



# **Review of the Historic Environment Skills Investment Plan for Historic Environment Scotland**

## **Final Baseline Report**

**July 2023**

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### 1. INTRODUCTION

#### INTRODUCTION AND AIMS

- 1.1 Historic Environment Scotland (HES) commissioned DC Research – working in partnership with Prof Mike Danson – to **support the Review and Refresh of the Historic Environment Skills Investment Plan.**
- 1.2 This Final Report (produced in July 2023) presents the findings from the Review Phase which took place between March and June 2023. The aim of the Review Phase was to undertake a combination of desk-based research and primary research that would lead to the production of a **Baseline Report**, that would include:
- A refreshed list of the industry and occupation codes for the Historic Environment – reviewing and updating the industry and occupation codes identified in the original research.
  - A refreshed baseline to show supply and demand based on the work areas<sup>1</sup> for the historic environment alongside recommendations where gaps in data exist.
  - A review of the progress to date in delivering the Skills Investment Plan (SIP) and any recommendations.
  - A review of the SIP delivery mechanisms and recommendations.
  - A summary of the strategies and policies which will impact on the delivery of the SIP and recommendations for engagement.

#### OVERVIEW OF APPROACH

- 1.3 In order to fulfil the aims of the Review phase<sup>2</sup>, a five-stage method was adopted, and the key stages are summarised below:
- **Stage 1: Inception and Progress.** An inception meeting took place in March 2023, with progress updates being provided to HES at regular intervals during the review.
  - **Stage 2: Desk Research.** This stage involved three main aspects – a review of the list of industry (SIC) and occupation (SOC) codes as identified in the original research (see Annex 2); a review and update of the baseline analysis of the sector; a desk review of relevant strategies and policies.
  - **Stage 3: Consultations.** One-to-one consultations with a range of key SIP stakeholders were a key element of the Review Phase. A total

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<sup>1</sup> As set out in the Scottish Government Strategic Historic Environment Forum’s Heritage Conservation Skills Audit (2015), the following work areas make up the historic environment: Archaeology; Architectural, engineering, planning and surveying activity with conservation specialism and heritage focus; Conservation – art, artifacts, buildings, historic sites/landscapes; Museums and galleries; Libraries and archives; Heritage tourism; Traditional craft, materials and building skills; Historic landscapes and gardens.

<sup>2</sup> Two additional stages of the work (Facilitation and Engagement Process Development and Ongoing Support during Refresh Phase) relate to the Refresh Phase of the SIP and are dealt with separately.

of 30 consultations took place, and included representatives from the Skills & Expertise Group, members of the three current delivery groups (Improving Access, Attracting Future Talent, and the Stonemasonry Training Group), skills bodies, industry bodies and employers. A list of consultees is included in Annex 1 to this report.

- **Stage 4: Analysis:** This stage involved bringing together and synthesising the results from the Stage 2 Desk Research and the Stage 3 Consultations and analysing the results to address each of the aspects of the Baseline Report as set out in paragraph 1.2.
- **Stage 5: Reporting and Presenting.** This stage involved the production of the Inception Note, a Draft Report in June 2023 and this Final Report in July 2023.

### STRUCTURE OF REPORT

1.4 This is the Final Baseline Report for the Review Phase of the Historic Environment Skills Investment Plan, produced in July 2023, and is structured as follows:

- **Section 2** sets out the **strategic and policy context** for the SIP.
- **Section 3** outlines the **refreshed data baseline** outlining the supply and demand for each of the work areas of the historic environment.
- **Section 4** presents the findings from the **review of progress to date in the delivery of the SIP.**
- **Section 5** summarises the findings from the **review of the SIP delivery mechanisms.**
- **Section 6** presents some **reflections, issues to consider and recommendations** that have emerged from this Review Phase.
- Annex 1 provides a list of the **individuals that were consulted** as part of the review.
- Annex 2 presents the **refreshed industry and occupation codes.**
- Annex 3 provides additional information on other **data sources.**

## 2. STRATEGIC AND POLICY CONTEXT

### INTRODUCTION TO SECTION 2

- 2.1 This section of the report sets out the strategic and policy context for the Review Phase of the SIP.

### STRATEGIC CONTEXT

- 2.2 There are a number of strategic reports and other strategy documents focused on the historic environment or, more correctly, on occupations, sectors, skills and allied areas which have some relevance to the historic environment in Scotland.
- 2.3 The first strategy for the historic environment in Scotland *Our Place in Time: The Historic Environment Strategy for Scotland (OPiT)* was published in 2014 and created the context and partnership environment for agencies and organisations, public, private and community, to start recognising and prioritising the actions confronting the sector.
- 2.4 OPiT provided the grounding for the *Skills Investment Plan for Scotland's historic environment sector*, the SIP<sup>3</sup>. The SIP was developed by HES in collaboration with Skills Development Scotland (SDS) and sector stakeholders such as the *Our Place in Time Skills and Expertise Group*, and aimed to ensure Scotland has the skills it needs to promote, manage and protect the historic environment. As was repeated by many in the consultations reported in later sections of this report, the Covid-19 pandemic and lockdowns, Brexit, demographic changes, the moves to a net zero economy, digital changes, inflation and the cost-of-living crisis have all impacted on the historic environment sector and on the formation, availability and application of skills appropriate and available for the sector. That has encouraged the generation and publication of *Our Past, Our Future. The Strategy for Scotland's Historic Environment (OPOF)*, the refreshed five-year strategy for Scotland's historic environment<sup>4</sup>, which was launched in June 2023.
- 2.5 Within OPOF, three priorities are identified: 'Priority 1: Delivering the transition to net zero'; 'Priority 2: Empowering resilient and inclusive communities and places'; and 'Priority 3: Building a wellbeing economy', and addressing these priorities requires skills to be highlighted if they are to be delivered. The Strategy recognises the key role that 'an inclusive, diverse, and skilled workforce' – both 'paid professionals' and volunteers – should occupy, with people valued, supported, and promoted.
- 2.6 To achieve successful outcomes in Priority 1, OPOF stresses the need for 'Improved pathways for historic environment skills' and so establishes the rationale for the refresh of the SIP:

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<sup>3</sup> <https://www.historicenvironment.scot/about-us/what-we-do/skills-investment-plan/>

<sup>4</sup> <https://www.historicenvironment.scot/archives-and-research/publications/publication/?publicationId=79204155-9eb2-4d29-ab14-aff200ec2801>

- *'to identify the opportunities and actions needed to create a sustainable skills ecosystem, and to improve the delivery of heritage skills training*
  - *Improve and enhance the research and development infrastructure for heritage in Scotland by creating new national centres for skills and innovation'.*
- 2.7 Addressing the second priority likewise focuses on the *'financial, labour, and skills shortages'* impacting the sector, with suggestions of challenges in continuing to empower resilient and inclusive communities and places with potential changes in business models necessary. The Strategy therefore argues that a key outcome must ensure that *'Organisations that care for the historic environment have the right skills and are more resilient'*. Highlighting the business and management skills thread that appeared in the 2019 EKOS report<sup>5</sup>, in this priority the OPOF Strategy again raises the more generic economy-wide occupations and skills rather than the traditional professions and trades of the historic environment suggesting a need to:
- *'Scale up existing programmes to promote business skills, strategic and succession planning, and digital literacy across Scotland's heritage sector'*
- 2.8 And building on the previous report by Volunteer Scotland: *Volunteering and the Historic Environment* (2016) and on the *Make Your Mark* volunteering participation campaign<sup>6</sup>, there is an aim
- *'to grow the number, diversity, and skillset of heritage volunteers'*
- 2.9 Other elements of the OPOF Strategy implicitly or otherwise see the challenges in meeting and overcoming labour and skills shortages across the sector, trades, professions, and communities. The evidence bases for the prioritisation and actions are offered in summary and include reports from the historic environment sector Skills Investment Plan delivery groups, from national skills and capacity building training programmes, confirming the anticipated crucial role of the SIP and partners in realising the aims and objectives of OPOF.
- 2.10 As mentioned in a number of the consultations for this study, Scotland's geography is seen as an important factor in being able to deliver OPOF across the country, reinforcing the significance of partnership working, networking, sensitivity to urban-rural differences, and community engagement. Complementing these dimensions of joint efforts and collaboration, the potential of *'some of the working groups established to support delivery of the previous strategy are anticipated to continue'* is highlighted, with the skills and volunteering groups mentioned specifically. As outlined in Section 5 of this report, these are reported from the interviews for this review as being essential in complementing the SIP Delivery groups in focussing on particular issues that would benefit from targeted attention.

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<sup>5</sup> *Skills Investment Plan for Scotland's Historic Environment Sector*

<sup>6</sup> <https://makeyourmark.scot/>

- 2.11 Generally, the OPOF Strategy is related to other national strategies and especially OPOF aligns with Scottish Government and international outcomes and goals (p34), including the *Future skills action plan* and the *Volunteering action plan*, though many of the other strategies and plans incorporate skills in their aims, objectives and actions.
- 2.12 As well as citing the SIP and related evidence base for OPOF, there are a number of other reports and studies on skills in the historic environment sector. Mostly these are UK-based exercises and so lack the specific data and intelligence on the Scottish historic environment sector. Given the often-different circumstances across the nations of the UK, this limits the capacity to extrapolate from these aggregates to any particular context and especially to Scotland with its own education and training systems, institutions, built environment and demands.
- 2.13 That said, there are some survey-based reports within this existing literature which boast a high proportion of returns from Scotland (for example, Kinetiq, 2022<sup>7</sup>) but that unanticipated overrepresentation in itself raises questions over potential biases in their aggregated results. **Relying on dedicated Scottish analyses and publications therefore tends to offer the best opportunities to understand and explore the historic environment skills sector within Scotland.** However, this offers relatively few sources of information and these have often been generated some time earlier in the past two decades, and before the major drivers for change and disruption in education, training, and labour markets since the late 2010s: Brexit, the Covid pandemic and the Climate Emergency with each of these exacerbating and interacting with underlying demographic changes.

### OVERVIEW OF RELEVANT POLICIES AND CURRENT CONTEXT

- 2.14 The Scottish career and skills formation system has long been regarded as working reasonably effectively and efficiently in meeting most of the needs of the labour market in aggregate<sup>8</sup>, as these independent evaluations from the very recent past echo the affirmations from past decades catalogued in 2007. As James Withers reported: *'I have seen that there is much that is good in the current system and heard how it has served Scotland's needs well over the past fifteen years'*, and *'It is important to state at the outset that there are many positive areas of work in the skills delivery landscape. At its core, it is driven by motivated individuals and organisations with good intent. However, it has become clear in the process of this Review that the system must improve and change if it is to rise to the challenges facing Scotland's future economy and society'*. These quotes illustrate and confirm that the skills system has been and is fit for purpose but recent macroeconomic challenges (see

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<sup>7</sup> Kinetiq (2022) 'A Study of the UK's Information Workforce 2022. Mapping the Library, Archives, Records, Information Management and Knowledge Management and related professions in the United Kingdom & Ireland', cilip.

<sup>8</sup> Fairley, 2007: Training Strategy in Scotland: Co-Ordinating Sectoral and Local Dimensions, <https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F00343409512331349393>; OECD, 2021, <https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm>; Keep, 2017, 2019, 2022, <https://www.researchgate.net/profile/Ewart-Keep-2>.



elsewhere in Section 2 for a précis) mean changes are now needed to reflect and react to these and to meet the opportunities they present. In addition, it is acknowledged that, for some of those working in the historic environment sector, there have been issues with the skills system.

- 2.15 This overall context notwithstanding, there has been recognition of the need for ongoing improvement and consolidation of reforms over the last decade, particularly at the secondary- and post-school years<sup>9</sup>. This has recently generated a number of commissions and expert groups covering the careers service<sup>10</sup>, qualifications and assessments, with the interim report recently published<sup>11</sup>, and skills delivery<sup>12</sup>. Each of these reviews and consultations (i.e., *The Independent Review of the Skills Landscape*, James Withers; *The Independent Review of Qualifications and Assessments*, Professor Louise Hayward; *Skills Development Scotland Career review*; and the SFC-led *Coherence and sustainability: A review of tertiary education and research*) will impact on the current understanding and operation of the existing landscape and infrastructure of the historic environment workforce and sector.
- 2.16 Most of these studies and reviews are coming to their conclusion of their programmes with publication of analyses and recommendations imminent, and the Scottish Government are considering their response to the analyses and recommendations over the summer of 2023 and, as yet, have offered guarded responses. Until it becomes clear what the Government intends to change, it would be premature for HES and partners to be making plans or initiating changes in current practices and processes only in response to their respective recommendations which are not covered elsewhere. Nevertheless, these reports have revealed some important components of the current evolving system which can inform and guide the sector in its coming deliberations in the facilitation events that will form part of the Refresh Phase for the SIP. For instance, high levels of collaboration between colleges and universities for degrees have been identified, with outcomes delivered through local articulation agreements between institutions in the two sectors and achieving a greater *Coherence and Sustainability*<sup>13</sup> across the further and higher education sectors in preparing graduates at all levels for work in the historic environment sector.
- 2.17 Partnership working, skill and labour shortages, very high levels of graduates in and entering the labour market and the challenges created by Brexit<sup>14</sup>; with some regions affected more significantly than others<sup>15</sup> characterise the infrastructure and processes of the Scottish economy at present. Each of these has made the policy landscape and context especially complex at this time, and the round of commissions and their policy impacts are introducing further ongoing changes, all exacerbated by

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<sup>9</sup> OECD, 2020, [https://www.oecd.org/skills/centre-for-skills/Strengthening\\_Skills\\_in\\_Scotland.pdf](https://www.oecd.org/skills/centre-for-skills/Strengthening_Skills_in_Scotland.pdf)

<sup>10</sup> [https://www.skillsdevelopmentscotland.co.uk/media/48884/career\\_review\\_main\\_report.pdf](https://www.skillsdevelopmentscotland.co.uk/media/48884/career_review_main_report.pdf)

<sup>11</sup> <https://www.gov.scot/publications/independent-review-qualifications-assessment-scotland-interim-report/>

<sup>12</sup> <https://www.gov.scot/publications/skills-delivery-independent-review-terms-of-reference/>

<sup>13</sup> <https://www.sfc.ac.uk/review/review.aspx>

<sup>14</sup> <https://fraserofallander.org/the-rationale-for-employability-support/>

<sup>15</sup> <https://www.skillsdevelopmentscotland.co.uk/media/49107/rsa-highlands-and-islands.pdf>



major restructuring on the supply side due to Brexit and the continuing impacts of the Covid pandemic, inter alia.

- 2.18 Across industrial and occupational sectors, there is an enhanced need to respond to these disturbances to settled and dynamic labour market and training processes, not least in the historic environment.
- 2.19 As demonstrated in the discussion on OPOF and recorded in considering the delivery of Scotland's first historic environment strategy *Our Place in Time* (OPiT)<sup>16</sup>, it is apparent that both are particularly dependent on an appropriate and dedicated skilled workforce and its development has been fostered and guided by the *2019 Skills Investment Plan for the Historic Environment* ('the SIP')<sup>17</sup>. Rather than being led by SDS, uniquely within Scotland, this SIP has been developed through a partnership of public, NGO and training organisations overseen by the OPiT Skills & Expertise Group and chaired by Alex Paterson, CEO of Historic Environment Scotland.
- 2.20 In reviewing and refreshing the *Our Place in Time* strategy<sup>18</sup>, the collaboration to generate OPOF has had to capture the other changes in the labour market structure and policy context introduced above. As noted earlier, skills formation and skills development are inevitably featuring significantly in the refreshed strategy, building on the role and importance of issues around skills identified in the consultation draft from late 2022<sup>19</sup>.
- 2.21 Previous work on the flexible labour market and on how specific additional attributes and skills affect mobility in careers (see PESTLE analysis for Skills Development Scotland; the 'Gaelic labour market' for Highlands & Islands Enterprise, Skills Development Scotland and Bòrd na Gàidhlig) highlights how those with high level qualifications with transferable skills are able to move between sectors and occupations fairly readily. Many of those employed in the historic environment sectors and sub-sectors typify such mobile labour, with rewards elsewhere in the economy making workforce planning difficult and subject to external as well as internal organisational drivers. Numbers and dynamic movements therefore need to be appreciated in considering the challenges presented by analysing the differentiated occupational markets of this sector and the discussion guide for the consultations for this review was designed to explore these tendencies and challenges.
- 2.22 For traditional trades and skills, there are both similar and sometimes different drivers at work in the historic environment sector, with construction occupations an obvious example of where transferable and generic skills can be applied readily outwith this field. One specific

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<sup>16</sup> <https://www.historicenvironment.scot/archives-and-research/publications/publication/?publicationId=fa088e13-8781-4fd6-9ad2-a7af00f14e30>

<sup>17</sup> <https://www.historicenvironment.scot/archives-and-research/publications/publication/?publicationid=15425b9a-e46d-44fd-9b19-aa1b00c3e981>

<sup>18</sup> <https://haveyoursay.historicenvironment.scot/development-partnership/our-place-in-time-refresh-consultation/>

<sup>19</sup> [https://haveyoursay.historicenvironment.scot/development-partnership/our-place-in-time-refresh-consultation/supporting\\_documents/Historic%20Environment%20Strategy%20for%20Scotland\\_Consultation%20Draft%20Strategy.pdf](https://haveyoursay.historicenvironment.scot/development-partnership/our-place-in-time-refresh-consultation/supporting_documents/Historic%20Environment%20Strategy%20for%20Scotland_Consultation%20Draft%20Strategy.pdf)

occupational sub-group which has been causing concern with regards to supply of skilled workers is stonemasons. As was confirmed by many in the consultations for this review, and covered below, the challenges in this trade are significant and have been worsening. Local training provision has been withdrawn in Edinburgh and was reported as under threat in Glasgow, leaving a significant gap in the capacity to train new stonemasons in Scotland. The recently published *Stonemasonry Survey Report*<sup>20</sup> has gone some way to highlighting the extent of the issues, and identifying concern over provision of training, lack of support for the sector and the appropriateness of current skills needed to meet demand. As reported in the interviews for this review, SDS has scheduled stonemasonry as an occupation for review over the coming months where the supply and demand, catalogue of training providers, challenges and barriers can all be considered and informed actions prescribed.

- 2.23 Continuing the story of some quite specific interventions being undertaken across, within, and beyond the historic environment sector, has included the social enterprise creative leadership programme for leaders managing venues in the heritage, tourism and cultural sectors<sup>21</sup>, the Association of Scottish Visitor Attractions (ASVA) webinars to support recovery from Covid restrictions, the MGS business support programmes, such as *Surviving to Thriving: Supporting Sustainable Scottish Heritage Businesses*<sup>22</sup>, the SIP Improving Access group equalities sessions, the Heritage Innovation Fund project<sup>23</sup>, and the Make Your Mark action planning programme<sup>24</sup> to increase the number & diversity of heritage volunteers in Scotland. Complementary activity has been being delivered by the West of Scotland Regional Equality Council (WSREC), funded from the Scottish Government's Workplace Equality Fund (WEF) to deliver a 2-year *Inclusive Heritage Partnership Project*. Individually and collectively these initiatives encourage 'Organisational Changes - Increasing Employability and Voluntary Opportunities' and demonstrates how partners and collaborations are often involved in promoting different aspects of strategic objectives.

### SUMMARY OF SECTION 2

- 2.24 This section has summarised the key strategy documents relevant to the historic environment sector and to its skills in particular. Many of the key policies and actions of Scottish and UK Governments, NDPBs and other agencies at a national level regarding skills, the economy (NSET), macroeconomic and strategic interventions, as introduced above, define the context for the historic environment sector and these have been captured, discussed and analysed in OPOF. These various and intersecting policies and approaches are undoubtedly relevant to skills formation,

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<sup>20</sup> 'Scottish Stonemasonry Skills & Training Needs Project. Current State Vs. Future State Analysis. Findings And Next Steps', March 2023, and 'Qualitative Research report', January 2023, Our Place In Time - Skills & Expertise Group, both cited.

<sup>21</sup> <https://your.socialenterprise.academy/course/view.php?id=382>

<sup>22</sup> <https://www.museumsgalleriesscotland.org.uk/blog-article/surviving-to-thriving-supporting-sustainable-scottish-heritage-businesses/>

<sup>23</sup> <https://www.heritagefund.org.uk/news/heritage-organisations-collaborating-tackle-workforce-challenges>

<sup>24</sup> <https://makeyourmark.scot/for-organisations/>

retention and application in the sector, and this has become more apparent as the major drivers affecting the sector have intensified in their impacts since the late 2010s: Brexit, the Covid pandemic and lockdowns, net zero, public funding cuts and inflation, with each interacting with the longer term evolution of demographic changes, digitalisation, and the pursuit of socio-economic goals including equality and diversity, wellbeing and community resilience.

- 2.25 The range of such issues and factors by definition involves strategies, policies and institutions across government and portfolios so that unexpected consequences and conflicting objectives are inevitable. Steering a course through these that encourages partners and agents in the historic environment sector to collaborate and cooperate to address the consequential skills challenges means looking for data sources to understand the issues, identify possible solutions and the key players to implement these.

### 3. REFRESHED DATA BASELINE

#### INTRODUCTION TO SECTION 3

3.1 This section of the report presents the refreshed data baseline outlining various aspects around the supply and demand for the historic environment in general and for each of the work areas of the historic environment. It also considers the challenges and gaps around data and evidence in this area – drawing on both the availability (or lack of availability) of data and the findings from the consultations carried out for this review.

#### OVERVIEW OF THE HISTORIC ENVIRONMENT SECTOR

3.2 As recognised in the SIP, and emphasised by many of the consultees for this review, *"the historic environment is a diverse, complex and culturally important sector spanning several broad market areas"*.

3.3 As stated in the Invitation to Quote for this review, the Scottish Government Strategic Historic Environment Forum's Heritage Conservation Skills Audit (2015), set out the following work areas as making up the historic environment: Archaeology; Architectural, engineering, planning and surveying activity with conservation specialism and heritage focus; Conservation – art, artifacts, buildings, historic sites/landscapes; Museums and galleries; Libraries and archives; Heritage tourism; Traditional craft, materials and building skills; Historic landscapes and gardens.

3.4 Similarly, the SIP reports that the historic environment sector includes: historic and listed buildings and sites, the built environment, conservation areas, gardens/designed landscapes, tourism and hospitality, historic landscapes, and museums and galleries.

3.5 The forthcoming Refresh phase of the SIP will include facilitation events that will cover (alongside some cross-cutting themes and regional consultations) the following work pillars: Archaeology; Architecture, engineering, planning & surveying; Archives & Libraries; Conservation, art & artefacts; Industrial heritage; Landscapes and Gardens; Museums & Galleries; Heritage Science; Traditional building skills; and Tourism.

3.6 For the purposes of the original SIP, the sector was defined using Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC) codes. The approach for the original SIP was also to apply a dilution factor<sup>25</sup> to each SIC/SOC, and these dilution factors were originally identified through consultation with SDS key sector managers.

3.7 An updated version of these codes are included in Annex 2 to this report, and there have been two aspects to the update thus far – (1) a refresh, as part of this review, to reflect some of the recent changes in the classification categories; and (2) an initial review by key HES staff, the

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<sup>25</sup> Given that the SOC and SIC categories relevant to the historic environment include many workers outwith the sector, estimates of what proportion in each occupation and industry should be included are calculated by applying a 'dilution factor' to represent that share of employment.

lead partners for the ten work pillars (listed above) for the Refresh Phase, and sector organisations (Lantra and RICS) of the SIC and SOC codes included in the definition, as well as the dilution factors. This updated scope has been used in the analysis presented below.

- 3.8 Whilst this initial review has addressed some of the issues with the original scope, **based on the data collation process for this review, the findings from the consultations, and wider evidence about the historic environment sector, it would be appropriate for the SIC and SOC codes and the dilution factors to be sense-checked and further refreshed if necessary as part of the Refresh Phase for the SIP.** This can take place as part of the consultations process that will be taking place in Autumn 2023 as part of the Refresh Phase.
- 3.9 One additional potential approach (contingent upon the availability of data) that could be included as part of a further refresh is to assess SIC and SOC data together – this would enable the analysis to look at the profile of occupations held by those working in historic environment SICs (e.g., the proportion of carpenters and joiners that are employed in historic environment SIC classified businesses), and also to look at the profile of industries where those working in historic environment SOC are based. This approach was included in a previous study for Creative Scotland<sup>26</sup>, and a similar approach could be a helpful aspect of this data refresh.
- 3.10 Given all of this, the headline results presented below should be regarded as indicative or preliminary until the Refresh Phase has been carried out.
- 3.11 Notwithstanding the potential for further updates to the scope/definition as part of the Refresh Phase, applying the SIC and SOC classifications and dilution factors outlined in Annex 2 shows that **direct employment in the historic environment sector was around 21,300 in 2021 and around 20,000 in 2022 (based on SOC analysis). Estimates derived from SIC based analysis are of the same magnitude – 19,800 in 2018, 20,600 in 2019, decreasing to 17,500 in 2020, and increasing to 19,600 in 2021.** Whilst these results cannot be directly compared to the results reported in 2018-19 due to the changes in the scope/definition, overall, they are of a similar scale to that reported in the SIP and the supporting research reports<sup>27</sup>, with the 2019 SIP including reference to an estimate for direct employment of 20,000 FTEs (excluding volunteers). The proposed refresh of the SIC and SOC definitions and dilution factors outlined above will help to establish a clearer baseline around employment for the refreshed SIP that will be launched in early 2024.
- 3.12 More broadly, the SIP reported, drawing on data from Scotland’s Historic Environment Audit (SHEA), that the **number of jobs (direct and indirect) resulting from economic activity relating to the sector**

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<sup>26</sup> <https://www.creativescotland.com/resources-publications/research/archive/2017-and-older/economic-contribution-study>

<sup>27</sup> The supporting research includes the main report (<https://app-hes-pubs-prod-neu-01.azurewebsites.net/api/file/22f98f03-1db2-479b-92ce-aa1b00e6f70c>) as well as the Historic Environment Skills Investment Plan, Pre-Interview Scoping Report from 2018.

**was 66,000 in 2017.** An update of this figure for direct and indirect employment is reported in the recently launched national strategy – Our Past, Our Future, which reports that *"The historic environment sustains **68,000 full-time equivalent jobs.**"*<sup>28</sup>

- 3.13 Volunteers are well-recognised as being an important part of the workforce for the historic environment sector, and their contribution is significant.
- 3.14 Whilst the most recent sector-wide research remains the 2016 survey – Volunteering in the Historic Environment<sup>29</sup> – which found that **Scotland's historic environment engaged at least 17,000 volunteers.** Reflecting the importance of their role, the 2016 survey found that 46% of organisations who took part in the study were entirely volunteer-run and would not exist without volunteers.
- 3.15 The scale of volunteering is expected to have changed since this last report – and whilst no sector wide data is available, examples from particular sub-sectors continue to evidence the significant role of volunteers.
- 3.16 For example, the National Survey of Scotland's Museums and Galleries carried out for Museums Galleries Scotland in 2022 found that more than one-quarter of respondents do not have any paid staff (i.e., are reliant on volunteers) and that volunteers are used by 93% of respondents.
- 3.17 The survey also found that almost half of respondents reported a smaller number of volunteers when compared to two years previously, showing the change over time (and the impact of factors such as the Covid-19 pandemic on volunteering). Notwithstanding this change, these survey results provide an **estimate of volunteering in Scotland's Museums and Galleries of more than 4,900 volunteers.**
- 3.18 In addition, other key facets of volunteering in the historic environment sector include the **National Trust for Scotland who report that they have more than 3,500 volunteers**<sup>30</sup>.

### CURRENT SKILLS PROVISION

- 3.19 This section considers current skills provision – and looks at each of Higher Education Provision, Further Education Provision, Apprenticeships, and Wider Provision in turn – reflecting the approach taken in the previous research for the SIP.
- 3.20 However, reflecting on the previous research, the findings reported in Section 2 (and later in Section 4) around both the availability of, and the gaps in, data and evidence, and the aforementioned benefit of relying on dedicated Scottish analyses and publications to provide the best opportunities to understand and explore the historic environment skills sector within Scotland, there is more work to be done to map out in more

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<sup>28</sup> Our Past, Our Future - The Strategy for Scotland's Historic Environment, p.26

<sup>29</sup> <https://www.volunteerscotland.net/wp-content/uploads/2022/11/Volunteering-in-the-Historic-Environment-Full-Report.pdf>

<sup>30</sup> <https://www.nts.org.uk/volunteering-jobs>



detail, and in a more refined and robust way, the current skills provision for the historic environment sector.

- 3.21 As the previous research acknowledged: *"It should be noted many of students undertaking studies within the subject areas detailed will not enter employment in the Historic Environment sector but the broad trends in numbers have been used to help inform the SIP."*<sup>31</sup>. Notwithstanding this, this approach is the process that is widely used by skills bodies to support skills planning. In addition, as the policy and strategy overview in Section 2 also emphasised, an issue that is relevant for all aspects of provision, is around the fact that courses that sit outside of recognised historic environment subjects will provide workforce for the sector. Furthermore, it is recognised that many who study or achieve qualifications in historic environment specific subjects may not end up working in the historic environment sector.
- 3.22 In addition to this challenge, the availability of publicly relevant data on skills provision specifically for the historic environment is limited. This is in part due to changes in the level of detail provided in published data about subjects being studied for further education provision, as well as (although, relatively, to a lesser extent) for higher education.
- 3.23 However, it is understood, and it has been reinforced by the consultations carried out for this review, that much of the data around skills provision relevant to the historic environment sector does exist (e.g., within SDS, SFC and related databases), but that the capacity to extract it in a meaningful way from the relevant databases and sources is limited. As such, it is proposed, as part of the Refresh phase of the SIP, that steps are taken to address this.
- 3.24 Therefore, two key (inter-related) actions that it is recommended are carried out are:
- (1) for a specific task to be carried out to sense-check the historic environment course/apprenticeship subjects that have been included in this review (see later in this section and also Annex 3) to confirm which specific subjects are relevant to an analysis of provision for the historic environment sector. This would involve liaison between key SIP partners and relevant skills provision partners.
  - (2) to work with data holders (such as SDS, SFC, HESA) to gather the relevant data for analysis. This mapping exercise should consider and explore the potential for the dilution factor approach taken to the SIC and SOC analysis (or a similar approach that identifies core and supplementary/complementary/supporting provision) to be taken to the skills provision data.
- 3.25 Alongside this, the Refresh Phase for the SIP will include the collation of data and information on skills provision from all the proposed

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<sup>31</sup> [Skills Investment Plan for Scotland's Historic Environment Sector - https://app-hes-pubs-prod-neu-01.azurewebsites.net/api/file/22f98f03-1db2-479b-92ce-aa1b00e6f70c](https://app-hes-pubs-prod-neu-01.azurewebsites.net/api/file/22f98f03-1db2-479b-92ce-aa1b00e6f70c)



roundtables<sup>32</sup> and both strands of work (the recommended actions above and the roundtables) will be key sources of data on current skills provision.

- 3.26 To the extent that some of this data mapping (both the tasks outlined above and the earlier proposal for the refresh of the SIC and SOC dilution factors) will be applicable beyond the SIP, consideration should also be given to how such data may contribute to wider aspects around data for the historic environment – and where they fit within data plans for Our Past, Our Future and future iterations of SHEA (Scotland’s Historic Environment Audit<sup>33</sup>).
- 3.27 On **higher education** provision, the same approach that was used in the 2019 research is used here – albeit with the need to reflect changes in how some of the subject areas are now reported<sup>34</sup>. For example, what was previously reported separately as ‘Fine Art’ is now included within the broader ‘Art’ subject, and what was previously reported as ‘Others in architecture, building and planning’ is now recorded as ‘Planning (urban, rural and regional)’. As such, direct comparability for these areas with the results from the data analysis included in the previous (2019) research is neither appropriate nor possible.
- 3.28 Drawing on data from HESA<sup>35</sup> covering the three most recently available years, shows that, overall (for all levels) – the total number of students at Scottish higher education providers studying historic environment-related subjects was 18,500 in 2019-20, rising to just over 19,000 in 2020-21, and reaching almost 20,000 in 2021-22. See Figures 3.1, 3.2 and 3.3 for a breakdown of this overall and by undergraduate and postgraduate levels of study.
- 3.29 This effectively shows clear growth in the number of student enrolments for historic environment related subjects across the three most recent years. Much of this growth (as Figures 3.2 and 3.3 show) has been at the postgraduate level – although there has been growth at both undergraduate and postgraduate levels.
- 3.30 In terms of subjects, Figures 3.4, 3.5 and 3.6 show the same data but with overall subject areas identified. These show that the growth (in absolute terms) has primarily been in architecture, building and planning subjects (especially at postgraduate level) and also historical, philosophical and religious studies (which includes history, history of art, architecture and design, archaeology and heritage studies) – again at postgraduate level.

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<sup>32</sup> Roundtables on each of the following will form part of the Refresh phase of the SIP: Specific areas - Archaeology; Architecture, engineering, planning & surveying; Archives & Libraries; Conservation, art & artefacts; Industrial heritage; Landscapes and Gardens; Museums & Galleries; Heritage Science; Traditional building skills; and Tourism. Cross cutting themes - Digital; Net zero skills; Skills bodies; and Leaders. In addition, community heritage will also be included.

<sup>33</sup> <https://www.historicenvironment.scot/advice-and-support/planning-and-guidance/scotland-s-historic-environment-audit/>

<sup>34</sup> Annex 3 to this report sets out the higher education subjects used in the previous research and the closest matches available that have been used in this review.

<sup>35</sup> <https://www.hesa.ac.uk/data-and-analysis/students/what-study>

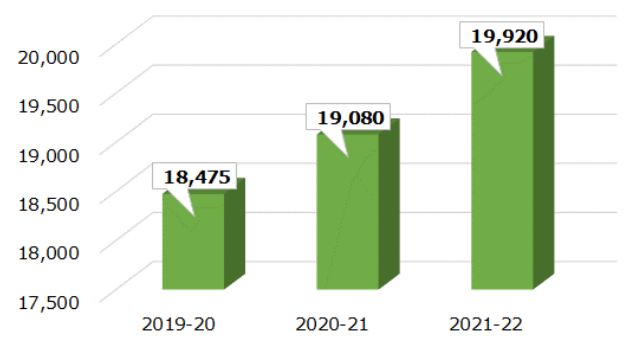
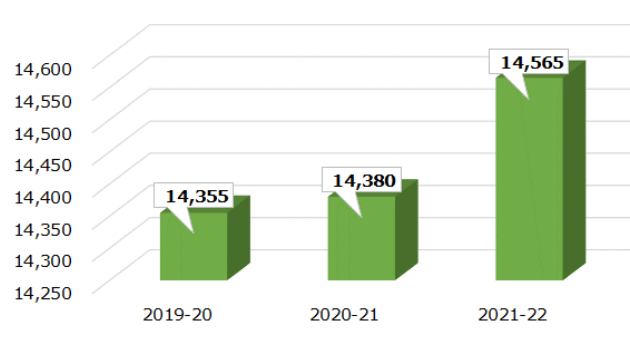
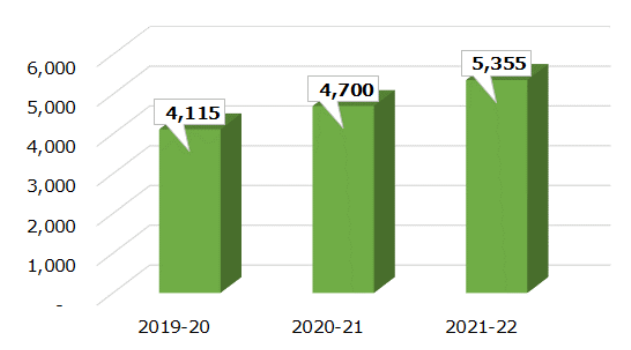
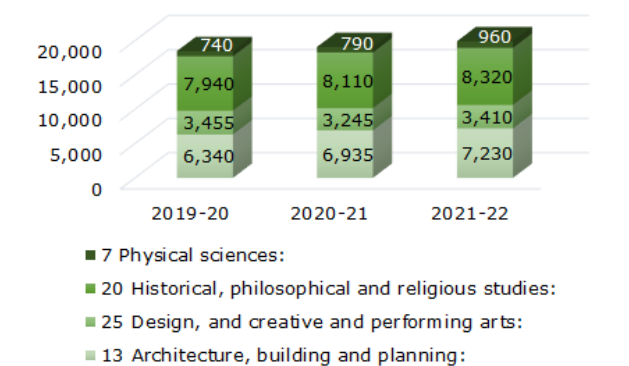
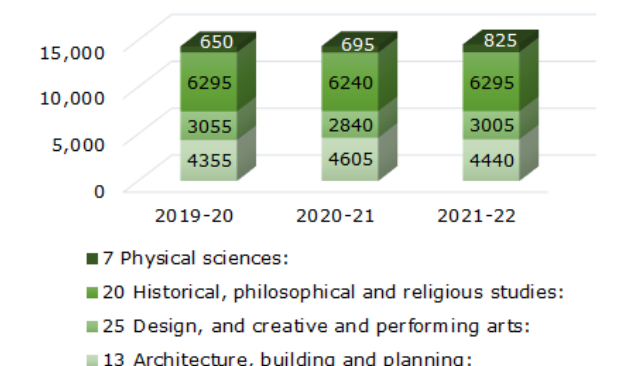
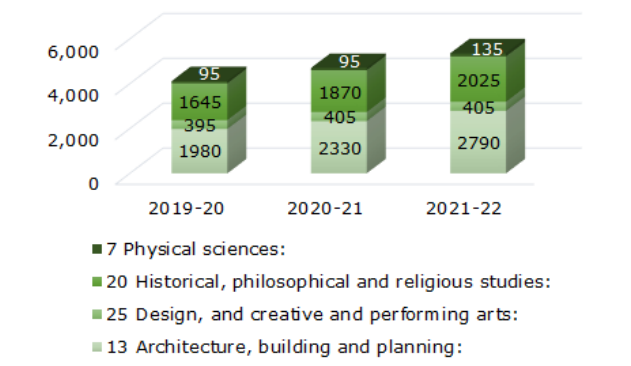
- 3.31 On **further education**, as noted above, the publicly available data does not provide information at a sufficiently granular level to repeat the approach carried out in 2019, although it is understood that such data is available from the key data holders, and the implementation of the actions outlined above will help to address this as part of the Refresh Phase.
- 3.32 For the moment, the subject area data for the most recently available year<sup>36</sup> is included in Annex 3. The subjects that are relevant to the historic environment have been identified, although it is clear that, for many of these subjects, only part of the provision will relate to the historic environment. As such, the application of a dilution factor approach, like that used for the SIC and SOC analysis, would be appropriate.
- 3.33 Following discussion with HES, it has been agreed that it is not possible to develop and apply this dilution approach as part of this review, and it is therefore recommended that a dilution factor approach is carried out as part of the actions set out above. This will be most effective if it can be done using disaggregated data about subject area.
- 3.34 Information provided in the SFC FES 1 Guidance notes 2021-11<sup>37</sup>, especially the information on pages 25-27 about the different subject areas that sit within each of the main superclasses can be used to initially identify the relevant subject areas.
- 3.35 Based on the subjects identified in Annex 3, and drawing on information from Table 6 of the Background Tables for the College Statistics 2021-22, shows that there was a total for all subjects of 129,175 FTE students in 2021-22, compared to 131,421 in 2012-13. For those subjects currently identified as historic environment related, there were a total of 72,742 FTE students in 2021-22, compared to 73,222 in 2012-13.
- 3.36 On **apprenticeship** activity, Annex 3 identifies the Modern Apprenticeship Frameworks that are regarded as being historic environment related and, once again, implementing the actions outlined above, and developing and implementing a dilution approach will help to develop a more refined picture of skills provision that will make the data more useful for skills planning.

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<sup>36</sup> <https://www.sfc.ac.uk/publications-statistics/statistical-publications/2023/SFCST012023.aspx>

<sup>37</sup> [http://www.sfc.ac.uk/web/FILES/guidance\\_sfcqd032021/FES\\_1\\_Guidance\\_2021-22.pdf](http://www.sfc.ac.uk/web/FILES/guidance_sfcqd032021/FES_1_Guidance_2021-22.pdf)

**Review of the Historic Environment Skills Investment Plan (Final Report)**

<p><b>Figure 3.1: number of student enrolments for historic environment related courses (All)</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>18,475</td> </tr> <tr> <td>2020-21</td> <td>19,080</td> </tr> <tr> <td>2021-22</td> <td>19,920</td> </tr> </tbody> </table>	Year	Enrolments	2019-20	18,475	2020-21	19,080	2021-22	19,920	<p><b>Figure 3.2: number of student enrolments for historic environment related courses (undergrad)</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>14,355</td> </tr> <tr> <td>2020-21</td> <td>14,380</td> </tr> <tr> <td>2021-22</td> <td>14,565</td> </tr> </tbody> </table>	Year	Enrolments	2019-20	14,355	2020-21	14,380	2021-22	14,565	<p><b>Figure 3.3: number of student enrolments for historic environment related courses (postgrad)</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>4,115</td> </tr> <tr> <td>2020-21</td> <td>4,700</td> </tr> <tr> <td>2021-22</td> <td>5,355</td> </tr> </tbody> </table>	Year	Enrolments	2019-20	4,115	2020-21	4,700	2021-22	5,355																																				
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<p><b>Figure 3.4: number of student enrolments for historic environment related courses by subject (All)</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Physical sciences</th> <th>Historical, philosophical and religious studies</th> <th>Design, and creative and performing arts</th> <th>Architecture, building and planning</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>740</td> <td>7,940</td> <td>3,455</td> <td>6,340</td> </tr> <tr> <td>2020-21</td> <td>790</td> <td>8,110</td> <td>3,245</td> <td>6,935</td> </tr> <tr> <td>2021-22</td> <td>960</td> <td>8,320</td> <td>3,410</td> <td>7,230</td> </tr> </tbody> </table>	Year	Physical sciences	Historical, philosophical and religious studies	Design, and creative and performing arts	Architecture, building and planning	2019-20	740	7,940	3,455	6,340	2020-21	790	8,110	3,245	6,935	2021-22	960	8,320	3,410	7,230	<p><b>Figure 3.5: number of student enrolments for historic environment related courses by subject (undergrad)</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Physical sciences</th> <th>Historical, philosophical and religious studies</th> <th>Design, and creative and performing arts</th> <th>Architecture, building and planning</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>650</td> <td>6,295</td> <td>3,055</td> <td>4,355</td> </tr> <tr> <td>2020-21</td> <td>695</td> <td>6,240</td> <td>2,840</td> <td>4,605</td> </tr> <tr> <td>2021-22</td> <td>825</td> <td>6,295</td> <td>3,005</td> <td>4,440</td> </tr> </tbody> </table>	Year	Physical sciences	Historical, philosophical and religious studies	Design, and creative and performing arts	Architecture, building and planning	2019-20	650	6,295	3,055	4,355	2020-21	695	6,240	2,840	4,605	2021-22	825	6,295	3,005	4,440	<p><b>Figure 3.6: number of student enrolments for historic environment related courses by subject (postgrad)</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Physical sciences</th> <th>Historical, philosophical and religious studies</th> <th>Design, and creative and performing arts</th> <th>Architecture, building and planning</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>95</td> <td>1,645</td> <td>395</td> <td>1,980</td> </tr> <tr> <td>2020-21</td> <td>95</td> <td>1,870</td> <td>405</td> <td>2,330</td> </tr> <tr> <td>2021-22</td> <td>135</td> <td>2,025</td> <td>405</td> <td>2,790</td> </tr> </tbody> </table>	Year	Physical sciences	Historical, philosophical and religious studies	Design, and creative and performing arts	Architecture, building and planning	2019-20	95	1,645	395	1,980	2020-21	95	1,870	405	2,330	2021-22	135	2,025	405	2,790
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### CONSIDERATIONS AROUND SUPPLY AND DEMAND FOR SPECIFIC WORK AREAS

- 3.37 As noted at the start of this section, the historic environment sector is made up of a number of work areas (or sub sectors). Based on the most recent data, reports and other evidence, a brief introduction to the labour market context for the 10 occupational areas (based on the pillars that will be used in the Refresh phase for the SIP as noted above) is set out below.
- 3.38 Some evidence is published on aggregations of these occupations and sub-sectors by a range of organisations, within wider industrial and occupational analyses e.g., the creative industries<sup>38</sup> or often focussing on particular issues e.g., gender and equality<sup>39</sup>, workers' pay and conditions undertaken by trade unions<sup>40</sup>, etc. These latter, focused, ad hoc reports tend not to be systematic nor co-ordinated, but do offer some insights on current and ongoing labour market issues. As noted earlier, evidence from parallel reports on these specific sectors at the level of the UK or England may offer some relevant contextual information, e.g., from the Creative Industries Policy and Evidence Centre<sup>41</sup>.
- 3.39 **Archaeology:** The Scottish national strategy for archaeology<sup>42</sup> has a well-constructed set of aims and delivery plans but data on numbers of archaeologists is sparse and has been impacted by HS2, carbon sensitivities, funding reductions, etc. The updates to the Strategy<sup>43</sup> by the Scottish Strategic Archaeology Committee (SSAC) include attention being paid to Improving Skills (Aim 5 is around innovation and skills): but no numbers are able to be provided on supply and demand. A UK-wide report in 2020<sup>44</sup> estimated there were about 7,000 FTEs working in the sector, although the consultations for this review offered lower estimates of 3-4,000; this would suggest the number of archaeologists working in Scotland is between 250 and 500. The largest employers in Scotland have reported losing skilled workers to England and others leaving the sector as their job search area becomes more local. According to HESA data (see Annex 3), the number of Archaeology students studying at Scottish HE providers has increased in recent years (between 2019-20 and 2021-22) at both undergraduate (from 285 to 320) and postgraduate (from 170 to 195) levels.
- 3.40 **Architecture, engineering, planning & surveying:** An aggregation of various traditional trades and professions, identifying numbers in this

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<sup>38</sup> <https://www.skillsdevelopmentscotland.co.uk/media/48819/creative-industries-ssa.pdf>

<sup>39</sup> <https://www.generationequal.scot/arts-and-creative-industries-what-we-already-know/>, [https://www.creativescotland.com/\\_data/assets/pdf\\_file/0020/42923/Diversity-In-The-Arts-Final-Report.pdf](https://www.creativescotland.com/_data/assets/pdf_file/0020/42923/Diversity-In-The-Arts-Final-Report.pdf), <https://stories.museumsgalleryscotland.org.uk/ten-years-of-going-further/index.html>

<sup>40</sup> <https://www.artistsunion.scot/updates>

<sup>41</sup> <https://pec.ac.uk/news/national-statistics-on-the-creative-industries>

<sup>42</sup> <https://archaeologystrategy.scot/wp-content/uploads/sites/8/2023/03/Scotlands-Archaeology-Strategy.pdf>

<sup>43</sup> <https://archaeologystrategy.scot/wp-content/uploads/sites/8/2015/08/Strategy-Update-from-SSAC.pdf>

<sup>44</sup> [https://profilingtheprofession.org.uk/1-1-size-of-uk-archaeology/#:~:text=Based%20on%20these%20sub%2Dsector,3\).](https://profilingtheprofession.org.uk/1-1-size-of-uk-archaeology/#:~:text=Based%20on%20these%20sub%2Dsector,3).)

category is problematic as significantly many under each occupation will not be employed in the historic environment sector. Concern over building standards staff in Scotland – the nation's equivalent of building control surveyors – showed that 47% of the 600 workers were more than 50 years old and may therefore leave the profession within the next five to ten years. This has stimulated the development of training opportunities for new entrants to the profession and ensure long-term succession planning, including apprenticeships<sup>45</sup>. There were about 4,500 architects a decade ago in Scotland, representing the highest concentration outside London and the South East, with over 1,000 architectural practices registered with the RIAS, over 90% of which are Private Practices and about 60% of these practices are Small and Medium Enterprises (SMEs). The larger practices appear to be growing over time within a fairly static total, so concentration is increasing in the profession. According to HESA data (see Annex 3), the number of Architecture, building and planning students studying at Scottish HE providers has increased in recent years (between 2019-20 and 2021-22) at both undergraduate (from 4,355 to 4,440) and postgraduate (from 1,980 to 2,790) levels.

- 3.41 **Archives & Libraries** as discussed earlier (in Section 2), the high proportion of returns from Scotland in the fairly comprehensive report by Kinetiq<sup>46</sup> in 2022 raises some concerns on how representative the picture from here is in that report. Nevertheless, the statistics and impressions on this evolving sector is of a highly skilled ageing professional workforce, concerned about fair working and retention. Employers are encouraged, therefore, to be aware of the need to promote wellbeing and to attract new generations to ensure the services offered are not diminished in the coming years.
- 3.42 **Conservation, art & artefacts:** The Institute of Conservation (Icon) undertook Labour Market Intelligence (LMI) research to understand the shape and extent of the conservation sector in 2022<sup>47</sup>. This covered the whole of the UK and offered important and current insights into this specific area by applying the Heritage Labour Market Intelligence toolkit<sup>48</sup>. This research presented an overall picture of the supply and demands for conservation covering public, private and freelance sectors, and revealed a highly qualified and professional workforce though effective demand is often low – demonstrating the funding and labour shortages in the economy and industry. Scotland is well and appropriately represented in the report, though separate data are not published on the nation's supply, demand and institutional contexts.
- 3.43 **Heritage Science** posts cover a diverse range of subjects, making estimates of numbers and scope difficult to contain. Definitions of work can include research that can support practical conservation of individual objects or collections, the built environment, access and interpretation of

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<sup>45</sup> <https://ww3.rics.org/uk/en/journals/built-environment-journal/scottish-building-standards-apprenticeship.html>

<sup>46</sup> Kinetiq (2022) 'A Study of the UK's Information Workforce 2022. Mapping the Library, Archives, Records,

<sup>47</sup> <https://www.icon.org.uk/resource/icon-publishes-conservation-labour-market-intelligence-report.html>

<sup>48</sup> <https://historicengland.org.uk/research/current/social-and-economic-research/heritage-labour-market-intelligence/>

heritage, sustainability, method development, policy, heritage management, and public engagement. The differing definitions<sup>49</sup> and new degree courses do suggest a growing transdisciplinary field in which scientific techniques, principles and methods are applied in order to enhance understanding and management of and care for heritage objects, and to do so sustainably. Increased interest on both supply and demand sides of the labour market suggest the calls for specialist CPD and combined courses suit this field particularly well.

- 3.44 **Industrial heritage:** The Powering Our People project was being introduced two years ago through Industrial Museums Scotland to address how funding cuts in recent years have led to fewer staff and an increasing shortage of specialist training in the sector<sup>50</sup>. The aim was for a conservator and industrial conservation intern to work alongside 100 employees and volunteers to develop skills, particularly in the care of large industrial objects, important paper archives and innovative and historic engines.
- 3.45 **Landscapes and Gardens:** Despite the limitations in considering the labour market in Scotland, the Skills for Greener Places by the Landscape Institute<sup>51</sup> which reviews specifically the UK's landscape workforce contains much of value on supply and demand in this sector. In particular it reveals an area of growth compared with the rest of the economy, with Scotland having appreciably more jobs than expected on population grounds (about 33,000 compared with 28,000) but with fewer businesses (at just over 4,000). According to HESA data (see Annex 3), the number of Landscape Design students studying at Scottish HE providers has increased in recent years (between 2019-20 and 2021-22) from 155 to 255. This is primarily at postgraduate levels (from 100 to 190), although there has also been a slight increase at undergraduate levels.
- 3.46 **Museums & Galleries:** Around 450 museums throughout Scotland are supported and Fair Work, diversity, skills and training, and sustainability are all highlighted in the recent Museums and Galleries Strategy<sup>52</sup>. The sector is able to argue that it contributes to Scotland being a well-educated, skilled, and able society. Needs identified in the strategy include a wide range of business and management skills, embedding digital skills, and better leadership skills. Key "personal qualities" priorities emerged as conscientiousness, optimism, motivation, self-efficacy, persistence, curiosity, creativity, and the ability and willingness to learn and collaborate<sup>53</sup>. As elsewhere in the historic environment sector, retaining and protecting specialist knowledge and heritage-specific skills, while broadening roles and encouraging collaboration across specialisms,

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<sup>49</sup>

[https://www.heritagescienceforum.org.uk/documents/Aligning\\_Heritage\\_Science\\_to\\_the\\_Science\\_Curricula\\_Final.pdf](https://www.heritagescienceforum.org.uk/documents/Aligning_Heritage_Science_to_the_Science_Curricula_Final.pdf)

<sup>50</sup> <https://www.goindustrial.co.uk/our-story/our-projects/project-details/powering-our-people-project>

<sup>51</sup> <https://www.landscapeinstitute.org/policy/skills-for-greener-places/>

<sup>52</sup> <https://www.museumsgalleriesscotland.org.uk/strategy-hub/>

<sup>53</sup> These key 'personal qualities' were originally identified in Character Matters (2016) - [https://media.museumsassociation.org/app/uploads/2020/06/11085809/ACE\\_Museums\\_Workforce\\_ABS\\_BOP\\_Final\\_Report.pdf](https://media.museumsassociation.org/app/uploads/2020/06/11085809/ACE_Museums_Workforce_ABS_BOP_Final_Report.pdf)



is seen as a significant challenge for the future. Over 70 per cent of the workforce is engaged in training and CPD, most of it initiated by themselves. However, training and CPD is dominated by heritage-specific training and rarely targeted to the needs of the individual and the individual organisation<sup>54</sup>. The recently introduced Museums & Galleries Technician Modern Apprenticeship delivered by Museums Galleries Scotland is an example of the new routes into the sector that are being developed.

- 3.47 The recent national survey work<sup>55</sup> also highlights some key characteristics around skills and qualifications highlighting current skills gaps around curatorial, education and manager roles and current workforce training priorities around various management roles and responsibilities; collections related training; health and safety; digital; customer service/front of house training; first-aid; and equality, diversity and inclusion.
- 3.48 **Heritage Tourism:** As a very broad and key sector in the Scottish economy, there is both a plethora of material but also a lot of aggregation of quite disparate information sources. Employment in the sector is addressed in comprehensive reports<sup>56</sup>, however, the most recent was published in 2019 before the Covid pandemic and lockdowns and recent trends refer to no later than 2021<sup>57</sup>. To afford some updating, briefer reports are addressing the induced labour market context and changes since on such as issues as Localism and authentic experiences, Adaptable adventure, Workcations, Artisanal retail and food and drink, Voluntourism and Wellness, all capturing some elements of Scotland's historic environment but also many other aspects of the sector.
- 3.49 **Traditional building skills:** These are particularly well covered in the websites and publications of the Engine Shed<sup>58</sup>. With inclusive, wide-ranging and detailed intelligence on skills, courses and institutions, all aspects of careers, CPD and the work are introduced and explained<sup>59</sup>, with links to further information and advice. Built Environment Forum Scotland (BEFS) generates comment and collates statistics on the sector with especial emphasis on traditional skills<sup>60</sup>, and many of the reports and initiatives they refer to are cited in the consultations and sources analysed elsewhere in this report.

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<sup>54</sup> <https://www.museumsgalleriesscotland.org.uk/research/character-matters-attitudes-behaviours-and-values-in-the-museums-sector-workforce-2/>

<sup>55</sup> <https://www.museumsgalleriesscotland.org.uk/research/national-survey-for-scotlands-museums-galleries/>

<sup>56</sup> <https://www.visitscotland.org/research-insights/about-our-industry/tourism-employment>

<sup>57</sup> <https://www.visitscotland.org/research-insights/about-our-visitors/international/annual-performance-report>; <https://www.skillsdevelopmentscotland.co.uk/media/47431/ssa-tourism.pdf> and <https://www.visitscotland.org/research-insights/trends/trends-for-tomorrow>

<sup>58</sup> <https://www.historicenvironment.scot/learn/skills-and-training/our-skills-training-centres/>

<sup>59</sup> <https://www.engineshed.scot/how-to-get-involved-in-the-historic-environment-sector>

<sup>60</sup> <https://www.befs.org.uk/about-befs/>



### SUMMARY OF SECTION 3

- 3.50 This section has provided an update on aspects of the baseline around supply and demand for the historic environment in general and for each of the work areas of the historic environment.
- 3.51 Carrying out this update has highlighted some of the ongoing challenges and gaps around data and evidence in this area – something that the consultations carried out for this review had highlighted as a key issue for the sector.
- 3.52 As outlined at various points in this section, there is a need to sense-check some aspects of the approach taken to developing the data baseline for the SIP – and these can be carried out as part of the Refresh phase of the SIP. This would include the tasks recommended at various points within this section including:
- Checking and further refreshing as necessary the dilution factors used for the SIC and SOC analysis as well as the list of SIC and SOC themselves as part of the Refresh Phase for the SIP. This can take place as part of the consultation during the Refresh Phase.
  - Exploring the potential to carry out an assessment of SIC and SOC data together to develop a better understanding of the profile of occupations held by those working in historic environment SICs, and the profile of industries for those working in historic environment SOC.
  - Sense-check the list of historic environment course/apprenticeship subjects to confirm which specific subjects are relevant to an analysis of provision for the historic environment sector. This would involve liaison between key SIP partners and relevant skills provision partners. This could also consider the potential for the dilution factor approach taken to the SIC and SOC analysis to be taken to the skills provision data.
  - Continue to work with data holders (e.g., SDS, SFC as well as other relevant partners) to ensure that data is captured at a level that is useful to the historic environment sector.
  - Embed these various tasks within the Refresh phase for the SIP, ensuring that they align with the data and information that will be gathered via the facilitation events for the Refresh phase, and also any wider plans around data for the historic environment – including plans for Our Past, Our Future and future iterations of SHEA (Scotland’s Historic Environment Audit).

### 4. REVIEW OF PROGRESS TO DATE IN SIP DELIVERY

#### INTRODUCTION TO SECTION 4

4.1 This section of the report presents the findings from the review of progress to date in the delivery of the SIP. It primarily draws on the findings from the consultations carried out for this review.

#### DIRECTION OF TRAVEL AND CURRENT ISSUES TO CONSIDER

- 4.2 To set the progress with the delivery of the SIP in context, consultees were asked to reflect on the overall direction of travel for the wider context within which the SIP operates. Some key themes emerged from the consultations around this.
- 4.3 A common strand – as already mentioned in Section 3 – was about the **diversity of the sector** and the issues and challenges that this can present generally for the historic environment as well as specifically for the SIP itself: *"it isn't a discrete sector"*; it is a *"broad church"*; and *"everyone wants to see themselves in it"* providing examples of the type of comments made by consultees on this. In addition, some of those outside of, or relatively new to, the historic environment sector, reflect that they have *"never worked in a sector so fragmented"*.
- 4.4 Reflections on this also included issues around defining the sector (and the challenges this can present – as exemplified by some of the data issues considered in Section 3), and also the challenges that a lack of clarity on defining and articulating what the sector is can present for the **profile and awareness of the sector** more generally – *"getting traction is very, very difficult"* and *"we are not getting positive skills support and traction"*.
- 4.5 Some consultees emphasise that there is a disconnect for those outside of the sector – with a lack of appreciation or understanding about the role and contribution of the sector, and about the skills challenges for the sector. In addition to which, consultees reflect that there are *"differing perceptions"* inside the sector versus outside of the sector – for example, the perceptions of young people about working in the sector, as well as awareness about the sector and the roles and skills within it more generally from those not directly involved in it. These issues link to wider issues around communication that are considered later in this section.
- 4.6 Most consultees were very aware of, and keen to emphasise, the **key challenges facing the sector**, whilst recognising that many of these challenges were economy-wide and not historic environment specific: for example, Brexit, Covid pandemic and lockdowns, and demographic changes, etc. as well as recent changes around funding for skills development. All these factors were seen as especially difficult, significant, negative drivers for the historic environment sector and for skills formation, recruitment, and retention. This is especially true given that these factors create the context for the historic environment sector but many of the possible strategic interventions that could alleviate or

- seek to address them are beyond the capacity of key actors in the sector to introduce.
- 4.7 A common concern amongst consultees also related to the feeling that historic environment skills are currently in **"crisis"**, with existential threats and similar terms illustrating the perceptions that some of the historic environment skills and occupations are in need of critical interventions: *"we're just stuffed"*; and we are *"at the most horrible crunch point"* especially around traditional building skills with other consultees reflecting that some part of the sector are getting *"agitated about the skills agenda"*. Those with longer standing in the sector do reflect that this is not a new thing – *"there have been a skills emergency for 20 to 30 years"*.
- 4.8 Consultees reflect that **the current SIP – in terms of its priority themes and actions – is still relevant** but that some of the priorities may have changed in their relative levels of importance due to the wider contextual changes noted above (i.e., Brexit, Covid pandemic and lockdowns, demographic changes, and funding changes) as well as a strong common theme emerging around the net zero agenda and its particular impacts on the historic environment sector. Those impacts are exaggerated in the context of the Scottish historic environment sector because of the high proportion of older buildings, labour and skill shortages in the trades that command at least the same wages and profits in modern settings, the greater challenges and costs of improving energy efficiencies in historic environments, and the lack of visibility of the historic environment and historic environment skills during and after Covid. Currently, the cost-of-living crisis, continued closure of facilities and attractions, restricted volunteering opportunities, etc. are all exacerbating the economy-wide problems and the issues they are generating.
- 4.9 More positively, some consultees recognised the potential for big job opportunities to be created in addressing the climate emergency, the pursuit of net zero, 15-minute neighbourhoods, community wealth building, and greater emphasis on wellbeing – aspects that (as noted in Section 2) are more explicit in OPOF, the new national strategy. Linked to this, consultees generally reflect that these strategic changes, as well as the wider context changes, mean that this a good time to refresh the SIP to reflect this new broader context and strategic landscape.
- 4.10 Reinforcing some of the issues already mentioned in Section 3 around supply and provision of skills, the significant difficulties faced by further education and private training providers in delivering courses for a few possible candidates was emphasised by several consultees in the context of the minimum number of students having to increase progressively as **economies of scale were coming to dominate in funding regimes**. This also applied at university level for both under- and post-graduate. Consultees regard this *"economically driven"* skills model to present particular challenges for a *"small scale"* and *"diverse"* sector like historic environment and this links back to the issues around 'lack of traction' noted above.

- 4.11 Seeking innovative solutions with changes to course and degree structures, moving funded places, creating centres of excellence across locations, and merging departments were all identified as potential solutions – but each would require partnership working and release of property rights over particular skills education and training. Feedback from some consultees was (highly) critical of the pursuit by some institutions of the fees/pounds without recognition of the wider social and economic benefits of cooperation.
- 4.12 The concerns extended to the **ageing and declining workforce**, across the economy but particularly in the historic environment sector, and especially in traditional trades. Whilst by no means unique to the historic environment sector, but mentioned by several consultees, the need for better communication and collaboration between FE/HE/training providers and employers (and especially SMEs), was a common theme. The difficulties of engaging with SMEs has long been recognised, so their trade associations become key players. At the tertiary level, it was suggested that the current generation of university students has been badly impacted by Covid lockdowns, missing the opportunities for volunteering or just being in social situations for 2-3 years, therefore many lack some of the customer-facing soft skills that formerly were implicitly acquired through volunteering, work experience or simply in part-time jobs.
- 4.13 The **geography of Scotland** was recognised by consultees as presenting particular challenges, and this is thought to be increasingly the case, as travel to training and specialised education becomes a greater barrier. An example of note, mentioned by almost all consultees to some extent, was the closure of stonemasonry courses in Telford College in Edinburgh.
- 4.14 The Engine Shed in Stirling was frequently mentioned by consultees as a very good facility and worth building on for CPD and training. At the professional level, an example was given of significant numbers of archaeologists here – there are a relatively small number in Scotland anyway - being lost to work on HS2 sites in the Midlands and southern England, or being unwilling to move because of the carbon impacts of travelling south or to sites in rural Scotland and leaving the profession altogether. Brexit, UK Government immigration rules etc deterring foreign students from registering for higher degrees (e.g., MSc Tourism Management) were seen collectively as losing economies of scale and potential recruits to the sector.
- 4.15 Some consultees strongly emphasised the importance of the **diversity of pathways** for new talent. There were strong arguments made for considering how to attract non-traditional volunteers and workers to the sector. Reflecting the low numbers of working class, BAME, disabled and women in many historic environment sector jobs stimulated significant dialogue about how these groups could be attracted and welcomed into the sector – as visitors and volunteers, and as trainees and workers. The need for greater appreciation of the non-pecuniary rewards and nature of historic environment sector jobs was emphasised by several consultees. Proposals were made therefore for dedicated employability programmes to support such groups stressing the nurturing, caring, Fair Work characteristics of the sector. This needed more visibility and broadcasting

to and through the communities of those with protected characteristics especially. The success of (Creative) Careers Week, local collaborations with employers and schools were highlighted by several, and are seen as offering models for greater promotional efforts in the future.

- 4.16 As is already reflected in the current SIP, consultees emphasised the **importance to the sector of both historic environment-specific technical and professional skills and qualifications, as well as the broader, business and resilience-related skills**, with some variance amongst consultees as to the **extent to which the SIP should seek to address all of these, or develop a clearer prioritisation around particular skills needs and gaps**.
- 4.17 In many instances, the skills appropriate for the historic environment sector are usually transferable to other areas of the economy – whether as traditional trades or as general business, management, and leadership attributes.
- 4.18 The general competition for traditional skilled workers, and the very tight labour markets for construction trades especially, were recognised as curtailing the willingness of companies and workers to (re)train or bid for work applicable to the historic environment sector. As elsewhere, funding was argued to be key to unlocking more contracting and preparation to work in the sector. This led some consultees to mention that more attention to public procurement contracts (including clearer specification around the quality of repair and maintenance) and community benefit clauses offered the opportunity to encourage local and Scottish firms to compete for such work.
- 4.19 The absolutely critical role that addressing energy efficiency improvements in the historic environment sector must have in pursuing the national targets to net zero were raised by many, with clear calls for more to be done to make Governments, society and players accept and address this need. Retrofitting in older buildings will have to be a major area for growth if net zero targets are to be met, and with diminishing numbers of appropriately skilled tradespeople and networks of training places, this is appreciated by the construction industry as the opportunity and gross need to attract huge numbers into the sector. Public certificate and qualification awarding bodies are changing to accommodate these challenges but private awarding bodies cannot be viable in this context so there are lower volumes of skills being generated, presenting a major challenge in delivery.
- 4.20 As already discussed in Section 3, and very clearly recognised by all consultees, are the **issues around the gaps in data and information** about historic environment skills – on both supply and demand aspects.
- 4.21 Consultees clearly acknowledge these data issues – reflecting that *"the data gap is a really big challenge"*; *"we do not have a quantum on demand or supply of skills"*; and that in terms of what information is used to inform delivery of skills provision *"a lot of it is anecdotal"*.
- 4.22 As reflected in some of the recommended actions outlined in Section 3 to help address the issues around the refresh of the data baseline, it was

apparent from the consultations that certain key agencies (in particular SDS and SFC), had very substantial data and intelligence that could inform developments, workforce analyses and flows of new workers and trainees which could be of significant assistance to organisations involved in, and in delivering, the SIP.

- 4.23 Whilst it is understood that these bodies do not have the resources to undertake this work specifically for the historic environment, collaborations with researchers and other partners could lead to the sorts of granular analyses and understandings, and subsequently interventions, that many are looking for. These initiatives could be pursued collectively and supplement the market analyses and labour market information currently undertaken by these and other actors in the SIP without requiring any great levels of investment. As such, to address these perennial issues around data and evidence, consideration could be given to the establishment of a 'Regional Observatory' for the historic environment sector that could facilitate the collation and analyses of data held by key skills partners as well as complementary data in trade association, professional and other surveys.
- 4.24 Finally, a number of consultees also clearly emphasised, in terms of direction of travel, that digital skills and enablement were increasingly in demand and are a component of some potential solutions to labour and skill shortages.

### OVERALL PROGRESS AND ACHIEVEMENTS IN THE DELIVERY OF THE SIP

- 4.25 A number of strands emerged from the consultations about the progress that has been made with the delivery of the SIP and what has been achieved so far.
- 4.26 Importantly, many consultees reflected and recognised that the **development of a SIP for the historic environment was, in itself, a key achievement**. Notwithstanding some of the issues noted earlier in this report about the profile and awareness of the sector, the SIP has helped to raise the profile of historic environment skills and identify the key skills priorities. Working alongside SDS in the development of the SIP was recognised as important by those that were involved.
- 4.27 Reflections from consultees on this aspect of the SIP included: *"getting SDS on board was important"; "having a plan was important"; "a SIP for the heritage sector was needed"; "it helps to show the 'areas of commonality' to those outside of the historic environment sector"; "the justification for skills through the SIP is helpful – it provides a rationale for skills development"* and also that the SIP *"being part of a wider suite of SIPs is a 'passport to negotiate'"*.
- 4.28 Whilst it was not a unanimous view, overwhelmingly the SIP was accepted as an excellent initiative creating fora for dialogue, communication, exploration of solutions, etc. specific to the particular issues around historic environment skills. – *"it is a good starting point"; "we have made progress"; "we have built a system"*.



- 4.29 Whether they were directly involved in themes, delivery groups or indirectly in other ways, almost all consultees argued that, as a forum for collaboration and partnership working, the SIP had proven to be invaluable. Providing a focus for historic environment sector issues, the SIP had facilitated a raising of awareness around skills, increasing the understanding of complex issues, and providing the place for considering reflections over wider issues such as Covid and budget constraints.
- 4.30 Many consultees also noted that the **SIP provides a useful “overarching framework” for skills activity** – and emphasise that having such a common framework is important in a variety of ways to support skills development: *“good to have the SIP as a framework for all skills activity”*; *“it is a supporting and enabling framework – never been told no”*.
- 4.31 Others emphasise that the SIP, and the delivery mechanisms for the SIP in particular, **enables collaboration** - *“it is a success to have such a level of engagement and partnership”*; *“the SIP has enabled collaboration – this is key”* and also that the SIP *“had the potential to harness and co-ordinate efforts”*. In particular, consultees note that this has helped partners to take a collaborative approach to key issues (e.g., attracting future talent, improving access, addressing skills in crisis – such as stonemasonry).
- 4.32 This collaboration also extends beyond the historic environment sector partners, with consultees noting that it has helped to develop, or strengthen relationships and engagement with training providers.
- 4.33 Others note that the SIP has been used as a good source of evidence to underpin funding applications – with the most commonly quoted example being the successful application to the NLHF Heritage Innovation Fund that was co-ordinated through the Improving Access delivery group.
- 4.34 Furthermore, consultees highlight a range of examples where there has been **qualification and apprenticeship developments as well as wider programmes of support** that have been supported by the SIP (with due recognition from some that these may have occurred anyway, or were already taking place) – with examples including the Museums and Galleries Technician Apprenticeship; the Graduate Apprenticeship for tourism and hospitality; the potential Archaeology apprenticeship, as well as Surviving to Thriving Business Support Programme.
- 4.35 Another positive strand relates to the **growing influence on broader policy** that has been achieved through the SIP – including closer relationships with the skills agencies, helping to develop improved historic environment sector understanding of the skills system, as well as opportunities for the sector to respond to wider policy consultations.
- 4.36 However, others also reflect that **“partners need the time to engage”** and that whilst some organisations might cover an individual staff member’s time, this is less likely to be possible for commercial companies, and that engagement with SMEs in particular needs improved – although there is an appreciation that this is difficult to deliver. Other challenges highlighted (which are considered in more detail below) include the **lack**



**of funding** to support the SIP, as well as some feeling that sometimes it was **"cloudy" as to who leads on specific actions.**

- 4.37 Beyond these benefits of the SIP, there is a **slightly more mixed (albeit positive overall) picture from consultees in terms of achievements.** Whilst some consultees were very positive about what the SIP has helped to achieve, others reflect that they do not see much progress in some areas, and some wonder how much of the activity would have happened anyway without the SIP. Changes in the wider context are clearly recognised by consultees as being a factor in what the SIP has achieved: *"Covid got in the way"* and *"a lot of activity would have reached finalisation if not for Covid"* providing examples of this as does: *"the SIP has enabled discussion – but we are not as far along as we would like...it has helped to 'spark conversations' through the SIP, and a lot has happened."*
- 4.38 Two key strands emerge on these issues that can be considered going forward into the Refresh phase.
- 4.39 First, there are **calls for more clarity on measuring the impact that the SIP has had** – with suggestions that there should be clear priorities and measures of success – for the short, medium, and longer term.
- 4.40 Second, and linked to this, is the **question of prioritisation.** A number of consultees question whether the SIP is *"sacrificing focus for the range of work...are we trying to do too much...are we spread too thin"*. Concerns on this relate to the challenge of taking an *"all-encompassing approach"* trying to do it all, and as a result having limited impact. Those that take this approach feel that the Refresh phase should focus on developing a smaller number of clearer priorities for the SIP going forward.
- 4.41 In contrast, others acknowledge that the Refresh of the SIP has a choice – and that potentially a decision could be taken to *"narrow it down"* if it is felt that it is trying to do too much. However, some consultees would *"rather weather the challenge of complexity"* – emphasising that there is a danger of being too narrow in a *"strategic sense"*. If the SIP became *"too narrow"* and focused on historic environment specific skills issues, there is a concern that this would lead to a loss of opportunities to join up with non-historic environment partners.
- 4.42 It will therefore be important that the Refresh phase of the SIP allows these considerations around prioritisation, and the issues around greater clarity on measuring the impact, as well as clarity on responsibility for achieving impacts to be fully explored.

### **CONDITIONS THAT SUPPORT, AND CHALLENGES TO, PROGRESS AND ACHIEVEMENT IN THE DELIVERY OF THE SIP**

- 4.43 As part of the interviews, consultees were asked to reflect on both the conditions that have supported the progress and achievements of the SIP so far, and also the challenges and barriers that there have been to any progress and achievements.

- 4.44 In terms of conditions or factors that have supported the progress of the SIP, **overwhelmingly consultees reflected on the positive impact of the Skills Investment Plan Manager** (Catherine Cartmell) on the SIP.
- 4.45 Consultees provided various strands of positive feedback on the role that the Skills Investment Plan Manager plays – highlighting their role as the catalyst for many of the good aspects of the SIP.
- 4.46 Some examples of the feedback about the Skills Investment Plan Manager include that they have done an *"exemplary job"*; that their *"style of work is great"*; that they are *"driven and focused"* and a *"really good asset"*; and have done a *"stupendous job"* in a very short time. The positive role of the SIP Manager in linking up people across the sector was also highlighted, with consultees emphasising that it is very helpful to have someone that has a *"whole sector approach"*. This whole sector approach was exemplified by one consultee who noted that *"I forget that Catherine works for HES"*.
- 4.47 Other consultees also emphasised that it is a *"tough role"*, that it is challenging and that **extra resources and more support should be provided** to enable even more to be achieved.
- 4.48 **Other factors** that were emphasised by consultees as **supporting the progress and achievements of the SIP** include having **the CEO of HES** (Alex Paterson) **as the chair of the Skills & Expertise Group** given both the specific experience and expertise that they bring to the role, as well as the authority, commitment, profile, and prestige that having the CEO of the lead body provides to the Skills & Expertise Group and to the perceptions of the SIP.
- 4.49 More generally, other consultees also emphasise the **Skills & Expertise Group itself** as an important factor in supporting and facilitating the progress of the SIP.
- 4.50 Finally, consultees also emphasised that **effective engagement from partners** is an important condition for the success of the SIP – something that is reflected on further in the next section of the report which reviews the current SIP delivery mechanisms.
- 4.51 In terms of **challenges to SIP progress and achievement**, and as noted already at various points in this report, a key issue for many consultees is around the **quality and availability of robust data and evidence around skills for the historic environment**.
- 4.52 Whilst these data issues have already been dealt with earlier in the report and are therefore not repeated here, when considered in the context of challenges to SIP progress, it is worth reflecting that some consultees feel that the data and evidence that is already there is *"underplayed and undervalued"* and that in some cases *"perfection is the enemy of the good"*, with the suggestion that *"being braver"* and *"having more confidence"* when selling the sector are also important aspects round data.
- 4.53 In addition, as noted earlier in this section, a key challenge highlighted by consultees relates to the **lack of dedicated funding or resources for**

**the SIP:** *"The SIP hasn't had the cut through – there has never been a resource delivery plan to support it".*

- 4.54 As noted earlier, some consultees emphasised that **"partners need the time to engage"** and that whilst some organisations might cover an individual staff member's time to attending SIP delivery group meetings, this is less likely for commercial companies, especially for SMEs (an area where it is recognised that engagement needs improved – although there is clear appreciation that this is difficult to deliver). In addition to which, **capacity to engage with the SIP** can be an issue for all partners – *"everyone is still super busy, so it is hard to find the time for development work – and it is long term work too".*
- 4.55 **Communication** is also recognised as a challenge, especially in terms of seeking to effectively communicate the breadth of work being undertaken to deliver the SIP. Whilst progress is currently reported on a six-monthly basis to the Skills & Expertise group, and this reporting does get shared by SIP partners to others on an *ad hoc* basis - beyond the small section on the HES website that highlights certain aspects of the SIP work<sup>61</sup>, there are no obvious communication channels for the SIP. This is an issue both for showing progress but also for progressing SIP actions, especially around promoting and raising awareness for the sector, promoting sector roles, etc.
- 4.56 These issues are also noted by consultees involved in specific SIP delivery groups, where feedback from some consultees involved in delivery groups indicates that there is no crossover with other delivery groups: *"know very little about them and what they have achieved or what they have been doing"*. In addition to which, there are calls for more effective communication between the Skills & Expertise Group and the delivery groups (in both directions), as well as between the different delivery groups.
- 4.57 The **complexity and diversity of the sector is also highlighted as a challenge** – linking back to the issues around **prioritisation** discussed above and whether clearer/stronger prioritisation would enhance or diminish the potential of the SIP – something that the Refresh phase will need to explore. Linked to this, other challenges included the feeling from some consultees that it can be **"cloudy" as to who leads on specific actions**.
- 4.58 External factors (such as Brexit, Covid, and demographic changes as highlighted previously) were also noted as challenges to SIP delivery. Furthermore, funding challenges, and the challenges and *"state of flux"* for the wider skills landscape at the current time were once again emphasised by consultees. In addition, some reflected on the challenge presented due to competition between education and training providers.
- 4.59 A few consultees also remarked on the tendency for leaders and senior management to withdraw from (or not engage in) key delivery groups once the *"real work begins"*, which can result in a perceived lack of buy-in as well as a challenge for the groups in making progress especially when,

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<sup>61</sup> <https://www.historicenvironment.scot/about-us/what-we-do/skills-investment-plan/>

for some partners, no decisions can be made by their representatives at the meetings, which can slow down decision-making and the pace at which actions can be agreed and implemented.

## 5. REVIEW OF THE SIP DELIVERY MECHANISMS

### INTRODUCTION TO SECTION 5

5.1 This section summarises the findings from the review of the SIP delivery mechanisms. It primarily draws on the findings from the consultations carried out for this review, and reflects on both the general effectiveness of the delivery mechanisms, as well as any specific issues for particular delivery groups.

### EFFECTIVENESS OF SIP DELIVERY MECHANISMS

5.2 Overwhelmingly, the interviews suggested that the **SIP delivery mechanisms have been appropriate and are, in general, working effectively** - *"it has been a sensible approach to the sub groups"*.

5.3 This effectiveness is underpinned by some of the conditions that have assisted the progress of the delivery of the SIP as outlined in Section 4 – i.e., the important role and contribution of the SIP Manager, the benefits of having the HES CEO chair the Skills & Expertise Group, the existence of the Skills & Expertise Group itself, and the effective engagement of partners in the delivery groups.

5.4 In considering this overall effectiveness it is useful to reflect on various aspects of the delivery mechanisms both overall and, where relevant, for specific delivery groups.

5.5 First, the **existence of the various groups themselves** is regarded as a positive by many consultees, as this provides, and reinforces, some of the benefits outlined earlier in this report. For example, the membership and profile of the Skills & Expertise group helps to *"keep focus and gives credibility to the SIP"*.

5.6 For the other delivery groups, members (especially from the Improving Access group) reflected on the benefits of being part of a group in being able to *"advocate to senior managers"* in their own organisation, building on lessons from other partners and support from other members of the group. Others note the role of the delivery groups in helping to *"open up the dialogue"*.

5.7 The Stonemasonry Training group is acknowledged as an effective example of a "short life" working group – with consultees highlighting that it got attention and that the process and the group has worked well.

5.8 Those involved in the Attracting Future Talent group reflect that whilst the group is a relatively small and narrow group, it works well.

5.9 A **common theme for all the delivery groups** (revisited later in this section) **is the benefit that having a clear focus on specific tasks** provides to the delivery groups.

5.10 As such, the existence of the Skills & Expertise group and the delivery groups helps with **developing and sustaining leverage, influence, and profile for the SIP and its activities both directly and indirectly**.

- 5.11 Second, in terms of **group membership and effective partner involvement**, the consensus for all groups is that whilst they are operating effectively, there is potential room for improvement in terms of group membership and the effectiveness of partner engagement.
- 5.12 For the Skills & Expertise Group in particular, consultees reflected on the **opportunity to broaden the membership** in various ways as well as seek more effective engagement from some partners and parts of the sector – as one consultee reflected *"only the converted are at the table"*. Some consultees proposed that a more active role for Scottish Government in the Skills & Expertise group could bring some additional benefits, whilst others reflected on the **lack of effective engagement from local authorities/COSLA** in the group, as well as the **importance of having effective private sector engagement** (especially given that the *"vast majority of the historic environment is in private hands"*), and for SMEs and smaller historic environment organisations to be represented.
- 5.13 Others reflected on the evolution of the membership of the Skills & Expertise group, from one that was previously *"very traditional building skills focused"* towards one that *"is a quite a wide-ranging group"* encapsulating both *"traditional skills and business-related skills"* and the **importance for the SIP of the Skills & Expertise group reflecting the full range and remit of the SIP**.
- 5.14 Some Improving Access group members positively reflect that whilst it was previously historic environment focused in terms of its membership, this has now expanded to include non-historic environment sector partners. Although, these same partners also reflect that whilst the right organisations are involved in the group, *"it could be broadened out"*. Similarly, some members of the Attracting Future Talent group reflect on the potential benefits of having more representation from HR people, as well as deliverers and practitioners.
- 5.15 This is a general reflection from many interviewees involved in the delivery groups – the **potential to expand membership** in various ways. Whilst the groups work effectively at the moment, consultees in general believe there are opportunities to broaden this out – and to make sure that all parts of the sector, including from across all of Scotland's geographies are represented.
- 5.16 One aspect that some consultees gave consideration to was the role of HES in the chairing of the various delivery groups – with recognition of the benefits of the delivery groups not being chaired by HES staff in helping to reflect that the **SIP is a sector strategy rather than a HES strategy**. However, the benefits of having the HES CEO as chair of the Skills & Expertise group – as outlined in Section 4 – does suggest that there is merit in this arrangement continuing.
- 5.17 Third, there are several **benefits that have been realised through the delivery groups** that consultees highlighted. For members and for the SIP, it is clearly **useful that the delivery groups exist** – both in terms of what has specifically been **achieved in terms of progress with the SIP** (with oft-quoted examples including Creative Careers Week, the



Young Person's Guarantee, Kickstart, the successful application to the Heritage Innovation Fund, etc.) but also **more generally in supporting partnership working and collaboration** between members via the information sharing, sharing of practice, knowledge exchange, networking, and sharing of ideas that happens at the meetings.

- 5.18 Some consultees did acknowledge that whilst the groups support a range of benefits, **at times, progress can be slow**, and that this is due to the capacity of partners and the fact that the groups are voluntary – leading, on occasion, to a *"lack of action"* and a *"few quiet meetings"*.
- 5.19 This (lack of) speed of progress is linked to some of the challenges outlined in Section 4 where, for some partners, no decisions can be made by their representatives at the meetings, slowing down decision-making and the pace at which actions can be agreed and implemented.
- 5.20 Finally, an important aspect identified by consultees that has underpinned the effectiveness of the delivery groups, and especially highlighted by those involved in the Improving Access and Attracting Future Talent groups, was about the **clarity of remit for the delivery groups**.
- 5.21 Consultees emphasise the importance for all three of the delivery groups in having a **tangible purpose and clear remit beyond simply talking about the issues** – that is what has made them work. As such, it is important that the remit and terms of reference for each group is revisited and refreshed at appropriate points – with the Refresh phase of the SIP providing a good opportunity for this to occur.
- 5.22 Linked to this, and as noted previously in this report, some consultees also feel that the SIP (and therefore the delivery groups) need to be more impacts and outcomes based – reflecting a clearer prioritisation for the SIP and a clearer responsibility for the delivery groups in achieving these impacts. As noted in Section 4, it will be important that the Refresh phase of the SIP allows the considerations around prioritisation, greater clarity on measuring impacts, and clarity on responsibility for achieving impacts to be fully explored.

### REFLECTIONS AND ISSUES TO CONSIDER FOR DELIVERY MECHANISMS

- 5.23 In general, the delivery mechanisms for the SIP are working effectively, and the suggestions made below seek to further enhance this effectiveness. Some specific considerations emerging from this review of delivery mechanisms include:
- There are some areas to address in terms of membership of the groups and ensuring effective partner engagement (especially in terms of local authorities, the private sector, as well as geographic coverage).
  - It will be important as part of the Refresh phase of the SIP to ensure that the membership of the Skills & Expertise group reflects the full range and remit of the SIP.
  - The successful process around the establishment and work of the (short-term) Stonemasonry Training group is one that could be repeated for other skills at risk.



- A common strand for all delivery groups is the benefit of having clarity of remit and tangible purpose well set out. As such, it will be important that the remit, terms of reference, and membership for each existing group (and any new groups) is revisited and refreshed at appropriate points – with the Refresh phase of the SIP providing a good opportunity for this to occur.

## 6. REFLECTIONS, ISSUES TO CONSIDER & RECOMMENDATIONS

### INTRODUCTION TO SECTION 6

6.1 This section of the report reflects on the findings of this review, and outlines some issues to consider and recommendations that have emerged from this Review Phase that can help to inform the Refresh Phase for the SIP.

### KEY REFLECTIONS AND ISSUES TO CONSIDER FOR THE REFRESH PHASE

6.2 The refresh of the SIP should reflect the changed strategic and policy context as outlined in Section 2, especially in aligning the SIP with the new national strategy – *Our Past, Our Future*. It also needs to consider the impact of the changes in the external macroeconomic environment on the relative priorities for the SIP.

6.3 There are clear challenges around refreshing the baseline of data and evidence for the SIP – as set out in Section 3 of this report. Section 3 sets out a number of proposed actions and recommendations that could be implemented as part of the Refresh phase to address these challenges.

6.4 Section 4 has highlighted some of the key issues around the wider direction of travel for the SIP as well as the progress that has been made in the delivery and achievements of the SIP so far. Key issues to consider for the Refresh phase include:

- The complexity and diversity of the historic environment sector and the challenges this presents for the SIP.
- The concerns around the current challenges being a “crisis” for historic environment skills. In particular, this relates to traditional building skills.
- That the current SIP priority themes and actions are still fit for purpose - but that some priorities may have changed in their relative levels of importance.
- A strong common theme emerging around the net zero agenda and its particular impacts on the historic environment sector.
- The challenges for historic environment skills due to fact that economies of scale are coming to dominate, even more than previously, in funding regimes for skills provision.
- Concerns about the ageing and declining workforce, particularly in the historic environment sector, and especially in traditional trades.
- The geography of Scotland and the particular challenges this presents for skills provision and access to it.
- The importance of the diversity of pathways for new talent for the sector.

- The importance of both historic environment-specific technical and professional skills and qualifications, as well as broader, business and reliance-related skills.
- Mixed perspectives on the extent to which the SIP should seek to address all of these skills issues, or develop a clearer prioritisation around particular aspects.
- The quality and availability of robust data and evidence around skills for the historic environment.
- The key challenge around the lack of dedicated funding or resources for the SIP.
- The issues around the capacity to engage with the SIP for some partners.
- Communication is a challenge, especially in seeking to effectively communicate the breadth of work being undertaken to deliver the SIP.
- Issues around prioritisation and whether clearer/stronger prioritisation would enhance or diminish the potential of the SIP.

6.5 Section 5 has highlighted that, in general, the delivery mechanisms for the SIP are working effectively, with some specific considerations emerging that can be considered as part of the Refresh phase:

- Some aspects to address in terms of membership of the groups and ensuring effective partner engagement (especially in terms of local authorities, the private sector, as well as geographic coverage).
- It will be important to ensure that the membership of the Skills & Expertise group reflects the full range and remit of the refreshed SIP.
- The successful process around the establishment and work of the (short-term) Stonemasonry Training group is one that could be repeated for other skills at risk.
- A common strand for all delivery groups is the benefit of having clarity of remit and a tangible purpose well set out. It will be important that the remit, terms of reference, and membership for each group is revisited and refreshed as part of the Refresh phase.

**ANNEX 1: LIST OF CONSULTEES**

<b>Name</b>	<b>Organisation</b>
Gordon Morrison	Association of Scottish Visitor Attractions (ASVA)
Ailsa MacFarlane	Built Environment Forum Scotland (BEFS)
Cara Jones	Chartered Institute for Archaeology
Michelle Fenwick	Developing the Young Workforce
Gill Findlay	Edinburgh Museums/Museums Association
John Renwick	Energy Skills Partnership
Yla Barrie	Glasgow Life
Lisa Brown	Historic Environment Scotland
Catherine Cartmell	Historic Environment Scotland
Adam Jackson	Historic Environment Scotland
Karyn McGhee	Historic Environment Scotland
Alex Paterson	Historic Environment Scotland
Colin Tennant	Historic Environment Scotland
Finlay Locke	Historic Houses Association
Katie O'Donnell	Keep Scotland Beautiful
John Campbell	Museums Galleries Scotland
Markus Offer	Museums Galleries Scotland
Anna Leask	Napier University
Anne Hamilton	National Museums Scotland
Bryan Dickson	National Trust Scotland
Steven Reid	National Trust Scotland
John McKinney	Scotland's Traditional Building Forums
Andre Reibig	Scottish Funding Council
Callum Grigor	Scottish Government
Lawrence Durden	Skills Development Scotland
Elaine Ellis	Skills Development Scotland
David Martin	Skills Development Scotland
Frances Woodfield	South of Scotland Enterprise
Terry Dillon	SQA
Aneel Singh Bhopal	West of Scotland Regional Equality Council

**ANNEX 2: HISTORIC ENVIRONMENT INDUSTRY AND OCCUPATION CODES**

For the purposes of the original SIP, the sector was defined using Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC) codes. The approach for the original SIP was also to apply a dilution factor to each SIC/SOC, and these dilution factors were originally identified through consultation with SDS key sector managers.

An updated version of these codes are included in this Annex, reflecting two aspects to the update thus far: (1) a refresh to reflect some of the recent changes in the classification categories; and (2) an initial review by key HES staff, the lead partners for the ten work pillars for the Refresh Phase, and sector organisations (Lantra and RICS) of the SIC and SOC codes included in the definition, as well as the dilution factors.

Whilst this initial review has addressed some of the issues with the original scope, as noted in the main report, it would be appropriate for these SIC and SOC codes and the dilution factors to be checked and further refreshed as necessary as part of the Refresh Phase for the SIP.

The dilution factors used are based on the same categorisation as set out in 2019 SIP:

<b>Allocation</b>	<b>Description</b>
1%	Very limited
10%	A little
25%	Some
50%	Split
75%	Most
100%	All

## Review of the Historic Environment Skills Investment Plan (Final Report)

SIC	CODE	Dilution Factor
Plant Propagation	01300	0.1
Silviculture and other forestry activities	02100	0.01
Support services to forestry	02400	0.1
Quarrying of ornamental stone	08110	0.25
Binding and related services	18140	0.25
Reproduction of sound recording	18201	0.1
Reproduction of video recording	18202	0.1
Reproduction of computer media	18203	0.1
Cutting, shaping, and finishing of stone	23700	0.5
Casting of iron	24510	0.1
Forging, pressing, stamping and roll-forming of metal; powder metallurgy	25500	0.1
Construction of domestic buildings	41202	0.01
Construction of other civil engineering projects nec	42990	0.01
Demolition	43110	0.01
Site preparation	43120	0.01
Electrical installation	43210	0.01
Plumbing, heat and air-conditioning installation	43220	0.01
Other construction installation	43290	0.01
Plastering	43310	0.1
Joinery installation	43320	0.1
Floor and wall covering	43330	0.01
Painting	43341	0.1
Glazing	43342	0.1
Other building completion and finishing	43390	0.01
Roofing activities	43910	0.1
Scaffold erection	43991	0.01
Specialised construction activities nec ( <i>including stonemasonry</i> )	43999	0.1
Retail sale of books in specialised stores	47610	0.01
Retail sale in commercial art galleries	47781	0.01
Unlicensed restaurants and cafes	56102	0.01
Video production activities	59112	0.01
Architectural activities	71111	0.1
Urban planning and landscape architectural activities	71112	0.1
Engineering design activities for industrial process and production	71121	0.01
Engineering related scientific technical consulting	71122	0.01
Other engineering activities	71129	0.01
Other research natural sciences and engineering	72190	0.01



## Review of the Historic Environment Skills Investment Plan (Final Report)

SIC	CODE	Dilution Factor
Research and experimental development on social sciences and humanities	72200	0.01
Other specialist photography	74202	0.1
Environmental consulting activities	74901	0.25
Travel agency activities	79110	0.01
Tour operator activities	79120	0.1
Activities of tourist guides	79901	0.25
Building and industrial cleaning activities n.e.c.	81229	0.01
Landscape service activities	81300	0.1
Regulation activities incl cultural services etc	84120	0.01
Cultural education	85520	0.25
Artistic creation	90030	0.1
Operation of arts facilities	90040	0.25
Library activities	91011	0.25
Archive activities	91012	1
Museum activities	91020	1
Operation of historical sites buildings visitor attractions	91030	1
Botanical and zoological gardens and nature reserves	91040	1
Repair of furniture and home furnishings	95240	0.1
Repair of watches, clocks and jewellery	95250	0.1

## Review of the Historic Environment Skills Investment Plan (Final Report)

<b>SOC</b>	<b>CODE</b>	<b>Dilution Factor</b>
<b>Managers, directors and senior officials</b>	<b>1</b>	
Leisure and sports managers and proprietors	1224	0.01
<b>Professional occupations</b>	<b>2</b>	
Biological Scientists ( <i>including botanical and horticultural scientists</i> )	2112	0.1
Physical scientists ( <i>including geologists</i> )	2114	0.1
Social and humanities scientists ( <i>incl. archaeologists, anthropologists, historians</i> )	2115	0.1
Natural and social science professionals nec	2119	0.1
Engineering professionals and civil engineers	2121	0.1
Engineering professionals n.e.c including material scientists	2129	0.1
Programme and software development professionals	2134	0.01
Web design professionals	2141	0.01
Graphic and multimedia designers	2142	0.01
Conservation professionals	2151	0.5
Environment professionals	2152	0.25
Architects	2451	0.1
Chartered architectural technologists, planning officers and consultants	2452	0.1
Quantity surveyors	2453	0.1
Chartered surveyors	2454	0.1
Construction project managers and related	2455	0.01
Librarians	2471	0.5
Archivists, conservators and curators	2472	1
<b>Associate professional and technical occupations</b>	<b>3</b>	
Laboratory technicians	3111	0.01
Building and civil engineering technician	3114	0.1
CAD, drawing and architectural technicians	3120	0.1
Artists ( <i>including picture restorers and arts technicians</i> )	3411	0.01
Photographers, audio-visual and broadcasting equipment operators	3417	0.1
<b>Administrative and secretarial occupations</b>	<b>4</b>	
Library clerks and assistants	4135	0.1
<b>Skilled trades occupations</b>	<b>5</b>	
Horticultural trades	5112	0.1
Gardeners and landscape gardeners	5113	0.1
Groundsmen and greenkeepers	5114	0.1
Agricultural and fishing trades nec ( <i>including arboricultural consultants, tree surgeons, countryside rangers</i> )	5119	0.1
Metal plate workers, smiths, moulders and related occupations	5212	0.1
Boat and ship builders and repairers	5235	0.01
Stonemasons and related trades	5312	1

## Review of the Historic Environment Skills Investment Plan (Final Report)

<b>SOC</b>	<b>CODE</b>	<b>Dilution Factor</b>
Bricklayers	5313	0.1
Roofers, roof tilers and slaters	5314	0.1
Plumbers and heating and ventilating engineers	5315	0.01
Carpenters and joiners	5316	0.1
Glaziers, window fabricators and fitters	5317	0.1
Construction and building trades n.e.c.	5319	0.01
Plasterers	5321	0.1
Floorers and wall tilers	5322	0.01
Painters and decorators	5323	0.01
Construction and building trades supervisors	5330	0.01
Glass and ceramics makers, decorators and finishers	5441	0.1
Furniture makers and other craft woodworkers ( <i>including furniture restorers</i> )	5442	0.1
Other skilled trades n.e.c.	5449	0.01
<b>Caring, leisure and other service occupations</b>	<b>6</b>	
Sports and leisure assistants ( <i>including museum and heritage assistants</i> )	6211	0.01
Leisure and travel service occupations nec ( <i>including tour guides</i> )	6219	0.25
Caretakers	6232	0.01
<b>Elementary Occupations</b>	<b>9</b>	
Forestry and related works	9112	0.01
Fishing and other elementary agriculture occupations nec ( <i>including garden and park labourers</i> )	9119	0.01
Leisure and theme park attendants ( <i>including gallery &amp; museum attendants</i> )	9267	0.01

## ANNEX 3: OTHER DATA NOTES AND SOURCES

### HIGHER EDUCATION

Previous Research	This Review
<b>Architecture/Building/Planning:</b>	<b>13 Architecture, building and planning:</b>
Architecture	13-01-01 Architecture
Building	13-01-02 Building
Landscape & garden design	13-01-03 Landscape design
Others in architecture, building & planning	13-01-04 Planning (urban, rural and regional)
<b>Creative arts &amp; design:</b>	<b>25 Design, and creative and performing arts:</b>
Cinematics & photography	25-01-04 Cinematics and photography
Fine Art	25-01-02 Art
<b>Historical &amp; philosophical studies:</b>	<b>20 Historical, philosophical and religious studies:</b>
History by period	20-01-01 History
History by area	20-01-02 History of art, architecture and design
History by topic	
Archaeology	20-01-03 Archaeology
Heritage Studies	20-01-04 Heritage studies
<b>Physical Sciences:</b>	<b>7 Physical sciences:</b>
Forensic and Archaeological Sciences	07-04-02 Forensic and archaeological sciences

Higher Education – HESA statistics taken from: <https://www.hesa.ac.uk/data-and-analysis/students/what-study>

All Students	2019-20	2020-21	2021-22
<b>13 Architecture, building and planning:</b>			
13-01-01 Architecture	2705	2825	2880
13-01-02 Building	2740	3090	3330
13-01-03 Landscape design	155	180	255
13-01-04 Planning (urban, rural and regional)	740	840	765
<b>25 Design, and creative and performing arts:</b>			
25-01-04 Cinematics and photography	1450	1505	1475
25-01-02 Art	2005	1740	1935
<b>20 Historical, philosophical and religious studies:</b>			
20-01-01 History	6055	6110	6230
20-01-02 History of art, architecture and design	1395	1450	1520
20-01-03 Archaeology	455	505	515
20-01-04 Heritage studies	35	45	55
<b>7 Physical sciences:</b>			
07-04-02 Forensic and archaeological sciences	740	790	960
<b>TOTAL</b>	<b>18,475</b>	<b>19,080</b>	<b>19,920</b>

<b>Undergraduate Students</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>13 Architecture, building and planning:</b>			
13-01-01 Architecture	2030	2230	2200
13-01-02 Building	2010	2100	1990
13-01-03 Landscape design	55	55	60
13-01-04 Planning (urban, rural and regional)	260	220	190
<b>25 Design, and creative and performing arts:</b>			
25-01-04 Cinematics and photography	1265	1290	1255
25-01-02 Art	1790	1550	1750
<b>20 Historical, philosophical and religious studies:</b>			
20-01-01 History	4920	4810	4875
20-01-02 History of art, architecture and design	1090	1115	1100
20-01-03 Archaeology	285	315	320
20-01-04 Heritage studies	0	0	0
<b>7 Physical sciences:</b>			
07-04-02 Forensic and archaeological sciences	650	695	825
<b>TOTAL</b>	<b>14,355</b>	<b>14,380</b>	<b>14,565</b>

<b>Postgraduate Students</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>13 Architecture, building and planning:</b>			
13-01-01 Architecture	670	590	680
13-01-02 Building	730	995	1345
13-01-03 Landscape design	100	125	190
13-01-04 Planning (urban, rural and regional)	480	620	575
<b>25 Design, and creative and performing arts:</b>			
25-01-04 Cinematics and photography	185	215	220
25-01-02 Art	210	190	185
<b>20 Historical, philosophical and religious studies:</b>			
20-01-01 History	1135	1305	1355
20-01-02 History of art, architecture and design	305	330	420
20-01-03 Archaeology	170	190	195
20-01-04 Heritage studies	35	45	55
<b>7 Physical sciences:</b>			
07-04-02 Forensic and archaeological sciences	95	95	135
<b>TOTAL</b>	<b>4,115</b>	<b>4,700</b>	<b>5,355</b>

**FURTHER EDUCATION**

Subject area	Likely Inclusion?	2012-13 FTEs	2021-22 FTEs
Oil/Mining/Plastics/Chemicals		293.7	181.2
Environment Protection/Energy/Cleansing/Security	Yes	636.1	215.9
Manufacturing/Production Work		749.9	477.8
Humanities (History/Archaeology/Religious Studies/Philosophy)	Yes	950.0	482.0
Services to Industry and Commerce	Yes	546.5	583.3
Sales, Marketing and Retailing	Yes	884.7	1069.7
Education/Training/Teaching		1982.2	1274.4
Transport Services		1480.4	1415.3
Agriculture, Horticulture and Animal Care	Yes	2913.4	3059.3
Performing Arts		4518.7	3870.3
Sciences and Mathematics	Yes	2893.6	3923.2
Authorship/Photography/Publishing/Media	Yes	4480.4	4099.4
Arts and Crafts	Yes	4870.5	4764.8
Sports, Games and Recreation		5063.4	5299.6
Catering/Food/Leisure Services/Tourism	Yes	7284.2	5755.6
Politics/Economics/Law/Social Sciences		4311.6	5877.4
Area Studies/Cultural Studies/Languages/Literature	Yes	4656.4	5957.6
Information Technology and Information	Yes	9783.4	7347.3
Business/Management/Office Studies	Yes	10400.2	8310.5
Construction and Property (Built Environment)	Yes	9890.7	12746.4
Engineering	Yes	13032.0	14426.6
Family Care/Personal Development/Personal Care and Appearance		20794.7	16104.0
Health Care/Medicine/Health and Safety		19004.7	21933.7
<b>TOTAL</b>		<b>131421</b>	<b>129175</b>

**SOURCE:** Table 6 of <https://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?IID=24119&sID=15311>; Information to help inform dilution factors: [http://www.sfc.ac.uk/web/FILES/guidance\\_sfcgd032021/FES\\_1\\_Guidance\\_2021-22.pdf](http://www.sfc.ac.uk/web/FILES/guidance_sfcgd032021/FES_1_Guidance_2021-22.pdf)



## APPRENTICESHIPS

The table below lists the Modern Apprenticeship Frameworks that are regarded as being historic environment related.

<b>Modern Apprenticeship Frameworks</b>
<b>Animal Care, Land &amp; Water Based</b>
Game & Wildlife Management
Horticulture
Rural Skills
Rural and Land Use Management
Trees and timber SCQF level 5
Trees and timber SCQF level 6
<b>Business and administration related</b>
Business and administration at SCQF level 5
Business and administration at SCQF level 6
Business administration technical level apprenticeship SCQF level 8
<b>Chemicals and biotechnology related</b>
Life Sciences SCQF level 6
Life Sciences SCQF level 7
Life Sciences SCQF level 8
<b>Construction &amp; Related</b>
Construction: Building
Construction: Civil Engineering
Construction: Professional Apprenticeship
Construction: Specialist
Construction: Technical
Construction: Construction: Technical Apprenticeship
Construction: Professional Apprenticeship
Minerals Extraction and Processing
Wood and timber industries
<b>Creative &amp; Cultural Skills</b>
Creative and Cultural at SCQF level 6
Creative and Cultural at SCQF level 7
Skills for Craft Businesses
<b>Engineering &amp; Energy Related</b>
Boatbuilding and Repair
Engineering Construction
<b>Food &amp; Drink</b>
Agriculture
<b>Hospitality &amp; Tourism</b>
Hospitality

<b>Modern Apprenticeship Frameworks</b>
Hospitality (Supervision and Leadership)
Hospitality Management Skills Technical Apprenticeship
<b>Management</b>
Management SCQF level 7
Management SCQF level 9
Management SCQF level 11
Project Management Technical Apprenticeship level 8
<b>Other Manufacture</b>
Glass Industry Occupations
Sign making SCQF level 5
Sign making SCQF level 6
<b>Other Services</b>
Construction Technical Apprenticeship
Digital Marketing
Technical apprenticeship in digital technology SCQF level 8
<b>Retail and Customer service</b>
Customer service SCQF level 5
Customer service SCQF level 6
Retail SCQF level 5
Retail SCQF level 6

**Source:** <https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/#frameworks>