the sector with orphaned areas. The disparate nature and size of the sector also means that it can lack a voice within other sector areas.



SECTOR STRATEGIES AND ACTION PLANS

Sector Strategy/ Action Plan	SIP priority 1: Building capacity and growing provision	SIP priority 2: Attracting future talent and improving access	SIP priority 3: Fostering innovation	Overarching priorities
Our Past, Our Future	✓	✓	✓	✓
Archaeology Strategy	✓			✓
Archive Sector Workforce Strategy	✓	✓		✓
Public Library Skills Strategy	✓	✓		✓
ICON Conservation Skills Strategy	✓	✓		✓
Scotland's Outlook 2030	✓	✓	✓	✓
People Make Heritage (2020)	✓			✓
Nature-based Jobs and Skills Action Plan (2023-24)	✓	✓		✓
Industrial Heritage Skills Strategy (2023)	✓	✓		✓
Scotland's Museums and Galleries Strategy	✓	✓	✓	✓

National Strategies	SIP priority 1: Building capacity and growing provision	SIP priority 2: Attracting future talent and improving access	SIP priority 3: Fostering innovation	Overarching priorities
Scotland's National Strategy for Economic Transformation	✓	✓	✓	✓
Future Skills Action Plan (2021)	✓			✓
Scotland's Volunteering Action Plan	✓	✓	✓	✓
Climate Emergency Skills Action Plan	✓			✓
A Culture Strategy for Scotland	✓			✓

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