



HISTORIC
ENVIRONMENT
SCOTLAND

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ALBA

Skills Investment Plan for Scotland's Historic Environment Sector Research Report

February 2024





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1. Introduction

This report presents the findings of research undertaken to review and refresh the Skills Investment Plan (SIP) for the Historic Environment sector in Scotland. The research was supported by a wide range of individuals and organisations who took part in interviews, workforce surveys and roundtables to help identify the current context the sector is operating in, where it needs to be, and the priorities and key actions required to address the skills challenges and opportunities in the sector going forward'.

1.1. Executive summary

The complexity and diversity of the historic environment sector, and the breadth of skills needed to sustain it is a challenge for the skills investment plan. Since the SIP was published in 2019 the sector has had to face disruptions and changes that have transformed the sector skills needs and have affected organisational ability to access those skills. The SIP needs to reflect the different needs and perspectives of many sub sectors, professions, occupations, business models and volunteers. This report updates the definition of the historic environment and the associated Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC) codes, Appendix A: Historic environment industry and occupation codes.

It summarises:

- the sector, skills and economic strategies and action plans that impact on the delivery of the SIP (see Section 7. Strategy and policy review and Appendix C: Sector Strategies and Action Plans)
- the findings from the independent review carried out by DC research into progress to date and the effectiveness of delivery mechanisms. (Section 1.6. Findings from the independent review carried out by DC Research Ltd)
- the findings from the employer's survey and the roundtables (Section 4. Employer/Organisation Survey and Appendix D: Technical Data)
- the updated data and compares this to the training provision data which was part of the original EKOS 2019 report. (Section 3. Skills and Training Provision and Appendix D: Technical Data)

It is estimated using SIC and SOC codes that there are 20, 000 direct FTE jobs in the historic environment, which is a similar number to 2019. However, there are issues in how we use SIC and SOC codes to define the historic environment sector. The small and crosscutting nature of the sector means that this common way of defining sector footprints has limitations when it comes to the historic environment sector which means the sector and sector roles can be invisible within labour market intelligence used to make data informed decisions by the skills system. Therefore, it can be a struggle to advocate for skills and provision. To address this, it is important that we continue to develop a system to capture more detailed and granular market intelligence that will paint a true picture of supply and

demand for key roles. The employer survey showed that 68% of respondents anticipate skills shortages in the next five years this is up by 20% on five years ago demonstrating the environment is becoming increasingly challenging which makes it even more important that the refreshed SIP can continue to raise the profile for historic environment skills. Be a forum for dialogue, communication and exploring solutions and a framework for collaboration and partnership working.

The findings from the updated Scottish funding council data showed that while there has been a 6% increase in numbers in historic environment related courses. There are worrying declines in key higher education subjects including heritage studies, history, archaeology, landscape architecture and forensic and archaeological sciences. There is also a preference for recruiting international students for postgraduate/master’s level courses in museums studies and landscape architecture, and there is a risk that we will lose these skills and knowledge. In addition, regional accessibility will continue to be a concern. The consultations identified 11 areas of focus needed to ensure the SIP lays the groundwork for a sustainable skills ecosystem:

- Sustainable resources
- Sector leadership
- Collaboration and alignment
- Data
- Growing brand heritage
- Stabilising, maintaining and growing specialist technical skills
- Accreditation and standards
- Attracting Future Talent and developing progressive pathways
- Accessibility of CPD
- Improving digital literacy, application, and solutions
- Skills to address the climate crisis

From these, six overarching principles were pin pointed:

1. An inclusive sector for all
2. Strong sector leadership and vision
3. Data informed decision making
4. Secure, sustainable investment in sector skills
5. Advocate for the importance of heritage skills
6. Identify and build mechanisms for collaboration and leadership

Alongside three priorities with associated actions:

Table 1: SIP priorities and actions

Grow Provision and build capacity	Attracting Future Talent and Improving Access	Fostering innovation
Develop a framework for succession planning and knowledge sharing	Promote the sector as an attractive place to work.	Building skills to support net zero mitigation and adaptation

Grow Provision and build capacity	Attracting Future Talent and Improving Access	Fostering innovation
Align, develop, and accredit progressive CPD provision considering regional accessibility	Create recognised pathways into and across the sector for all.	Fostering digital literacy and digital innovation
Build conservation awareness in key stakeholders	Create employability opportunities to support those furthest from the workforce	Creating skills outputs from research outcomes
Build capacity in the sector to deliver training		
Support sustainable organisations		

1.2. Defining the Historic Environment

The historic environment is integral to our everyday lives. It is a building, monument, site, or landscape; above or underground, or underwater. It provides employment, shelter, learning, entertainment, and inspiration. And while the historic environment and the collections that reside within it are physical things, it's shaped by the stories, traditions, and concepts that give the physical traces meaning, significance, and value. At its heart the historic environment is about people, and about our collective past, present, and future. The legacies we inherit and those we pass on.

The complexity and diversity of the historic environment sector, and the breadth of skills needed to sustain it is a challenge for the Skills Investment Plan and the partners that deliver it to navigate. The historic environment comprises a large range of professions, occupations, freelancers, businesses, researchers, and volunteers and it is important that this diversity is reflected in the Skills Investment Plan.

While this plan is about working to maximise priority outcomes, it does not underestimate the scale of the challenges facing the sector nor the importance of actions that haven't been prioritised

The footprint of the Skills Investment Plan for the purpose of this refresh includes:

- Architecture, Engineering, Planning and Surveying with a conservation specialism and heritage focus (AEPS)
- Archaeology
- Archives and Libraries
- Conservation of art and artefacts
- Heritage Science
- Heritage Tourism

- Historic landscapes and gardens
- Industrial heritage
- Museums and Galleries
- Traditional building skills and materials

For the purpose of this research and the action plan these are collectively referred to as 'pillars.'

1.3. Background

Our Place in Time (OPiT), Scotland's first national strategy for the historic environment was published in 2014 and created a framework for key stakeholders to collaborate. OPiT provided the driver for the Skills Investment Plan's (the SIP) creation. The SIP was developed by Historic Environment Scotland (HES) in collaboration with Skills Development Scotland (SDS), the Scottish Government (SG) and the OPiT Skills and Expertise working group after consultation with the sector and its partners. Its overarching goal was to ensure that the operation and growth of the historic environment was not constrained by a lack of suitable and appropriate talent, through its five strategic objectives:

- Improve awareness and understanding of employment opportunities within the historic environment
- Provide a shared understanding of the key skills issues which will impact on the historic environment
- Provide a strategic skills framework around which all stakeholders can deliver
- Ensure that all supporting sectors have a good understanding and awareness of the historic environment
- Ensure that there are a range of skills development and training opportunities to meet the needs of individuals and employers operating in the sector.

Scotland's new national strategy for the Historic Environment - [Our Past, Our Future \(OPOF\)](#) was launched in June 2023 and sets out a clear role for the SIP and its partners in realising the aims and objectives of OPOF. OPOF has a mission "to sustain and enhance the benefits of Scotland's historic environment, for people and communities now and into the future." In working towards this mission, one of the overarching principles of the strategy is *to nurture and grow an inclusive, diverse, and skilled workforce*. With specific outcomes relating to:

- improved pathways for the Historic Environment Sector,
- ensuring that (organisations) have the right skills and are more resilient

The strategy also includes the following actions:

- Revise and expand the Skills Investment Plan for Scotland's historic environment 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.

- Scale up existing programmes to promote business skills, strategic and succession planning, and digital literacy across Scotland’s heritage sector
- As part of the Make Your Mark campaign, grow the number, diversity, and skillset of heritage volunteers

Since 2019, the Covid-19 pandemic, Brexit, demographic changes, focus on transition to a net zero economy, digital innovation, inflation, and the cost-of-living crisis have all impacted on the sector and on the development, availability, and application of skills

In addition, the wider skills system itself has undergone high-profile reviews including *Skills delivery landscape - an independent review* (James Withers, 2023), *Independent review of skills and qualifications* (Prof Louise Hayward, 2023), *Skills and experiences to grow and succeed in a rapidly changing world: Career Review* (SDS, 2023), *Coherence and sustainability: a review of tertiary education and research* (SFC 2021). While not all the outcomes of these reviews are clear and it may take many years before we know the reality, they will ultimately impact on the historic environment’s pipeline.

In recognition of this changing context and to ensure alignment with other national strategies and policies it was felt it the right time to review and refresh the SIP

1.4. Objectives

The overall objectives of the research were to:

- Refresh the Skills Investment Plan for the Historic Environment Skills Strategy on behalf of the OPOF Skills and Expertise Working Group, the sector, and its partners
- Working collaboratively with its partners, deliver a strategy and evidence-based action plan that articulates the key skills issues and can be used to work collectively to develop responses to these challenges.
- Deliver skills profiles that will act as a ‘state of the nation profile’ for each area and anchor the high-level actions in the SIP to delivery actions for each of the ‘pillars’ that form the SIP’s footprint
- Support the delivery of Our Past, Our Future by Revising and expanding the Skills Investment Plan for Scotland’s historic environment to identify the opportunities and actions needed to create a sustainable skills ecosystem, and to improve the delivery of heritage skills training

1.5. Methodology

The study was comprised of four elements:

Part 1: Review (March-June 2023)

An independently commissioned review of the delivery of the Skills Investment Plan was carried out focusing on:

- progress made,
- direction of travel,
- the effectiveness of delivery mechanisms
- policy and strategy horizon scanning
- updating the data baseline.

As part of this process 30 key stakeholders and members of the delivery groups were interviewed and key documents were analysed.

Part 2: Employer survey (June-August 2023)

The questions from the original EKOS 2018 employer's survey were reviewed to reflect the current context, refreshed, and reissued. This was to allow for benchmarking the 2023 results against the 2018 results where applicable. The original survey had a sample size of 89. Despite extending the closing date the sample size for 2023 was 56. Notwithstanding this disparity, the results did produce some useful insight into workforce trends. The key messages from the employer's survey were fed into the roundtable consultation process where appropriate. The full results are summarised in Appendix E: Employer Survey

Part 3. Roundtables (August-November 2023)

A mixture of online and in person round tables were held for each of the 10 pillars, and where cross cutting themes had been identified that warranted further discussion. The data from these roundtables was then corroborated in two regional roundtables. In total 16 roundtables took place. Lead partners were identified to take forward this part of the process. They were identified because of their role in skills delivery or policy for their part of the sector, and their ability to bring people together to have these conversations.

Roundtables and lead partners

- Archaeology (Chartered Institute of Archaeology)
- Architectural, engineering, planning, and surveying activity with conservation specialism and heritage focus (Built Environment Forum Scotland)
- Archives and libraries (Chartered Institute for Libraries and Information Professionals and Archives and Records Association)
- Conservation – art, artifacts (Icon)
- Heritage Science (National Galleries Scotland and Historic Environment Scotland)
- Heritage tourism (Scottish Tourism Alliance)
- Historic landscapes and gardens (Landscape Institute)
- Industrial heritage (Industrial Museums Scotland and Historic Environment Scotland)
- Museums and galleries (Museums and Galleries Scotland)
- Traditional craft, materials and building skills (Construction Industry Training Board)

Overarching themes:

- Skills providers (Skills Development Scotland)

- Digital (Historic Environment Scotland)
- Net Zero (Historic Environment Scotland)
- Gaelic (Skills Development Scotland, Highlands and Islands Enterprise, and Historic Environment Scotland)

Regional Roundtables were used to sense check the findings from the 'pillar' and 'overarching themes' roundtables and to ensure the more localised, community organisations voices can be heard:

- Heritage Trust Network
- South of Scotland Enterprise

268 organisations were invited to participate in the roundtables. In total 340 people and 160 organisations participated in the 16 roundtables. Roundtable invitees were a mixture of sector employers, representatives of community organisations, professional bodies, development bodies, funders, training providers, skills policy makers and people that expressed an interest in contributing through the workforce survey.

The facilitation questions were designed by DC Research Ltd to ensure consistency of process across the roundtables. Questions were asked about the challenges and opportunities in the current and future operating context, the current and future skills needs and deficits, the quality of training provision, and priorities and actions for the refreshed SIP. The session had two parts the first part captured information on where we are and where we needed to be, and the second part looked at starting to co design content for the refreshed skills investment plan. The findings from the 'pillar' roundtables were used to create skills profiles in each of the pillar areas.

1.6. Findings from the independent review carried out by DC Research Ltd

Several strands emerged from the review about the progress that has been made with the delivery of the SIP, and the achievements so far.

The key points are summarised below:

- The development of the Skills Investment Plan as a framework for prioritisation and delivery was seen as a huge achievement.
- Withstanding that there is still much to do in this area, the SIP has helped to raise the profile of historic environment skills and identify the key skills priorities.
- Overwhelmingly the SIP was seen as creating a forum for dialogue, communication, exploration of solutions
- It is invaluable as a forum for collaboration and partnership working. (e.g., attracting future talent, improving access, addressing skills in crisis)
- Provides a focus for historic environment sector issues, the SIP has 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.

- It provides a useful overarching framework for skills activity
- It has helped to develop or strengthen relationships and engagement with training providers.
- It has been used as a source of evidence to underpin funding applications
- The development and delivery of qualification and apprenticeship developments as well as wider programmes of support have been supported by the SIP and its collaborative mechanisms
- It has enabled closer relationships with the skills agencies, helping to develop improved historic environment sector understanding of the skills system.
- SIP delivery mechanisms are appropriate and generally have been working effectively. The Skills and Expertise Group and the delivery groups are an important factor in supporting and facilitating progress of the SIP
- It provides opportunities for the sector to respond to wider policy consultations and support collective advocacy

Areas for improvement:

- The limited resources and lack of dedicated funding to support the delivery of the Skills Investment Plan constrains progress
- Engagement with SME's
- Clarity on who leads some SIP actions and how other organisations can engage
- More clarity on measuring the impact the SIP has had
- The quality and availability of robust data around skills for the HE
- Communicating the breadth of work being carried out and communication between groups
- Delivery group membership and effectiveness of partner engagement specifically a more active role for Scottish Government and COSLA

2. Sector Footprint

2.1. Overview

As noted earlier, the historic environment sector is diverse and complex in nature. This poses challenges for understanding the profile of the sector both internally and externally (e.g., market size, employment levels, skills levels, etc). The historic environment sector overlaps into the footprints of other sectors including tourism, construction, and creative industries. The EKOS report that fed into the 2019 SIP identified Standard Industrial Classification (SIC) codes and Standard Occupational Classification (SOC) codes to give an indication of what the sector size might be. But due to the overlap with periphery sectors this is not straight forward, as many occupations and industries identified by SIC and SOC codes also operate out with the historic environment and as such has the following limitations:

- some firms will only operate in the historic environment market as part of their overall business (e.g., an architect firm that works in the historic environment sector but also does work in other sectors).
- some people may work entirely within the historic environment, others in part, and others not at all (e.g., joiners).
- some activity will only be peripheral (but important) but difficult to define (e.g., the growth in digital); and
- some of the key skills/occupations for a company or organisation within the historic environment will be generic (e.g., management, marketing, HR, etc).

In the UK, SIC and SOC codes are widely used as a way of classifying and characterising businesses and occupations to identify sector footprints. The latest revision was in 2018 (SIC codes) and 2020 (SOC codes). SIC codes are used to collect data and track economic trends and are an integral part of research analysis and Government statistics. These statistics help policy makers to analyse economic trends, allocate resources effectively and develop policies and regulations that benefit specific sectors. While the SIC code system provides a useful framework for categorising businesses in the UK, it has limitations, and these are particularly apparent for the historic environment sector. Codes can be quite broad and general. Not all specific activity or industries will fit into a specific code which can lead to ambiguity and misclassification. As business landscapes have evolved and new industries emerged the existing codes may become outdated or insufficiently accurate to represent certain sectors. As SIC codes are based on historical data and classifications, they might not fully capture new or emerging industries such as those emerging to address net zero and digital transformation.

Like SIC codes, SOC codes are used to classify and categorise occupations. They are used to collect and analyse data on employment and labour trends. Data to support planning in the skills system tends to be collected at a two-digit level representing the major groups. Most Historic Environment occupations fall at a four-digit level representing broad occupations. This can make it difficult to be visible within the labour market intelligence (LMI) data the skills system uses, and therefore difficult to make a case for qualifications and provision. However as SIC and SOC codes form the basis of skills planning in the skills system, and in the absence of an alternative, the review process also refreshed the codes and the dilution factor applied to each SIC and SOC code. From this the data baseline was updated.

2.2. Sector Workforce

Employment in the Sector

Using the refreshed data baseline from the review process. It is estimated that the historic environment sector in Scotland sustains 20,000 direct FTE employees (excluding volunteers). This is a similar figure to the one reported in the 2019 EKOS report. This assessment is largely based on analysis of SIC and SOC codes as identified in Appendix A:

Historic environment industry and occupation codes. This would suggest the sector workforce is relatively stable.

Volunteer Workforce

Volunteers are well-recognised as being an important part of the workforce for the historic environment sector, and their contribution is significant. However, their skills and training needs can be different to other parts of the workforce. The contribution of volunteers should be recognised, and they should be included in any consideration of future skills and training provision requirements. Too often skills planning is focused solely on the requirements of paid staff.

Scottish Household survey data (2019) reports that the number of Scottish adults volunteering in culture and heritage was 73, 000 (6% of formal volunteers in Scotland). The National Survey of Scotland's Museums and Galleries carried out for Museums Galleries Scotland in 2022 estimated that there were more than 4,900 volunteers in Scotland's Museums and Galleries. In addition, more than one-quarter of responding organisations did not have any paid staff and volunteers were involved with 93% of respondents. The survey also found that almost half reported a smaller number of volunteers compared to two years previously, showing the change over time and the impact of factors such as the Covid-19 pandemic on volunteering. This suggests that the trend for growth reported in the EKOS 2019 report has reversed which raises several challenges, including the need to diversify the volunteer base and the need for succession planning.

2.3. Drivers of change within the historic environment sector

It was identified that there are a host of drivers of change within the historic environment sector, all of which point to an increase in demand for skills in the future.

The main drivers of change are:

- Changes in the tourism sector to embed a responsible tourism approach
- policy agendas for improving and widening access to heritage assets, supporting community wealth building and NPF4
- technological and digital transformation.
- addressing the climate emergency – mitigation, adaptation and supporting sustainability
- the condition of traditional buildings (repair and maintenance) and retrofit requirements-% of critical disrepair of pre1919 buildings across Scotland ranging from 59% in Edinburgh to 96% in Ayrshire¹
- an ageing workforce emphasising the importance of effective succession planning and knowledge transfer; especially of very specialist technical skills

¹ PVT HES stone report 2023 based on data from the Scottish Condition Household Survey

- a changing financial environment including ongoing reduction in public sector funding and more competition for charitable funding requiring a shift towards a more commercial focus for heritage organisations requiring a diversification of skills – changing business models, income generation, diversification of activity, more entrepreneurial use of spaces within heritage assets, etc.
- Changes to procurement practice to support circular economy approaches

2.4. Funding

There are several main funders the sector relies on to fund skills projects. While grant funding is not a sustainable mechanism for funding it gives an indication of the level of investment, types of organisations funded and the location of these organisations. A summary can be found in Appendix B: Funding. There was a view from the roundtable discussion that funders could be important drivers for skills by ensuing accredited and qualified professionals were utilised where appropriate, and to push forward net zero agendas as part of grant requirements.

2.5. What does this mean for the SIP?

There is not a common understanding of the type of organisations and skills that fall under the historic environment sector. The diversity and complex nature of the skills required, the organisational make up, paid/unpaid workforce, and the lack of useful data to show supply and demand, creates issues in understanding and advocating for the sector. Since 2019 work has been undertaken to address these limitations by quantifying need and the demand drivers.² For the period of this new five-year Skills Investment Plan, it is important that this work continues to develop a system to capture more detailed and granular market intelligence which can support workforce planning and provide a true picture of the nature of supply and demand and the demographic conditions of key roles.

For the purpose of the revised historic environment Skills Investment Plan the sector has been divided into ten work areas or ‘pillars’. Within these pillars there is strong alignment with their sub-sector and there is not necessarily an association with the broader historic environment sector. Better collaboration and alignment provides an opportunity to maximise resources.

There are common features of the sector that needed to be considered when developing the SIP:

- It spans the public, private, and third sectors.
- It covers many broad market areas as identified in section 1.
- There is high levels of self-employment and micro and small businesses
- It spans a wide range of occupations/functions

² Demand Drivers-Construction, HES, 2022

- It has a national footprint with a need to be able to access heritage skills in locations across Scotland some of which are geographically inaccessible
- It comprises employees, freelancers, business owners, professionals, individuals, researchers, students, and volunteers.
- Volunteers make up a significant part of the sector workforce
- There is a strong alignment with individual professions and other (sub)-sectors for example the construction, tourism, and creative industries

Skills required within the Historic Environment also sit within other sectoral and regional skills investment plans, including Construction, Tourism, Creative Industries and Digital see Table 26. The historic environment SIP has helped build greater alignment between the needs of the historic environment sector and these periphery sectors

3. Skills and Training Provision

3.1. Introduction

This chapter has two parts. The first part summarises the data from the roundtables which identified skills needs and deficits, looked at current provision, examples of good practice and innovation, and identified gaps and issues with current provision.

The second part uses Scottish funding council data to analyse trends in formal provision relevant to the historic environment, and identifies further and higher education providers, comparing 20/21 data to the 2015/16 data from the EKOS, 2019 report.

3.2. Skills Needs and Deficits

The sector continues to face challenging skills shortages. The employers survey³ found that 73% of respondents identified a 'lack of skilled and qualified people' as a driver for future skills/labour problems. 46% of respondents when asked what recruitment challenges they faced, stated that candidates lack the right mix of skills, and 68% of organisations have current or anticipated future skills shortages.

Despite 39% of responding organisations experiencing growth (and a further 26% being stable), there is widespread industry concern that the lack of appropriate skills is a threat to organisational sustainability, now and in the future. 63% of respondents identified skills gaps as having a huge (30%) or considerable (33%) impact to the sustainability of their business. As well as being a threat to individual businesses and organisations, this will impact on the sector's ability to manage, protect, and conserve the Historic Environment. But also to deliver the economic, educational, and societal outcomes that engaging with the Historic Environment brings.

³ Historic environment employers skills survey (HES 2023)

During the roundtables nearly 200 skills were identified as being important skills needs or deficits. However, 57% were only identified once, so it is difficult to assess the level of need. While it isn't possible for the SIP to address all these skills needs, it does demonstrate the breadth of the skills needed from very technical specialist skills to more generic skills such as business, project management and digital skills. For this report, only those that were identified as having the greatest consensus in the work area roundtables were included. Not included in this summary are the skills identified by the digital, Gaelic and net zero roundtables to avoid skewing the results in their favour. The findings from these roundtables are discussed in section 4.4 on page 41.

Table 2: Top Skills/knowledge identified across multiple pillars

Skill/Knowledge	Consensus	No. of pillars
Digital including digital literacy, digital application, digital solutions, and digital innovation	51	7
Project Management	16	6
Stained Glass	15	3
Working machinery	14	3
Stonemasonry	11	3
Health & Safety/Compliance	13	3
Dendrochronology	7	3
Entrepreneurial/business skills	3	3
Stone conservation	3	3
Joinery	3	3

To ensure that important skills relating to specific work areas are not neglected the top skills needs and/or deficits of each of the pillars are listed below.

Table 3: Top skills needs/deficits identified by each pillar

Pillar	Top skills needs/deficits
Archaeology	Digital Ethics and principals Fieldwork Observation, interpretation, and surveying Knowledge of planning and legislative systems

Pillar	Top skills needs/deficits
	<ul style="list-style-type: none"> - Post-excavation specialists - IT - Publication skills
Architecture, engineering, planning and surveying	<ul style="list-style-type: none"> - Local authority skills/knowledge - Urban design skills - Traditional building skills - Understanding of trades and professions - Conservation awareness - Innovation
Archives and libraries	<p>Data science and analysis Leadership and Governance Digital Project Management People Management Change Management Freedom of Information legislation Traditional photography Event Management</p>
Conservation	<ul style="list-style-type: none"> - Stained glass - Conservation awareness for non-conservators - Time based media - Setting up as a freelancer - Project management - Ethics and conservation principles - Book skills - Frames - Painting
Heritage science	<p>Dendrochronology Digital Scientific skills Lab skills Using and maintaining equipment Material science skills Data science</p>
Heritage tourism	<ul style="list-style-type: none"> - Digital

Pillar	Top skills needs/deficits
	<ul style="list-style-type: none"> - Management - Communication and interpersonal skills - Leadership - Storytelling - Soft skills - Entrepreneurial skills
Historic landscape and gardens	Plant skills Scottish Garden History Management of green spaces Health & Safety/Compliance Machinery Bio security Landscape design Conservation awareness IT/Business skills New pests and disease management
Industrial heritage	<ul style="list-style-type: none"> - Materials-metals and alloys - Operating machinery - Recording including BIM - Health & Safety/Compliance - Management including project management - Materials-wood - Riveting - Shipwrighting - Materials-concrete - Archives
Museum and galleries	Digital EDI Environmental sustainability Project Management Change Management Business skills
Traditional building skills	<ul style="list-style-type: none"> - Stonemasonry - Roofing including slating - Retrofit

Pillar	Top skills needs/deficits
	<ul style="list-style-type: none"> - Lime plastering - Bricklaying - Stained Glass - Lead working - Digital - Joinery - Metal working

This emphasises the need for the Historic Environment SIP to support actions that help to maintain a base of core technical and professional skills and build skills for sector resilience and growth (i.e., project management, business sustainability, etc). While there is cross over between some of the roundtables there are important specialist skills identified that are specifically relevant to their pillar area. It is this balance that the refreshed SIP will need to navigate.

3.3. Training Provision

This section has two parts. Part 1 provides a summary of the training provision currently being accessed as identified in the roundtable discussion and summarises what the sector needs from provision. Part 2 provides an update on the potential formal skills and training provision relating to the Historic Environment, covering Higher Education (HE), Further Education (FE), Apprenticeships.

Part 1: Current provision

Entry routes

Just as the historic environment is a broad cross-cutting sector, so is the type of provision that is currently being supplied and used. Some parts of the sector are highly academic (e.g., Libraries and archives, conservation, archaeology) where university provision dominates entry routes and there is a lack of vocational qualifications and frameworks from which vocational training provision can be developed. Parts of the sector, like archaeology, are working hard to develop vocational qualifications with the realisation that the current entry route is not sustainable and often does not provide the practical and conservation skills employers need. In other parts of the sector vocational learning dominates (e.g., traditional building skills, some aspects of historic landscapes and gardens). There are also parts of the sector that are completely under-served by provision due to their size, such as industrial heritage, and heritage science. Despite this there are good examples that can be upscaled and replicated if resources were available. In heritage science, a new science fellow has been developed by Historic Environment Scotland using the laboratory and associated technical activities SCQF level 7. Museums Galleries Scotland have had success in

developing vocational pathways in a part of the sector that traditionally has been dominated by higher education provision.

'Developing progressive and cross sector career pathways' has been identified as an action to deliver the 'attracting future talent and improving access' priority. This includes identifying and creating clear entry routes, but also pathways for continued career progression.

Continuing Professional Development (CPD)

While some parts of the sector have a structured approach to CPD, accreditation processes and competency frameworks (e.g., architecture, engineering, planning, and surveying), for others CPD opportunities are more informal (e.g., industrial heritage). A mixture of networks, professional bodies, public sector organisations, in-house provision, third sector, and further education and higher education providers deliver CPD. However, a lack of progressive CPD came out strongly as an area for improvement in roundtable discussions, with the perception that in some areas focus was predominantly on developing introductory/basic awareness and skills.

The roundtables identified the need:

- to collaborate and align activity including with organisations out with the heritage sector
- to be less ad hoc and reactive
- to identify resources and develop a sustainable model of provision
- to build capacity to deliver CPD
- to provide a focus for career development
- to support the practical application of theory which is lacking in some provision
- to explore the use of standards/competency for the parts of the sector that don't have frameworks/accreditation
- for more clarity on what is available and at what level

Informal knowledge and skills sharing play a huge role in sector development, particularly among the volunteer workforces. While not everyone will be able or want to undertake accredited CPD, the roundtable identified a need for more formalised processes and for capacity to support knowledge and skills sharing to ensure equity of access and consistency.

Part 2: Existing formal skills and training provision.

In the absence of a better approach, the same approach as was used in 2019 has been applied. The subject matter has been updated to better reflect the SIP's footprint classified by the ten pillars. Where appropriate we have provided a comparison between 2020/21 figures and those from 2015/16 detailed in the original SIP report. This approach shares the same challenges as defining the SIP footprint using SIC and SOC codes. The broad range of HE and FE courses and subject areas which are considered to relate to the Historic Environment, along with the numbers of students registered on each in the academic years 2015/16 (HE) /2016/17 (FE) are detailed in Table 34 and Table 38.

It should be noted many 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 and can help to identify where potential pipelines and opportunities may exist under each of the sections. There were several examples of good practice identified from the roundtables of provision in different subject areas but more generally it was felt there was a need for:

- practical application of theory in higher education
- employer engagement
- conservation awareness on some courses where the historic environment is part of a much broader subject area (e.g., Architecture, engineering, planning, surveying, construction)

There were also concerns about:

- a loss of provision in key areas
- a lack of skilled/knowledgeable further education and higher education staff to include historic environment content/context
- regional accessibility of provision
- a lack of reliable/secure provision for the historic environment sector in further and higher education

Where it exists the fragility and vulnerability of historic environment further and higher education was a cause of concern, with the perception that provision is reliant on the interests of individual staff members e.g., in object conservation there is only programme in Scotland.

It is recommended that research is undertaken on the level of historic environment and conservation content in key HE and FE programmes to provide a more useful picture of where formal provision exists and how effectively it meets the needs of industry.

There is also limited data available in relation to student numbers and equalities around gender, ethnicity, and disability, with some data not available at a level where useful conclusions can be made. Nevertheless, we identify some pointers from the data and analysis.

3.4. Higher Education Provision

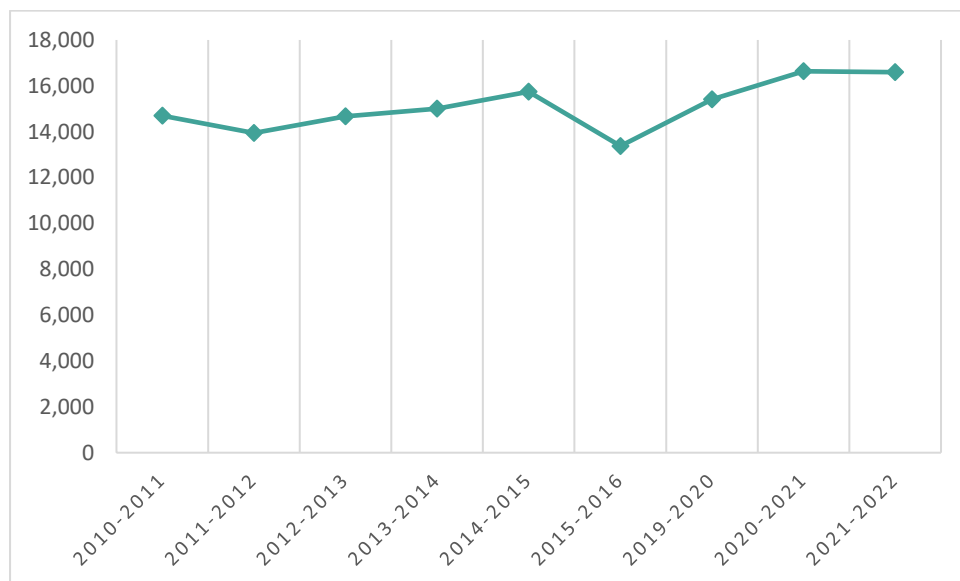
Undergraduates

It is not possible to be definitive about which graduate courses most graduate-level employees are sourced from because the nature of the sector means there are multiple pathways. If we look at the sector as a whole, we are predominantly an academic sector with the exception of traditional building skills and materials. 80% of staff in the employer's

survey⁴ held university qualifications and some provision is a more obvious pipeline for specific sector areas especially Museums and Galleries, Landscape architecture, archaeology, conservation, heritage science. The roundtables also highlighted issues of a lack of heritage awareness and skills, within higher education provisions that could otherwise be a useful pipeline for the sector (particularly in areas of construction, engineering, planning, surveying and architecture).

Using the categories from the 2019 EKOS report,⁵ there were almost 14,565 students undertaking an undergraduate historic environment-related course in Scotland in 2021/22 compared to 13,375 in 2015/16. This is an increase in student numbers of 1,190 (7%) overall compared to 2015/16, with the highest number of undergraduate students enrolled in history, building-related courses, and architecture (see Figure 1 and Table 34). Figure 1 only includes data from five super classes: architecture, building and planning, design and creative, and performing arts, historical, philosophical, and religious studies, physical sciences, and business and management. While data for certain courses such as museums and galleries, or libraries and archives is not available in HESA under these specific categories, data analysis does include enrolment numbers for tourism, transport and travel which were not present in the original EKOS report.

Figure 1: Numbers of HE Students studying Historic Environment-related Subjects in Scotland from 2010/11 to 2021/22



Source of figure data: HESA data 2010-2011 to 2021-2022

⁴ Historic environment employers skills survey (HES 2023)

⁵ These categories were: Architecture, Building, Landscape design, Cinematics and Photography, Art, History, Archaeology, Heritage Science, and Forensic and Archaeological Sciences. 4 of the categories present in the EKOS report have been renamed or removed. “History by period”, “History by area”, and “History by topic” are no longer categories in HESA and have been substituted by “History” and “History of Art”. The category “Others in architecture, building & planning” has also been substituted by “Planning (urban/rural/regional)” has been included.

It is important to note that the EKOS report and this one excludes several courses which may be related to the Historic Environment, but which are believed to only have a limited impact on the sector. These include Agricultural/Rural, Physical Geographical Sciences and Engineering courses.

There has been a drop in undergraduate enrolment numbers in historic environment related subjects from the 2019/20 figures, with the exception Building, Cinematics and Photography, and Art, which have seen an increase in their enrolment numbers. The largest percentage increase in undergraduate student numbers from 2015/16 to 2021/22 was in Art (+1,580 students, 929%), followed by Cinematics and photography (+ 1,045, 489%), and Building (+215, 12%).

The largest percentage decline in undergraduate enrolment numbers was in Heritage Studies (-100%), Landscape Design (-76%), Archaeology (-23%), Architecture (-21%), History (-15%), and Forensic and Archaeological Sciences (-4%). Despite the large percentage drop in undergraduate student numbers enrolled in Heritage Studies, this only equates to a small absolute number of students (see Table 34).

It is of course not possible to say if this decline directly translates to fewer graduates seeking jobs in the Historic Environment sector.

All Universities in Scotland currently offer some form of course useful for historic environment employers, apart from the Royal Conservatoire of Scotland. The majority share of these students studied in Edinburgh Napier University, University of Edinburgh, University of Glasgow, Glasgow Caledonian University, the University of Dundee, and Robert Gordon University (Table 7). This has been accompanied by an overall decline in student numbers in the University of St Andrews (-355 students, -30%), Abertay University (-30 students, -20%), the University of Stirling (-85, -19%), and the University of Strathclyde (-120, 12%).

Postgraduates

There were around 5,355 post-graduate students studying subjects related to the historic environment in 2021/22 as determined by the 2019 EKOS report classifications Appendix D: Technical Data. This represents an almost 79% increase in postgraduate enrolments when compared to 2,985 in 2015/16. The majority of these students were based in Edinburgh, Glasgow, and St Andrews, with their main areas of study being building and history related.

When compared to the total of postgraduate students in Scotland, there has been a decrease in the percentage of postgraduate students enrolled in historic environment courses. In 2015/16, the total of historic environment related course students was 16% which decreased to 7% in 2021/22.

Equalities in Higher Education

Equalities data is not available at individual subject level and location of study. However, national data at subject group details several inequalities (Table 40), namely in 2021/22 there was:

- a lower proportion of female students undertaking an Architecture/Building/Planning, Creative and Arts related courses than the national average (38% and 57% respectively compared with 59% nationally). The proportion of female students was smaller in 2021/22 than in 2015/16.

- a higher proportion of students declared a disability compared to 2015/16 and to the national average except for Architecture/Building/Planning which is lower than the national percentage (11% compared with 15% nationally).
- a lower proportion of students identifying from an Ethnic Minority group undertaking History-related or Creative and Art-related courses (10% and 13% respectively compared with 21%).
- the proportion of historic environment students identifying from an ethnic minority group is higher than the national percentage.
- the number of students enrolled in Creative and Arts related subjects identifying from an ethnic minority group is lower in 2021/22 than in 2015/16 (12% compared to 13%).

3.5. Further Education Provision

There are several subjects useful to the historic environment sector taught at FE/college level. Again, many of the students undertaking these programmes of study will not go on to work in historic environment-related roles. The total number of students enrolled in these subjects increased by 6% from 2016/17 to 2021/22 resulting in 56,070 students studying historic environment-related courses in 2021/22. That said the overall percentage of students undertaking courses related to the historic environment has decreased from 25% of all Scottish college students in 2016/17 to 20% in 2021/22.

There have been increases in many subjects useful to the historic environment sector:

- Hotel/Catering (now Hospitality/Catering) courses have increased 447% (+1,998 students),
- Glass/Ceramics/Stone Crafts has increased 344%, (+62 students),
- Archaeology courses have increased 289% (+26 students),
- Building/Construction Operations increased 51% (+1,298 students),
- Construction (general) increased 47% (+3,930)
- Gardening/Floristry/Plant Sales increased 19% (+62 students),
- Building Design/Architecture increased 11% (+42 students), and
- Environmental courses increased by 7% (+15 students).

In contrast, other subject's enrolment numbers have decreased. See Table 38 in Appendix D: Technical Data for a detailed breakdown of changes to student numbers since 2016/17.

In terms of location (college region), Glasgow is the biggest educator of students followed by Edinburgh/Lothians and Highlands and Islands. Enrolments have remained stable with small changes. The highest increase in further education enrolments was in Forth Valley with a 4% increase while Highlands and Islands experienced the largest decrease of -3%. See Table 39 in Appendix D: Technical Data for a detailed breakdown of changes in enrolment by college region.

Equalities in Further Education

Historic environment related FE/college courses have fewer female students than the average in Scotland. In contrast, the number of BME college students and of people declaring a disability is higher than the Scottish average (see Table 4).

Table 4: FE Students Equalities Data (2020/21)

Student type	% Female in 2016/17	% Female in 2021/22	% Identifying as Black, Asian, Other Non White Caucasian in 2016/17	% Identifying as Black, Asian, Other Non White Caucasian in 2021/22	% Declaring a disability in 2016/17	% Declaring a disability in 2021/22
Historic Environment Related	43%	37%	14%	17%	10%	49%
All Students	49%	50%	13%	7%	14%	18%

Source: SFC Data Requests

3.6. Apprenticeship Activity

This section provides an overview of the Apprenticeship Family (made up of Modern, Foundation and Graduate Apprenticeships) activity in the Historic Environment-related occupations/job roles within Scotland.

Modern Apprenticeship Activity

Due to the broad nature of the historic environment and the job roles within it, a range of Modern Apprenticeship (MA) Frameworks (Table 13) has been used to identify those which could fall within the context of historic environment. It is unlikely that all the activity detailed is being carried out, in part or in full, in an historic environment setting but the figures are being used as a broad indication of types of apprenticeships that could be used in the sector rather than an indication of pipeline.

There was an overall decrease of 6,398 MA starts in subjects related to the historic environment from Q4 in 2017 to Q4 in 2021. This is, in part, due to the decrease of 2,051 students undertaking MAs in Hospitality, 1,698 less students undertaking retail MAs, and the reduction of 1,587 students undertaking Business and administration MAs. Nevertheless, there have been a few increases in MA uptake such as Digital Marketing framework which has attracted 137% more Q4 starts than in 2016/17. Other examples of increased student starts are a 34% increase in Hospitality Management Skills Technical Apprenticeship enrolments, and a 52% increase in Agriculture enrolments.

During the period of the previous skills investment plan a Museum and Galleries Technician apprenticeship was developed by Museums Galleries Scotland (MGS) and Creative and

Cultural Skills which is being delivered by MGS. Discussions on an industry led archaeology apprenticeship has begun between Skills Development Scotland and the Chartered Institute of Archaeologists.

Table 5: MA Frameworks Relevant to the Historic Environment and number of Q4 starts per framework

MA Frameworks	2016/2017 Q4 Starts.	2020/2021 Q4 Starts	Change between 2016/17 and 2020/21 Q4 Starts
Game & Wildlife Management	16	11	-5
Horticulture	214	106	-108
Rural Skills	6	0	-6
Trees and timber SCQF level 5	15	19	4
Business and administration	2,154	567	-1,587
Business administration technical level apprenticeship	0	14	14
Life Sciences	19	0	-19
Construction	7	0	-7
Construction: Building	1,527	1,386	-141
Construction: Civil Engineering	997	746	-251
Construction: Professional Apprenticeship	125	266	141
Construction: Specialist	257	122	-135
Construction: Technical	905	960	55
Construction: Technical Apprenticeship	597	625	28
Wood and timber industries	0	8	8
Creative	21	0	-21
Creative and Digital Media	56	0	-56
Creative and Cultural	0	0	0

MA Frameworks	2016/2017 Q4 Starts.	2020/2021 Q4 Starts	Change between 2016/17 and 2020/21 Q4 Starts
Skills for Craft Businesses	0	0	0
Engineering	864	744	-120
Boatbuilding and Repair	-	10	10
Engineering Construction	20	27	7
Agriculture	64	97	33
Hospitality & Tourism			
Hospitality	2,805	754	-2,051
Hospitality Management Skills Technical Apprenticeship	112	150	38
Management	666	502	-164
Project Management Technical Apprenticeship	49	29	-20
Glass Industry Occupations	122	0	-122
Sign making	16	7	-9
Furniture, furnishings, and interiors	8	0	-8
Digital Marketing	167	396	229
Retail	2,018	320	-1,698
Customer service	665	200	-465

Source: Modern Apprenticeship Supplementary Tables, Q4, 2016/17 and 2020/21, which can be found in [Skills Development Scotland](#).

Although the data relating to starts by gender (Table 6) is patchy due to data suppression being applied to frameworks with female, male, or total figures being 5 or lower, more males undertake MAs than females. There were however considerably more female starts in the MA in Hospitality and the Hospitality Management Skills Technical Apprenticeship. There were also more females enrolled in Business Administration MAs (see Appendix D on page 100).

Table 6: Historic Environment Related MA Performance Q3 2016 / 2017 and 2020/21

Categories	Female in 2016/17 Q4	Male in 2016/17 Q4	Total in 2016/17 Q4	Female in 2020/21 Q4	Male in 2020/21 Q4	Total in 2020/21 Q4	Change in nos. Female	Change in nos. Male	Change in nos. Total
No. of Starts	5,363	8,547	15,089	1,908	5,959	8,691	-3,455	-2,588	-6,398
No. of Leavers (Achievers and non-achiever)	5468	6850	13693	2706	5832	9492	-2,762	-1,018	-4,201
No. in Training	4745	13982	18947	2951	11978	16291	-1,794	-2,004	-2,656
Achievements	4489	5120	10897	1989	4283	7167	-2,500	-837	-3,730
Achievements as % of All Leavers	82%	75%	80%	74%	73%	76%	-9%	-1%	-4%

Source: Modern Apprenticeship Supplementary Tables for 2016/17 and 2020/21

Foundation Apprenticeship Activity

Foundation Apprenticeships (FAs) which provide work-based learning opportunities for secondary school pupils in S4-S6 as one of their senior phase subject choices was a new development when the original SIP was published. FAs enable young people to gain industry-recognised qualifications, work experience and skills in key growth sectors and was used and continues to be used successfully in the traditional building skills pillar of the historic environment footprint

Although there are FAs currently available across a range of frameworks not all would be considered as relatable to historic environment occupations. Using a 'best fit' model five frameworks were identified as falling within the context of historic environment (Table 7).

There was a large increase in student numbers in each of the frameworks from 2016/18 to 2020/21. However, this is to be expected as 2016/18 was the first year these apprenticeships were available.

Table 7: FA starts by HE defined frameworks 2016-2018 and 2017-2019

Framework	2016 2018 Cohort No.	2016 2018 Cohort %	2017 2019 Cohort No.	2017 2019 Cohort %	2020 21 Cohort No.	2020 21 Cohort %	Change in numbers
Business Skills	5	4%	67	15%	338	26%	+ 333
Civil Engineering	47	38%	87	19%	220	17%	+ 173
Engineering	71	58%	232	52%	327	25%	+ 256
Creative & digital media	0	0	43	10%	305	24%	+305
Scientific technologies	0	0	20	4%	97	8%	+ 97
Total	123	100%	449	100%	1,287	100%	+ 1,164

Source: SDS Foundation Apprenticeship: Early Progress and Learning Insights, March 2018

Graduate Apprenticeship Activity

Graduate Apprenticeships provide work-based learning opportunities up to master's degree level for new and existing employees. Since the original SIP was published the Graduate Apprenticeship offering has been expanded and now covers 13 frameworks across SCQF level 8,10 and 11. Some 14 college and universities throughout Scotland now offer Graduate Apprenticeships.

The frameworks most relevant to the Historic Environment Sector are:

Table 8: Graduate Apprenticeship starts defined frameworks 2017-18 to 2021-22

Framework	2017/18 No.	2018/19 No.	2019/20 No.	2020/21 No.	2021/22 No.	Change in No.	Change in %
Business Management	0	293	311	394	381	381	46%
Civil Engineering L10	12	101	124	104	102	90	5%
Civil Engineering L8	35	24	12	0	0	-35	-20%

Framework	2017/18 No.	2018/19 No.	2019/20 No.	2020/21 No.	2021/22 No.	Change in No.	Change in %
Construction and the Built Environment	0	64	122	84	121	121	14%
Data science	0	17	45	62	56	56	7%
Engineering, design, and manufacture	64	123	129	132	143	79	-19%
IT management for business	65	46	53	35	32	-33	-33%
Total	176	668	796	811	835	659	

Construction and Built Environment Graduate Apprenticeship was introduced in 2018 and is currently offered by five universities: Edinburgh Napier University, Glasgow Caledonian University, Heriot-Watt University, Robert Gordon University, the University of Aberdeen

Using the business management framework Napier University were able to develop a Graduate Apprenticeship in Tourism and Hospitality. This was piloted September 2023.

With parts of the sector being dominated by academic routes, the Graduate apprenticeships provide an opportunity to address the challenge of developing provision that combines theory and practice.

The providers that engage with the highest percentage of students studying historic environment subjects are Glasgow Caledonian University (20% of Historic Environment enrolments), the University of Strathclyde (20%), Heriot-Watt University (14%), and Edinburgh Napier University (14%), see Appendix D for framework enrolment.

3.7. Skills providers roundtables

Skills Development Scotland (SDS) hosted representatives of further and higher education, skills agencies and other training providers to discuss how they currently engage with the historic environment sector, the challenges and barriers to engagement, the opportunities and what they would like to see going forward. While there is some direct delivery of historic environment qualifications, most of the engagement was around employer engagement in provision including participating in live projects, visits, guest lectures, work placements etc. Challenges to engaging with the historic environment sector were identified as difficulty in getting employer engagement due to the size and capacity of sector organisations, security of funding which affected partnerships, a lack of technical teachers that limits what can be offered by skills providers and 'difficult needs of industry occupations'. Additional challenges

included the current economic model of skills provision which creates challenges around supply and demand and individual demand vs economy demand, exacerbated by low volume provision and a lack of data to prove demand exists. There is a perception in Further Education providers that the sector is an academic sector and raising the profile of 'brand heritage' was needed. A lack of clear pathways and visible entry opportunities makes it difficult for providers to see how they can support provision. This chimes with the findings from the pillar and regional roundtables where examples were given that even with funding it was difficult to 'buy' further education provision due to a lack of appropriate qualifications that could be delivered in key areas.

Suggested next steps:

- Improve skills careers information and a focus on pathways
- Connect further education/higher education to employers throughout courses
- Clear pathways
- Good practice case studies of engagement between further education/higher education and the sector
- Parity of esteem between further education and higher education.
- Advocacy
- Forum/mechanisms to support collaborations with skills bodies e.g., a higher education skills network

SCQF level 4/5 pre apprenticeship courses

In 2017/18, SDS set up SCQF level 4 and 5 courses in Construction in response to the fact that a high number of young people are leaving school with a maximum attainment level of SCQF level 5 or below. Such vocational opportunities aim to support more young people to progress into employment, and Foundation and Modern Apprenticeships (at level 6 and above). These pre-apprenticeships have had great uptake, accounting for 62% of total SCQF Level 4/5 apprenticeship enrolments in 2019, 56% in 2020, and 58% in 2021 (see Table 9). Unfortunately, there is significant gender imbalance in this framework, with males accounting for 95% of enrolments at SCQF Level 4 and 97% at Level 5.

Table 9: Construction Craft Pre-Apprenticeship start numbers from 2019 to 2021

Construction Craft Pre Apprenticeship Pilot	2019 No.	2019 % of total	2020 No.	2020 % of total	2021 No.	2021 % of total	Change 2019 2021
Construction SCQF Level 4	141	32%	362	29%	287	18%	146 (+104%)
Construction SCQF Level 5	132	30%	340	27%	648	40%	516 (+391%)

Construction Craft Pre Apprenticeship Pilot	2019 No.	2019 % of total	2020 No.	2020 % of total	2021 No.	2021 % of total	Change 2019 2021
Total SCQF Level 4/5 Pilot enrolments	439	100%	1,260	100%	1,610	100%	1,171

Source: [Foundation Apprenticeship Report](#), SDS (2023).

3.8. Conclusions and Key Messages

This Chapter has provided an overview of the skills and training provision relating to the historic environment in Scotland identified by roundtable discussions and by analysing formal skills data collected by SFC and SDS. The roundtable data provided an indication of provision currently being used and by which parts of the sector, whether that is informal skills sharing through networks, or formal accredited learning. It also identified what that provision needs to look like to support a thriving, sustainable sector.

Although it is difficult to fully analyse formal provision due to the broad range of activities within the sector and their interconnection with other sectors, data from SDS and the Scottish Funding Council (SFC) gives an indication of where there may be useful provision, where it is being delivered and trends in provision and student numbers. It is recommended that more work needs to be done to scope the level of conservation/heritage content to truly assess whether this provision is, or ever can be relevant to the historic environment sector and, where might be the best provision and provider to invest effort. At this point we cannot say that most of these courses are a pipeline for the sector

Like demand, the difficulty in defining the supply side can be a barrier to sector workforce planning but the following estimates can be made.

- at a high level there appear to be around 85, 826 students/apprentices being educated/trained in subjects useful to the historic environment in 2020/21
- if we assume that the average period for education/training is three years, this suggest that there will be around 28, 609 completers each year across all historic environment related subjects.
- if we use the occupational dilution factor that was identified in the 2019 EKOS report around 5% of these will go on to work in some form in the historic environment.
- this suggests that there could be around 1430 new entrants directly to the historic environment sector each year: and
- this would account for 7% of the total workforce to support expansion and/or replacement.

Other key messages:

- There appears to be an overall increase of 6% in student numbers in historic environment related courses in FE/HE, although it is not possible to relate that directly to the sector and it is likely to reflect an increase in student numbers overall
- There are worrying declines in higher education in heritage studies, landscape design, archaeology, history, and forensic and archaeological sciences which need to be considered.
- There is a preference with some key postgraduate/master's level provision for international students. There is a risk that skills and knowledge developed will not stay in Scotland e.g., landscape architecture, museums studies. This is exacerbated by the narrowness of pipelines in these areas.
- Foundation apprenticeships and graduate apprenticeships are opportunities for the sector which are currently underutilised
- There are several inequalities within historic environment provision such as gender imbalance and under-representation of disabled people. Consideration should be given to how greater inclusion can be achieved.
- There is a perception that the training and CPD landscape in some parts of the sector footprint is unclear and inconsistent.
- There is a need for strong leadership, a centralised overview and collaboration to make a difference in this space
- Identifying sustainable resources continues to be challenging
- Geography will continue to play a key role with particular locations having the majority of the training capacity. The challenge will be how to support access across Scotland. This was voiced particularly strongly in the regional roundtables
- Collaboration and alignment were identified as important by all the roundtables and came second only to resources. It is vital sector organisations work collaboratively with each other and cross sectors to create a sustainable skills ecosystem that can supply the sector with the skills and talent it needs.

4. Employer/Organisation Survey

4.1. Introduction

The 2018 EKOS survey was refreshed and rerun in 2023. The main findings of the 2023 survey and the comparison with the 2018 results are presented in Appendix E. The survey was undertaken to gather views on the main skills-related issues, challenges, and potential solutions from an employer's perspective, and to benchmark against the 2018 results to help identify trends.

The 2018 survey had a response rate of 104 responses (89 of which had business activity related to the historic environment). The 2023 survey had half of those responses at 56 responses (all had business activity relating to the Historic Environment) despite extending the deadline and using similar contacts and mechanisms to distribute the survey. As might be expected, employers operate across a range of sectors, with the most common

responses from those operating in the Museums and Galleries sector, followed by Traditional craft, materials and building skills sector, which is consistent with 2019 (see Appendix E: Employer Survey, Table 46).

The results of the survey were fed into the roundtables where appropriate and used to sense check the roundtable data.

4.2. Employer Profile

A mix of business types responded to the survey. The majority, constituting 32%, belong to the private sector, followed by the third sector at 30%, and the public sector at 17%. Additionally, 11% of respondents were uncertain about their sector.

Most employers fall into the category of either micro-businesses or SMEs, and most of them employ less than 50 employees, and notably 5 sole traders were recorded in the survey. Only 14 respondents employed 5 employees or more. While just over half of employers indicated that they use volunteers, slightly higher than the amount recorded in 2019, and of those who did, they typically had less than 50 working with them, see Figure 5 in Appendix E: Employer Survey. Almost 40% of employers did not use volunteers at all.

Over 80% (47 employers) of the respondents said they used sub-contractors, freelancers, or self-employed workers. The sectors who involve them include Museums and Galleries, those labelled as "Other" as well as Traditional craft, materials and building skills. More information on the use of freelancers is detailed in Appendix E: Employer Survey.

4.3. Key Findings

Almost 90% of the employers considered themselves to be fair work employers.

Over half of employers (68%) anticipate skills shortages in the next five years. This has increased compared to 2019 when 48% of employers faced or anticipated skills shortages. Hard to fill roles continue to be stonemasons and joiners. In contrast to 2019, painters, decorators, stained glass workers, ecologists, heritage and land management advisers, curators, conservators, and technicians are also difficult to recruit. According to employers, key factors causing this shortage are the aging workforce, lack of training opportunities, and competition from other sectors offering higher wages.

When asked about current and future skill gaps, 34% of employers highlight the considerable impact of Traditional/Specialist skills on growth. Leadership and management skills are deemed considerably impactful by 29% of respondents, while 30% believe IT and digital skills also have an impact but are manageable. Skills gaps in businesses have multifaceted impacts, according to the survey. Primarily, these gaps result in increased costs (especially in sourcing skills through subcontracting), problems succession planning, and an impact on the growth aspirations of businesses. Additionally, 48% of respondents noted repercussions on the quality of work and the ability to execute planned work due to these gaps.

Respondents shared various potential solutions to address current and future skills issues, encompassing mentoring schemes, guidance publication, increased government investment, flexible training provision, awareness campaigns, innovative recruitment, financial solutions, and strategic partnerships. They highlighted the importance of preserving and recognising the value of specialist skills, making salaries more attractive, and supporting online training opportunities. Suggestions also included the need for funding, certification programs, and collaboration among organisations to deliver meaningful training. Some respondents emphasized the significance of governmental recognition, industry events, and the establishment of alternative models for apprenticeship delivery. The need for accessible and meaningful training in specific sectors, such as heritage conservation, archaeology, and architectural education, was also emphasized

Attraction and retention of staff

Currently and looking to the next three to five years, the attraction of staff is considered a greater challenge than retention for employers. Although both are an issue linked to a variety of causes among which are the aging workforce, lack of training opportunities, and competition from other sectors offering higher pay.

A larger percentage of employers find attracting staff to be extremely challenging in 2023 compared to 2019 indicates a deepening concern about the availability and suitability of skilled workforce for roles within the sector and signals an increasing difficulty in attracting staff within the historic environment sector.

The findings of the employer survey underscore the strategic implications of recruitment difficulties, emphasizing the need for proactive measures to address skill gaps and volunteer recruitment challenges in the sector.

The main source identified for employee recruitment remains other employers, followed by recruitment from universities, schools and colleges, less so from those currently unemployed. This mirrors patterns observed in 2019. Notably, 25% originate from employability programs, a metric that was not registered in the 2019 employer survey. In the last 5 years, most employers have recruited apprentices.

In contrast to recruitment and staff attraction data, employers in the historic environment sector seem to find retention more manageable. A substantial 46% of respondents reported that retaining personnel was somewhat challenging. While this suggests that there are still retention difficulties, it's noteworthy that nearly half of the employers consider it only somewhat challenging. The data indicates an important increase in pessimism amongst employers regarding the future challenges of retaining staff.

Main retention challenges foreseen by employers include:

- Cost of living and inflation impact on wages.
- Concerns about retention as private sector opportunities become more attractive;
- Unwillingness to engage in recruitment without certainty of sustained work.
- Difficulty in attracting diverse talent.

- Challenging to invest in training without funding.
- Lack of career progression.

Workforce Development and Upskilling

University degrees are the most prevalent qualification in the historic environment sector workforce, with 80% of employers noting that their staff hold such qualifications, corresponding with the 2019 data. However, there are significant differences in the level of university educated workforce in different parts of the historic environment. Apprenticeships are less widely represented, with a majority reporting that it constitutes 0% or less than 19% of their workforce, consistent with the 2019 findings. Work-based learning has seen a decline, with 42% of employers (24 employers) indicating that it covers 1% to 39% of their employees, contrasting with the 2019 data where 47% (19) reported it accounting for 80% of their workforce. It is unclear whether this is a shift in behaviour or reflective of a difference in respondents between the two surveys.

Most employers are aware of apprenticeships but do not currently offer them. It is understood that there are specific challenges SMEs encounter in engaging with apprenticeship funding schemes and pathways. However, employers' expressed an interest in a range of apprenticeship types, including foundation, modern, graduate, and other work-based learning opportunities. Some employers (34%) are open to hosting multiple apprentices simultaneously and 27% expressed a preference for having only one apprentice. The diverse responses highlight that employers have different strategies regarding the number of apprenticeships they are willing to accommodate, and it suggests that organizations tailor their apprenticeship strategies based on their specific needs, capacity, and operational considerations.

Similar to the 2019 survey results, 74% of the respondents identified the delivery of training as a key activity for their business, although only 64% of respondents indicated that they have a budget allocated for training purposes. Furthermore, most organisations surveyed conduct training internally, utilising their own staff as trainers.

The most prevalent method of training delivery among respondents was informal peer-to-peer training, followed by mentoring and professional development awards or other one-off CPD (Continuous Professional Development) accredited qualifications. Other approaches included formal peer-to-peer training, apprenticeships or vocational training, qualification development, and National Progression Awards or other one-off entry-level qualifications.

The respondents highlighted the following as the main barriers to workforce development and upskilling:

- 63% cited financial constraints as a barrier to training employees.
- 59% reported facing timing issues.
- 38% identified a lack of appropriate Continuing Professional Development (CPD) or training.
- 34% faced challenges accessing suitable CPD or training provision.

- 16% were unaware of available training opportunities.
- 13% mentioned other barriers, including:
 - Poor quality provision,
 - Distance to provision,
 - Staff-front of house-transport/accessibility-External training/locations/distance/cost-backfilling,
 - Lack of training budget for some local authorities.
- 11% stated they had no one to train.

4.4. Refreshed Skills Investment Plan

Following the analysis of the data from the roundtables and the employers survey this section identifies the new priorities and actions for the refreshed skills investment plan.

The consultation identified eleven areas of focus required to build and maintain a sustainable skills ecosystem:

- **Resources:** It is unsurprising that the biggest priority identified by all the roundtables was resources. A costed resource plan will need to be developed to support the delivery of the Skills Investment Plan, which identifies and prioritises resources. Effort will need to be given to identify how a skills ecosystem can be funded sustainably so the sector isn't constrained by short term funding and stuck in a 'pilot project' loop.
- **Sector leadership:** With a decrease in skills bodies to support the sector, and many of our key sector areas no longer falling under the footprint of a skills body that can advocate, act as a custodian of national occupation standards and support the development of new qualifications and frameworks, it is important to address the issue of sector leadership which can facilitate delivery and a forum for collaboration
- **Collaboration and alignment:** It is vital sector organisations work collaboratively with each other and cross sectors to create a sustainable skills ecosystem that can supply the sector with the skills and talent it needs, maximise resources and address duplication.
- **Data:** The sector needs better data in a useful format which can act as a single source of truth and help plan, advocate, and monitor provision
- **Brand heritage:** It is important that we focus attention to advocating for the sector and sector skills
- **Stabilising, maintaining and growing** the specialist technical skills that underpin the Historic Environment sector: It is important that we can identify these skills, have a mechanism for assessing the 'health' of these skills, and a structure in place to support succession planning and knowledge sharing
- **Accreditation and standards:** How can we promote and encourage professionals to gain accreditation where these programmes exist? How effective is the accreditation process? And how can we ensure standards of training provision, and the competency of learners, where qualifications or professional accreditation doesn't exist?

- **Attracting future talent:** This continues to be a priority, but it is also important that the sector has clear progressive pathways to support those who are joining the sector and current sector employees. This includes more vocational pathways and a focus on Improving access to the workforce by addressing inequality and a sector culture and practices that can exclude.
- **Accessibility of progressive CPD:** including accessibility of provision for SME's, volunteers, different locations in Scotland
- **Improving digital literacy,** application, solutions, and innovation
- **Supporting the transition to net zero:** Ensure the sector has the skills to fully play its part in addressing the climate crisis

5. A Skills Investment Plan

5.1. Introduction

This chapter presents high-level priorities and associated actions to help address the main skills issues identified through the primary research.

Prior to setting the detail of the SIP, it is important to set out some of the broad criteria that should underpin it:

- This is a collaborative framework for collective action and as such not all partners will be responsible for delivering against all the priorities and actions. Instead, this is a patchwork approach with the Skills Investment Plan acting as an overarching vehicle for planning, delivery, and monitoring.
- While lots of important priorities and actions have been identified in the primary research. There is broad consensus that there should be a manageable number of priority themes as there is an inherent risk that if there are too many it will be difficult to give each one sufficient attention. For this reason, co-design and consensus exercises were designed into the roundtable process to identify priorities. This was refined through analysis of roundtable comments, cross referenced with the employer's survey and the thematic and geographic roundtables.
- A strong theme coming out of the roundtables was collaboration and alignment to maximise impact rather than duplicate activity. Building creative partnerships was mentioned in all the roundtable discussions. To address gaps in provision, align resources and effort, and maximise impact, the sector and key stakeholders need to collaborate, and there needs to be mechanisms for this collaboration.
- Diversity and inclusion should be at the heart of the SIP
- If this plan is to make a difference it is vital that a resource plan and resources are found to support the co-ordination and delivery of it. Without which, much effort will be spent on fundraising for skills and shoehorning solutions rather than programme development and delivery
- A base line of data needs to be agreed which short, medium, and longer-term actions can be identified and reported against

- The roundtable consultation process was developed to ensure that delivery needs were embedded within the consultation from the beginning by having key delivery and policy partners leading the facilitation, and other skills providers, skills bodies, professional bodies part of the conversation alongside employers and public bodies.
- The pillar skills profiles will include the actions each part of the sector have identified to deliver the Skills Investment Plan. Using key figures from the baseline data and reporting against the Skills Investment Plan will help measure success.

5.2. SIP Structure

Overarching Goal

The overarching goal of the SIP is to ensure that the operation and growth of the historic environment is not constrained by a lack of appropriate talent and skills.

Strategic Objectives

The strategic objectives for the skills investment plan remain the same:

- Improve awareness and understanding of employment opportunities within the wider historic environment
- Provide a shared understanding of the key skills issues which are, and will, impact on the historic environment and the suggested solutions
- Provide a strategic skills framework around which all stakeholders will deliver resources collaboratively
- Ensure that all supporting sectors have a good understanding and awareness of the historic environment
- Ensure that there is a range of skills development and training opportunities to meet the needs of individuals and employers operating in the sector
- Promote equality and diversity in the sector

Cross-cutting principles

- An inclusive sector for all
- Sector leadership and vision
- Data informed decision making
- Secure sustainable investment in sector skills
- Advocate for the importance of heritage skills
- Identify and build mechanisms for collaboration and leadership

Developing the priorities

In considering the priority areas we sought to ensure a clear focus on skills and related workforce issues. While skills provision can be a solution to some broader important sector issues there were several suggestions that were out of scope for this exercise.

The priorities of the first SIP were ‘employer engagement with skills and innovation’, ‘attracting future talent and improving access’ and ‘workforce development’. It is clear from both the roundtable and employers’ survey data that there is the need to build sector skills capacity to ensure employers can effectively engage in skills and innovation and participate in workforce development. Therefore, the new priority themes for 2024-2029 will be:

- Build capacity/grow provision
- Attracting future talent and improving access
- Fostering innovation

These priorities have been identified by thematically analysing the level of consensus for skills themes across the roundtables and the survey results and mapping the identified actions of each pillar area to the proposed priority themes.

Key priority themes with related actions have been identified (Table 13) to ensure a resilient Historic Environment sector and position it for future growth.

The SIP is a live document and should be able to respond to any changes in the demand for skills

Table 10: SIP Key Priorities and Actions

Priority 1: Build capacity/grow provision	Priority 2: Attracting future talent and improving access	Priority 3: Fostering innovation
Develop a framework for succession planning and knowledge sharing	Promote the sector as an attractive place to work.	Building skills to support net zero mitigation and adaptation
Align, develop, and accredit progressive CPD provision considering regional accessibility	Create recognised pathways into and across the sector for all.	Fostering digital literacy and digital innovation
Build conservation awareness in key stakeholders	Create employability opportunities to support those furthest from the workforce	Creating skills outputs from research outcomes
Build capacity in the sector to deliver training		

Support sustainable organisations		
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5.3. Governance

The Skills and Expertise Group will continue to provide governance to the delivery of the Skills Investment Plan. Membership will be reviewed to ensure it supports the breadth of the sector footprint and key stakeholders such as skills bodies and the Scottish Government are able to engage. This group will provide advice, support, oversight, and advocacy to the delivery of the SIP.

The membership of current delivery groups which focus on cross-cutting themes including improving access and attracting future talent will be reviewed and refocused to support the refreshed SIP outcomes. Membership will be considered to ensure it is representative of all the pillars that sit under the skills investment plan, the geographic spread, and the communities we serve.

Where appropriate, existing groups will be looked to deliver SIP priorities. Should there be a need, new delivery groups will be set up to deliver against specific SIP priorities and objectives. They will either be short term delivery groups like the stonemasonry working group when a specific intervention is needed, or longer-term delivery groups like the improving access group where the outcome is longer term cultural change. All groups will have a term of reference and will consider how they can maximise their inclusiveness. All groups will feed into the skills and expertise group.

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

5.4. Priorities and key actions

The specific key actions highlighted below will form the basis of a detailed delivery plan.

Priority Theme 1: Build capacity/Grow provision

The evidence points to a sector that is experiencing change. The current (and future) workforce requires technical and specialist knowledge and skills, which are at the heart of the sector's varied trades, professions, and volunteer workforce, alongside a much broader range of skills. Advocating for and engaging with existing provision can be challenging due to the sector's size, low volume provision, and difficulties with data. Although the data in section 4 suggests the number of students studying heritage sector related courses has

risen the reality is there has been a loss of provision in key areas including landscape architecture, planning and traditional building skills. The roundtables identified a need for sector planning and alignment which can identify where provision needs to be developed or upscaled, and grow the capacity of organisations to deliver training as part of a networked approach

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

One of the main messages arising from the research is that a more multi-faceted and flexible approach to the delivery of education, skills and training is required to meet the specific needs of the sector and to support future growth. Geography and accessibility have been highlighted as barriers to training and there is a need to support access across Scotland. In particular, the necessity for more specialist provision which is not currently available because it is low volume and can be costly to deliver. Developing and promoting a network of traditional and specialist skills centres will go some way to address this.

Volunteers are crucial to some sub-sectors and there is a drive for communities to own and manage historic environment assets. However, training and support in a format that suits them is lacking, particularly in technical conservation, industrial heritage, governance, and entrepreneurial skills. Many volunteers are the custodians of heritage skills and knowledge which are at risk, with no formal mechanism for skills sharing.

Action needs to be taken to scope where specialist skills and knowledge exist and to develop frameworks that support effective skills and knowledge sharing, ensuring the longevity of important heritage skills.

Action1: Develop a framework for succession planning and knowledge sharing

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

A system needs to be created which can identify and assess the 'health' of heritage skills, and act as an early warning for when skills could be at risk, and the level of risk.

Collaborative solutions need to be identified when skills are identified as being at risk. These could be through work-based learning programmes, but consideration must also be given to how levels of these skills can be shared to improve sustainability.

Knowledge and skills sharing as part of a networked approach was identified as being important. Although there are many informal examples of how this happens it was felt that a more structured approach was needed. This was particularly important to volunteer involving organisations

Action 2: Align, develop, and accredit progressive CPD provision ensuring availability nationally

Although there were plenty of good examples of CPD and providers of CPD, in some areas CPD was felt to be ad-hoc, reactive and predominantly aimed at a basic level. The consultation identified a need for progressive, regionally accessible provision which could be part of a networked approach. There was a call for collaboration across, and out with the sector, and between professions. Understanding and ensuring standards was also a challenge. While some parts of the sector are strong on accredited CPD. Others aren't and in these parts of the sector if provision exists it is unclear about the standard of that provision and the level of competency those undertaking the CPD will acquire. This action also supports the development of progressive pathways which is identified as an action in priority 2: Attracting future talent and improving access.

Action 3: Build conservation awareness in key stakeholders

There were several areas where building conservation awareness was seen as important:

- The need to grow provision by influencing key stakeholders like local authorities that can be a driver for skills.
- Building conservation awareness in non-conservation professionals so they are aware what to look out for and when they need expertise
- Building conservation awareness in mainstream further and higher education provision e.g., Architecture, engineering, planning, and surveying.

Action 5: Build capacity in the sector

There is a need to build capacity in the sector to deliver training. We are in a critical position for several of our key areas with an urgent need to stabilise and grow training provision e.g., traditional building skills. This involves working collaboratively to identify new flexible models of provision which meets industry needs and growing training and assessing capacity.

Action 6: Support sustainable organisations

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

Priority Theme 2: Attracting Future Talent and improving access

This priority theme was carried over from the original Skills Investment Plan. As part of the delivery mechanism for the Skills Investment plan two delivery groups were set up, the attracting Future Talent group and the Improving Access group, to develop a collaborative approach to the two parts of this theme. The review carried out by DC research found that

these delivery mechanisms were appropriate, but membership and terms of reference should be reviewed.

Developing a strong pipeline of talent and ensuring that the future workforce has the right knowledge and skills is vital.

Perceptions of work in the Historic Environment sector, and the image of the sector could be improved among young people and their key influencers. In addition, career pathways into the sector are not clear and entry routes lack visibility. Partly because apprenticeships and other work-based learning opportunities are not widely used in certain parts of the sector, e.g., archaeology, libraries and archives, conservation, heritage science, but also because there is a reliance on volunteering and other informal ways of getting work experience where standards, recognition and experiences can vary. Further education courses which could be useful to the sector like hospitality and tourism, and construction can focus their content on the larger parts of that sector e.g., hospitality and new build construction. The need to identify and develop effective pathways was also mentioned by representatives of skills agencies and training providers as a barrier to engagement and support.

Action 1: Promote the sector as an attractive place to work

Working with Developing the Young Workforce (DYW), Skills Development Scotland (SDS), Education Scotland, and other influencing organizations, to increase awareness of career opportunities and influence the curriculum, will enable more young people to consider a career in the historic environment sector and gain valuable work and employability skills. This will help to increase the flow of talent into Apprenticeships, and further education and higher education opportunities across different parts of this varied sector

During the period of delivery of the original SIP, there was several resources and programmes developed to address misconceptions and inspire young people to choose a career in the historic environment sector.

[Build Your Future](#) developed by a partnership of developing the young workforce and Scotland's Traditional Building Forums. The Build Your Future programme consists of resources, construction tasters and the repurposing challenge. The aspiration is for Build Your Future to be delivered in every school. To date over 1500 pupils have engaged in this programme in 27 schools and 9 local authority areas.

[Creative Careers Week](#) launched in 2021 by a partnership of DYW, HES and Creative and Cultural Skills. Creative Careers week is a national campaign aimed at inspiring young people to consider a career in the creative and cultural heritage industries. To date the social media campaign has had a reach of 2 million, 1, 602 young people have attended in person events and 1750 young people have attended live lessons.

[Museums of the Future](#) developed by MGS. This is a toolkit that have been developed for teachers and can be used by museums to develop the skills and aspirations of pupils as they discover the museum as a place of work.

[Careers unpacked web pages](#) co-designed by the Young Scot Historic Scot youth forum these pages provide a hub for information and resources on heritage careers.

During this period of delivery, we will build on this work to create a pathway of engagement with engagement points from primary age up to career changers to showcase historic environment careers and develop skills.

Action 2: Create recognised pathways into and across the sector for all.

Eight of the ten roundtables identified progressive and cross sector pathways as a priority. There is also a requirement to improve access to the sector workforce to improve diversity.

The skills bodies roundtable identified the lack of clear and consistent pathways as a barrier for engaging with the sector and for the sector to attract people to it.

Relevant, flexible, coherent, defined pathways into the sector need to be identified, promoted, and where needed, created.

Volunteers are a vital part of the workforce, and volunteering is one of the main ways of entering the sector for museums, but it is unclear the quality of volunteering and learning offered. To become a more effective route into the sector requires a way of understanding and evidencing the skills developed during volunteering.

Clear pathways of progression need to be defined supported by CPD for those currently in the sector.

Action 3: Create employability opportunities

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

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

Priority theme 3: Fostering innovation

For this purpose, we have defined innovation as the 'practical implementation' of ideas.⁶

Within the roundtables innovation tended to be spoken about in the context of three areas:

- Building skills to support net zero mitigation, adaptation, and sustainability

⁶ Wikipedia [Innovation - Wikipedia](#) accessed 19/11/23

- Nurturing digital literacy and innovation
- Creating skills outputs from research outcomes

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

In a fast-changing world, as part of a culture of innovation, it is vital that research informs training provision to support knowledge democratisation and ensure all parts of the sector can benefit from the latest thinking.

Action 1: Building skills to support net zero mitigation and adaptation

Several of the roundtables specifically looked at the skills and training provision to support climate action:

- The net zero roundtable focused on energy and carbon management; Impacts, risk, and adaptation; circular economy; sustainable travel and sustainable procurement.
- The traditional building skills roundtable included discussion on retrofit and energy efficiency
- Historic landscapes and gardens focused on biodiversity and nature-based solutions
- For Heritage tourism a focus was Sustainable tourism.
- Most of the other roundtables discussed aspects of net zero to a greater or lesser extent.

In some areas there are several organisations and networks already operating in this space both in the sector and out with, but there is less provision available to support energy efficiency and retrofit. What provision exists needs to be upscaled. The main considerations were how to develop sector leadership and mentoring in this space to support a change in mindset, ensure carbon literacy training is accessible, maximise and align existing resources and support smaller organisations on their net zero journey. Carbon accounting and circular economy principles and opportunities were identified as being the skills most needed by the net zero roundtable. For other roundtables including the traditional building skills and architecture, engineering, planning, and surveying it was skills to support retrofit and energy efficiency that came out top. Other areas included nature-based solutions.

Action 2: Nurturing digital literacy and innovation

Digital methods including AI, improving digital literacy, digital applications and digital solutions was the number one identified skill need and/ or deficit in the pillar roundtables.

In addition, the digital roundtable which had been set up to further explore challenges and opportunities around digital skills identified a need for:

- leadership in this area
- employer engagement in higher education/further education provision
- data
- mechanism for skills sharing and joint training
- Programmes to support digital literacy
- Developing organisational digital mindsets to future proof skills

Action 3: Creating skills outputs from research outcomes

The historic environment sector is leading the way on many aspects of material analysis, energy efficiency, and adaptation and mitigation of the historic built environment. It is important that the research that is being carried out in larger institutions, independent research organisations and educational establishments, can be translated and shared to benefit the sector as a whole and the wider community. How research outcomes can be fed in to training provision to ensure everyone has access to the latest thinking need to be considered.

Useful well-developed collaborations and partnerships already exist in this area including museums of the metaverse, net zero project, RICHES. How can the learning and benefits from these collaborations be trickled down?

Theme 1: Build Capacity/Grow Provision

Table 11: Proposed skills investment action plan-Build capacity/Grow provision

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
1. Develop a framework for succession planning and knowledge sharing	<p>Create a mechanism for identifying, assessing, monitoring, and reporting on skills at risk.</p> <p>Create a framework which will support organisations and individuals to skills and knowledge share</p>	<p>Creating a 'heritage skills at risk' list.</p> <p>Expand existing approaches to succession planning and pilot new approaches.</p> <p>Map who has the knowledge/skills identified as priorities based on the data from the SIP consultations.</p> <p>Identify, align, and raise awareness of existing activity.</p>	<p>HES, ICON, CIFA, CITB and other SIP partners.</p> <p>SIP partners, sector networks</p>	<p>Data to make informed decisions which can support sector workforce planning.</p> <p>Develop and test collaborative interventions that could be upscaled.</p> <p>Match 'supply to demand' and identify gaps</p>	<p>Reduction in skills at risk.</p> <p>Clear mechanism for succession planning</p>	<p>Heritage at risk process operational in year 1.</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
1.2 Align, develop, and accredit progressive CPD provision considering regional accessibility	<p>To improve access to CPD.</p> <p>To expand provision to support beginner, intermediate and advanced level where required.</p> <p>To foster a joint understanding of standards of CPD provision and the competency developed</p>	<p>Scope existing CPD sustainability, regional accessibility and identify gaps.</p> <p>Create a 'one stop shop' for skills information which can signpost elsewhere.</p> <p>Create a CPD pathway for key roles.</p>	Professional bodies /SIP partners	<p>Increase accessibility to CPD.</p> <p>Increased understanding of CPD.</p> <p>Support career progression.</p> <p>Support succession planning</p>		<p>Establish baseline in year 1 based on scoping exercise which can be reviewed biannually.</p> <p>Create a 'one stop shop for skills information year 1</p>
1.3 Build conservation awareness in key stakeholders	To build the conservation awareness of key stakeholders including education providers/specifier	Develop targeted provision including online resources	SIP partners/recipient partners	Increased awareness of conservation principles	Drive demand for skills	Pilot and test Resource in year 1

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
	s/planning officers					
1.4 Build capacity in the sector to deliver training	To increase the accessibility and sustainability of training provision	<p>Develop regional training 'hubs' as part of a networked approach.</p> <p>Develop a programme to upskill training providers</p>	Third sector training organisations, education providers	<p>Build the capacity and support for current training providers.</p> <p>Support mainstreaming provision.</p> <p>Increase access to trainers/assessors/verifiers</p>		5%increase in providers/ provision annually from year two for the duration of the SIP
1.5 Support sustainable organisations	To increase the sustainability of sector organisations	Upscale existing programmes that support the sustainability of sector organisations by developing business, commercial,	SIP partners	Increased support for the sector	More sustainable sector organisations	<p>Establish baseline based which can be reviewed biannually Year 1</p> <p>5%increase in provision/organisations supported annually from year</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
		leadership and environmental sustainability related skills				two for the duration of the SIP

Theme 2: Attracting Future Talent and Improving Access

Table 12: Proposed skills investment action plan - Attracting Future Talent and Improving Access

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
2.1 Promote the sector as an attractive place to work.	<p>Increase the attractiveness of the sector as a career option.</p> <p>Increase awareness of job roles/career opportunities</p> <p>Address misconceptions</p>	<p>Upscale existing programmes including Build Your Future, Heritage Careers Week and Museums of the Future.</p> <p>Continue to develop the sector's online</p>	<p>Improving Access/Attracting Future talent delivery groups</p> <p>SIP partners</p> <p>SDS, DYW</p>	<p>Increased awareness of parents and young people of opportunities within the historic environment</p> <p>Increased understanding of Historic Environment</p>	<p>Greater awareness of sector and opportunities for all</p> <p>Clear opportunities for engagement</p> <p>Consistent messaging about sector careers</p>	<p>No of young people/schools/influencers/local authority areas engaged with national programmes increase by 5% per annum during the lifetime of the SIP</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
		<p>profile including Heritage Careers unpacked, MyWoW and other platforms to promote diversity of sector, multiple entry routes and opportunities</p> <p>Engage with pre apprenticeship models and foundation apprenticeships as part of a pathway approach</p> <p>Create an engagement pathway from primary school upwards</p> <p>Provide support and CPD to</p>		<p>careers with Primary & Secondary School pupils & Teachers</p> <p>New resources created to support a pathway approach</p> <p>Increased delivery of CPD for Careers Advisers, DYW staff, guidance teachers and other influencers</p> <p>Pathways in the historic environment sector available from school</p>		<p>Engagement pathway in place year 2</p> <p>CPD programme for careers advisers/DYW staff/Guidance teachers and other influence in place year 2</p>

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
		influencers and the education sector				
2.2 Create recognised pathways into and across the sector for all.	Agreed, clear, recognised pathways into and across the sector for key roles	<p>Assess and align current provision, and identify and address gaps</p> <p>Link to action1.3</p> <p>Develop suite of case studies and resources showcasing career pathways</p>	Professional bodies, SIP partners, SDS, SQA, FE/HE partners	<p>Collective understanding of career pathways for key roles</p> <p>Increased uptake of vocational opportunities</p> <p>Opportunity for the sector to work collaboratively</p>	<p>Awareness of routes of entry to sector</p> <p>More effective routes into the sector that can support whole life careers and progression</p> <p>Improved workforce diversity</p>	Clear recognised pathways for key roles in each sector area (end of year two)

Action	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
2.3 Create employability opportunities as part of a pathway approach	Build a more inclusive, accessible sector. Broaden the pipeline of talent	Utilise pre apprenticeship and foundation apprenticeship programmes as part of a pathway approach to support entry into key roles	SIP partners, employers SDS, training providers, FE	Increase the number of people able to access employability programmes Increase the pipeline of talent for the sector	Increase understanding and preparedness for work in the sector	5% increase annually in the number of pre apprenticeship and foundation apprenticeships offered from year two.

Theme 3: Fostering Innovation

Table 13: Proposed skills investment action plan - Fostering Innovation

Actions	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
3.1 Building skills to support net zero mitigation and adaptation	Increased collaboration and alignment of activity Grow the carbon literacy in the sector	Scope and map existing activity and gaps Identify the opportunities /create the environment for	SIP partners and key stakeholders	Collective understanding of available resources and gaps Clear leadership to	Carbon literate sector The historic environment is more climate resilient Reduced emissions	Establish baseline based on scoping exercise which can be

Actions	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
	Increase support for smaller organisations	<p>sector leadership in this area</p> <p>Upscale and increase accessibility to training including carbon literacy, carbon accounting, circular economy, retro fit and energy efficiency, and nature-based solutions (links to Action 1.3)</p> <p>Create a mechanism for mentoring/support of smaller organisations</p>		<p>move forward</p> <p>Increased provision</p>	from the historic environment	<p>reviewed biannually Year 1</p> <p>10% increase annually in organisations considering themselves to be carbon literate from year 2</p> <p>5% annual increase in provision from year 2</p> <p>Mechanism for support in place year 2</p>

Actions	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
3.2 Fostering digital literacy	<p>Increased sector leadership in this area</p> <p>FE/HE provision meets employers needs</p> <p>Increase digital literacy</p> <p>Increase collaboration and skills sharing in the sector</p>	<p>Undertake a skills and provision audit</p> <p>Identify/create a working group to provide leadership in this area</p> <p>Build connections between employers and FE/HE establishments to improve practical application of provision.</p> <p>Upscale programmes to support digital literacy</p> <p>Create mechanisms for skills sharing (link to action 1.3)</p>	SIP partners and key stakeholders	<p>Clear understanding of skills needs and provision available</p> <p>Greater collaboration, focus and direction</p> <p>Increased access to skills sharing opportunities and CPD</p>	<p>Current Workforce digitally literate</p> <p>Organisations can grow their capacity to respond to and take advantage of digital innovations</p> <p>Increased collaboration</p>	<p>Working group in place year 1</p> <p>Establish baseline based on scoping exercise which can be reviewed biannually year 1</p> <p>Evidence of increased employer engagement in FE/HE from year two</p> <p>5% annual increase in provision from year 2</p>

Actions	Objectives	Activities	Partners	Interim Outcomes	Longer Term Impacts	SMART Target
1.3 Creating skills outputs from research outcomes	Greater dissemination, understanding and application of best practice and new developments	<p>Identify research that has the greatest potential to impact/transform the sector</p> <p>Use skills sharing framework to disseminate knowledge/create skills outputs</p> <p>Use skills networks to disseminate to wider providers</p>	SIP partners	Ensure best practice and innovation benefits the whole sector where appropriate	Embed innovation into skills provision	Develop and pilot format year 2

Skills profile actions

To support the delivery of the action plan, skills profiles have been created based on the pillar consultations. These summarise the current skills context for this part of the sector and includes the priorities each sector has identified during the consultation which supports the delivery of the high-level SIP priorities.

Archaeology priorities

Table 14: Archaeology priorities summary

Archaeology priorities	SIP priority
Address a lack of post excavation specialists	Build Capacity/Grow provision
Develop sustainable and equitable career pathways	Attracting Future Talent and Improving Access
Continue to develop and build infrastructure of training provision including a sustainable system to support specialists	Build Capacity/Grow provision
Upskilling on digital methods including AI	Fostering Innovation
Developing skills and knowledge around net zero	Fostering innovation

Architecture, Engineering, Planning and Surveying priorities

Table 15: Architecture, Engineering, Planning and Surveying priorities summary

Architecture, Engineering, Planning and Surveying priorities	SIP priority
Building conservation awareness (various audiences)	Build capacity/grow provision
Create skills outputs from research outcomes	Fostering innovation
Foster better collaboration between institutions (Trades/professions joint working)	Build capacity/grow provision
Engaging with schools and young people	Attracting Future Talent

Archives and Libraries priorities

Table 16: Archives and Libraries priorities summary

Archives and Libraries priorities	SIP priority
Increase opportunities for informal learning	Build capacity/grow provision
Developing mechanisms for Succession planning	Build capacity /grow provision
Upskilling in Data science	Fostering innovation
Developing progressive pathways	Attracting future talent and improving access

Conservation priorities

Table 17: Conservation priorities summary

Conservation priorities	SIP priority
Development of a conservation skills red list Create a structure for knowledge sharing and succession planning	Build capacity/grow provision
Develop a structure for progressive CPD and practical application of training provision considering regional accessibility	Build capacity/grow provision
Build awareness of accreditation and standards	Build capacity/grow provision
Build capacity and skills to train others	Build capacity/grow provision

Gaelic priorities

Table 18: Gaelic priorities summary

Gaelic priorities	SIP priority
Improve Gaelic awareness (various stakeholders)	Build capacity/grow provision
Work collaboratively to expand skills, training, and professional development opportunities for current and future Gaelic workforce.	Build capacity/grow provision

Gaelic priorities	SIP priority
Develop networks and a hub for resources and sharing of best practice.	Build capacity/grow provision
Develop and expand skills that help the safeguarding of Gaelic related intangible cultural heritage (ICH).	Build capacity/grow provision
Improve awareness of Gaelic among stakeholders within the historic environment and related sectors	Build capacity/grow provision

Heritage Science priorities

Table 19: Heritage Science priorities summary

Heritage Science priorities	SIP priority
Develop a model for succession planning and knowledge sharing	Build capacity/grow provision
Developing structured skills provision	Build capacity/grow provision
Attracting future talent and career pathways	Attracting future talent and improving access
Securing sustainable funding and advocacy	Overarching principle

Heritage Tourism priorities

Table 20: Heritage Tourism priorities summary

Heritage Tourism priorities	SIP priority
Developing an entrepreneurial mindset	Build capacity/grow provision
Attracting future talent and improving access	Attracting future talent and improving access
Developing soft skills	Build capacity/grow provision
Fostering digital literacy	Fostering innovation

Historic Landscapes and Gardens priorities

Table 21: Historic Landscapes and Gardens priority summary

Historic Landscapes and Gardens priorities	SIP priority
Attracting future talent	Attracting future talent and improving access
Applying nature-based solutions	Fostering innovation
Developing clear, progressive pathways	Attracting future talent and improving access
Building conservation awareness	Build capacity/grow provision

Industrial Heritage priorities

Table 22: Industrial Heritage priorities summary

Industrial Heritage priorities	SIP priority
Create a framework to support succession planning	Build capacity/grow provision
Develop a framework for CPD/skills sharing-materials/mechanical skills	Build capacity/grow provision
Pilot scheme which uses employability to develop skills at risk	Attracting future talent and improving access
Forge links with working industries	Overarching principle
Build capacity for delivery	Build capacity/grow provision

Museums and Galleries priorities

Table 23: Museums and Galleries priorities summary

Museums and Galleries priorities	SIP priority
Develop a more inclusive culture and address barriers which exclude	Overarching principle
Create the environment for cross industry collaboration	Overarching principle

Museums and Galleries priorities	SIP priority
Create a strategic framework for training provision	Overarching principle
Identify a system for skills and knowledge sharing	Build capacity/grow provision

Traditional Building Skills priorities

Table 24: Traditional Building Skills priorities summary

Traditional Building Skills priorities	SIP priority
Reverse erosion of training provision and build a positive future	Build capacity/grow provision
Funding training delivery and infrastructure	Overarching principle
Development of national hubs/mobile provision	Build capacity/grow provision
Flexible delivery with alternative routes	Attracting Future Talent
Delivering net zero	Fostering innovation
Attracting Future talent	Attracting future talent and improving access

6. Monitoring and Implementing the Action Plan

Following the roundtable consultations, conversations are being held with SIP partners and other key organisations to identify the steps for each of the activities identified in the action plan.

All the actions in the action plan will be monitored by level of progress, and the targets attributed to it. A dashboard will be created of key indicators for ease of reporting.

The Skills and Expertise group will continue to receive progress updates every six months for review and any areas of concern, change of focus can be discussed at the six-monthly meetings.

7. Strategy and policy review

7.1. Sector strategy and policy

A review of all the relevant sector strategies and action plans relating to the historic environment and the ten pillars was carried out to identify key themes and where there is alignment. A more detailed summary of these strategies and action plans can be found in Appendix C.

This Chapter sets the wider sector, skills, and economic strategic context, and identifies contextual issues that influenced the refresh of the historic environment SIP. Only strategies and policies that are five years old or less have been considered.

Although these strategies and action plans all have different focuses (e.g., whole sector, part of the sector, skills only, UK-wide, Scotland only, multi-year, one year) there is commonality and (table 2) identifies the level of commonality and how the refreshed SIP aligns with these sector plans.

Themes of sector strategies and action plans	Our Past Our Future	Archaeology Strategy	Archive sector workforce strategy 2018	Public library skills strategy 2013 30	ICON Conservation skills strategy 2023	Scotland's Outlook 2030	People make heritage 2020	Nature based jobs and skills action plan 2023 24	Industrial Heritage skills strategy 2023	Scotland's Museums and Galleries Strategy
Develop and deliver learning		P 1	P 1	P 1	P 1	P 1	P 1		P 1	P 1
Demonstrate importance of Skills		OP								
Collaboration		OP			OP		OP	OP	OP	OP
Innovation										
Digital			P3							
Recruitment and retention			P 2	P 2						
Career progression			P 2			P 2				
Diversity			OP	OP	OP	OP				OP
Leadership				OP			OP			
CPD				P 1						

Themes of sector strategies and action plans	Our Past Our Future	Archaeology Strategy	Archive sector workforce strategy 2018	Public library skills strategy 2013 30	ICON Conservation skills strategy 2023	Scotland's Outlook 2030	People make heritage 2020	Nature based jobs and skills action plan 2023 24	Industrial Heritage skills strategy 2023	Scotland's Museums and Galleries Strategy
External facing				OP						
Accreditation					P 1				P 1	P 1
Pathways					P 2					
Fair work						OW				OW
Mainstreaming skills							P 1	P 1		
Engaging and inspiring young people								P 2	P 2	
Understanding and developing demand								OP	OP	
Conservation awareness									P 1	
Supporting volunteers							P 1		P 1	

7.2. Skills strategies and policies

The future success of the Skills Investment plan depends on a range of dependencies, including widespread and ongoing reform in education, skills and economic development policy and institutional environment. What all these strategies have in common is a need for a simplified, unified, more coherent skills landscape, where provision is placed closer to the user and there is clear leadership. This mirrors the findings of the skills investment plan roundtables.

The key strategies and policies which will impact on the delivery of the skills investment plan and the historic environment pipeline are detailed here.

Future Skills Action Plan (2021)

Published in 2021, the Future Skills Action Plan has a vision that Scotland's highly skilled workforce ensures we are an ambitious, productive, and competitive nation. Scotland's skills system will be the foundation on which we will deliver these ambitions, supporting our people through-out their working lives, and empowering our businesses to take advantage of future opportunities. A culture of shared investment in Scotland's future workforce will unlock the potential of our people and businesses and deliver inclusive growth. It features the four key skills recommendations that Scotland's Enterprise and Skills Strategic board set out for Government in its 2018 Strategic Plan:

- Increasing system agility and employer responsiveness.
- Enhancing access to upskilling and retraining opportunities.
- Ensuring sustainability across the skill system; and
- Accelerating the implementation of the learner journey review

Scotland's Volunteering Action Plan and Volunteering for All: Our National Framework (2022)

The Volunteering Action Plan (the 'Plan') aims to create a Scotland where everyone can volunteer more often, and throughout their lives. It builds upon [Volunteering for All: Our National Framework](#). The goals that are most relevant to the SIP are:

- Increase volunteering participation by focusing on non-volunteers and lapsed volunteers, and especially those who'll gain most benefit.
- Widen access to volunteering by understanding and reducing the barriers to participation and supporting community-based, 'place-making' activities.

The plan directly supports the National Performance Framework and specifically in relation to the [five 'volunteering outcomes'](#), namely:

- Volunteering and participation is valued, supported, and enabled from the earliest possible age and throughout life

- Volunteering in all its forms is integrated and recognised in our lives through national and local policy
- There is an environment and culture which celebrates volunteers and volunteering and all of its benefits
- The places and spaces where we volunteer are developed, supported and sustained
- There are diverse, quality and inclusive opportunities for everyone to get involved and stay involved

Putting learners at the centre (Ken Muir, 2023)

Following the OECD' *Scotland's Curriculum for Excellence: Into the Future (2021)* report. The Scottish Government commissioned Sir Ken Muir to review education reform in Scotland including designing the implementation of the recommendations for structural and functional change of the Scottish Qualifications Authority (SQA) and Education Scotland. The report proposes a new body- Qualifications Scotland, be established with SQA's current awarding functions, the responsibility for the design and delivery of qualifications, the operation and certification of examinations, and the awarding of certificates. In addition, there should be a national agency for Scottish education which will comprise of the current support and improvement functions of Education Scotland, SQA's Accreditation/Regulation Directorate, the Scottish Credit and Qualifications Framework (SCQF) Partnership, and elements of Scottish Government's Curriculum, Qualifications and Gaelic Division. The new agency should adopt open and transparent engagement with all stakeholders. With an increased focus in providing support at local and regional levels. The proposed national agency for Scottish education should create and sustain a forum for ongoing and proactive discussion about curriculum, assessment, learning and teaching, professional learning, and leadership in Scotland. It should gather views from national bodies, existing think tanks, research, and practices, including in other jurisdictions, to develop and enhance key policies. This proposed shift to a more open, participatory, and regional approach could be an opportunity for the historic environment.

Independent review of the skills delivery landscape - Fit for the Future: developing a post-school learning system to fuel economic transformation (James Withers, 2023)

This report made recommendations on how the skills delivery public body and advisory landscape should be adapted to drive forward the Scottish Government's ambitions for a skilled workforce as set out in its National Strategy for Economic Transformation (NSET)², and support the work currently being undertaken to respond to the Scottish Funding Council's (SFC) Review of Coherence and Sustainability. The report set out five structural and ten operational recommendations:

Structural:

- To move responsibility for national skills planning from Skills Development Scotland (SDS) and Scottish Funding Council (SFC) to the Scottish Government.
- To establish a new single funding body, which brings together responsibility for all post-school learning and training funding functions from SFC, SDS and, potentially, the Student Awards Agency for Scotland (SAAS).
- To give the new qualifications body a clear remit for overseeing development and accreditation of all publicly funded post-school qualifications and the underpinning skills frameworks and occupational standards.
- To substantively reform SDS to focus on the development of a national careers service, with a mission to embed careers advice and education within communities, educational settings, and workplaces across Scotland.
- To give the enterprise agencies a clear remit for supporting businesses with workforce planning as an embedded and integrated part of business development and planning.

Operational:

- New culture of leadership from Scottish Government
- Define success and end the division in language and philosophy.
- Establish areas of strategic workforce opportunity and need and empower regional partners to develop their own solutions.
- Build a new model of funding for post-school learning provision, with simplicity and parity of esteem as core values.
- Provide funding options for living costs for those who want to study parttime/flexibly
- Review post-school qualifications, using SCQF as a foundation, to create clear learning pathways underpinned by a universal skills framework and occupational standards and to drive further modularisation
- Develop a new, national, lifelong, and digital training record to chart skills development through life, connecting into a revitalised careers service
- Expand the remit of the existing Developing the Young Workforce (DYW) network to establish a national employer board and a series of regional employer boards which put employer views at the heart of skills planning, national strategy, and the development of post-school learning system. In doing so the Scottish Apprenticeship Advisory Board (SAAB) should be wound up
- Explore greater private sector investment in the post-school learning system and, in particular, in the provision of in-work learning opportunities
- A new, clear map should be developed to direct users into the system

At time of writing, it is unclear what the Scottish Government intend to do with these recommendations. However, if approved, a simplified skills system would make it easier for the sector to engage and the emphasis on simplified funding mechanisms, clear learning pathways and enabling regional provision supports the preferred approach identified in the roundtable consultations.

Independent review of qualifications and Assessment - It's Our Future - Independent Review of Qualifications and Assessment: report (Professor Louise Hayward, 2023)

It's Our Future contains the vision of an inclusive and highly regarded Qualifications and Assessment system that inspires learning, values the diverse achievements of every learner in Scotland and supports all learners into the next phase of their lives, socially, culturally, and economically with the underlying principles to:

- Recognise, value, and promote the rights and achievements of every learner.
- Reflect the Scottish curriculum whilst being responsive to the changing needs of individual learners and of society,
- create a positive and sustainable future for learners, their communities, and the wider world.
- Develop and maintain an appropriate range of approaches to assessment including through digital mechanisms.
- Be clear, coherent, credible, and easily understood as part of a lifelong learning journey.
- Be adaptable and subject to regular review. Ensure that all groups with a stake are involved in future decisions related to design, implementation, and practice.

It also proposes the development of a Scottish diploma of achievement with three elements:

- Programmes of learning including curriculum areas, vocational qualifications
- Project learning
- Personal pathway.

As with *Fit For Future*, it is unclear at time of writing what recommendations, if any, will be taken forward. Attracting future talent and improving access continue to be a core priority of the SIP. The recommendations in the Professor Hayward report suggests there could be future opportunities to inspire young people to join the sector and develop skills through this proposed new structure, and engagement with products including, pre apprenticeships, foundation apprenticeships and programmes like Museums Galleries Scotland Museums of the Future and Scottish Traditional Buildings Forum/Developing the Young Workforce's Build Your Future.

Skills and experiences to grow and succeed in a rapidly changing world Career Review: Final Report (2023)

As part of the Young Person's Guarantee and building on Scotland's Career Strategy 'Moving Forward', Skills Development Scotland (SDS) undertook a comprehensive review of career services in Scotland.

The report contains 10 recommendations:

- A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.
- Career education and services should be designed to develop, recognise, and accredit the skills and habits essential for the future world of work.
- Creating person centred career services: individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.
- Experiential career education: there should be dedicated curriculum time for experiential work-related learning in all settings
- Community based services: career services should be delivered within communities in a way that is aligned to social justice values and provides access to consistent national services.
- Exposure to fair work: people should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.
- Digital enablement, empowerment, and engagement: enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.
- Clear roles for the delivery of career services: where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.
- Strengthening evaluation and continuous improvement: the effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.
- Creating a career services coalition: a coalition should be established that ensures the implementation of the review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers, and stakeholders are represented.

As part of delivering the 2019 SIP, an attracting future talent delivery group was set up and new programmes and initiatives were developed as part of an engagement pathway approach. There are opportunities within the implementation of the careers review and the future role of Skills Development Scotland (SDS) and Developing the Young Workforce (DYW) should the recommendations of the *Independent review of the Skills Delivery Landscape* be taken forward. Certainly, a simplified coherent system will help sector bodies and employers engage with young people and key influencers. The increased opportunity for experiential learning being proposed also supports objectives relating to *Employability coherence and sustainability: a review of tertiary education and research, 2021* and aligns with the attracting future talent and improving access priority in the refreshed SIP.

Employability coherence and sustainability: a review of tertiary education and research, (SFC 2021)

The Scottish Funding Council (SFC) invests £1.9 billion in tertiary education, research, and knowledge exchange, through colleges and universities. In June 2020, Scottish Government Ministers asked them to review how they could best fulfil our mission of securing coherent, good quality, sustainable tertiary education and research in these changing times. The recommendations for system change include:

- The development of a clear strategic, longer-term vision and intent for the future of tertiary education and research undertaken by colleges and universities in Scotland, that incorporates multi-year funding assumptions and commitments, and a new National Impact Framework
- Protect excellent discovery research and develop mission-orientated research and knowledge exchange activities
- Build capacity and a more systematic approach to the way we collectively plan coherent tertiary education and skills provision and investment, so that it responds better to current and future needs
- Find better ways to support learning throughout life
- Ensure the interests of current and future students are protected and promoted
- Recognise more fully the importance of international education connections and global research standing
- Galvanise current and future leaders across tertiary education, skills provision and research to work together to effect system change

Climate Emergency Skills Action Plan 2020-25 (Scottish Government, 2020)

In response to the global climate emergency, the Scottish Government (SG) has set ambitious targets to achieve net zero carbon emissions by 2045 – and 75% reduction by 2030. The SG published Climate Change Update in December 2020 setting out action to support a green recovery.

The Climate Emergency Skills Action Plan (CESAP) was launched alongside Scottish Government's Climate Change Plan update – setting out the challenge and opportunity for the skills system. There are six priority areas:

- Supporting a green labour market recovery from COVID-19
- Building better understanding and evidence of future skills needs to support Scotland's transition to net zero
- Developing the future workforce for the transition to net zero
- Driving awareness and action to support reskilling and upskilling for the transition to net zero
- Ensuring fairness and inclusion in the skills system as part of a just transition to net zero
- Taking a collaborative approach to ensure a skills system responsive to changing demands

CESAP identifies the priority areas for action but also the opportunities for collaboration in this area. Green skills cuts across all the priority themes of the refreshed skills investment plan but particular ‘fostering innovation’ (see more in section 5.4. Priorities and key actions)

7.3 Economic Strategies

[Scotland’s National Strategy for Economic Transformation \(NSET\)](#) (Scottish Government, 2022): The vision of this strategy is to create a wellbeing economy: a society that is thriving across economic, social and environmental dimensions, and that delivers prosperity for all Scotland’s people and places. It aims to achieve this while respecting environmental limits, embodied by our climate and nature targets. One of the five key transformational programmes for action that can drive improvements for the Scottish economy is developing the skills needed for the decade ahead. There are two others programmes related to SIP activity - stimulating entrepreneurship and ensuring fairer and more equal economic opportunities. NSET provided the grounding for the Independent review of the skills delivery landscape - Fit for the Future: developing a post-school learning system to fuel economic transformation (James Withers, 2023)

NSET identifies a skilled population as fundamental to business productivity and economic prosperity. Focus of activity includes the transition to net zero and the digital revolution. Both objectives in the refreshed SIP under the ‘fostering innovation priority’. The programme for action includes:

- Develop proposals for a national digital academy focused on the provision of SCQF level 6 qualifications
- Deliver the forthcoming national strategy on adult learning that will ensure that community learning is more consistent and comprehensive
- Implement a lifetime upskilling and retraining offer
- Target more skills investment and support to working aged people in poverty
- Develop a new Skills Pact to underpin our commitment to strong partnership working with both employers and unions

Other Government initiatives that are relevant to skills investment plan delivery include women in STEM, and the land-based review of learning and the skills action plan for rural Scotland

7.4. Related Sector SIPs

The development of the historic environment SIP needs to recognise other relevant sector-specific and regional SIPs (Table 26 and 4).⁷ Many of the priority themes identified within other SIPs chime with themes emerging here.

⁷ Skills Investment Plans can be found at <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills-investment-plans/>

Table 26: Key priorities set out in relevant Sector SIPs

Relevant Sector SIPs	Priorities
Construction	<ul style="list-style-type: none"> • Attracting future talent and building on pathways into and through the sector. • Upskilling and workforce development in line with employer demand. • Modernising training and targeting interventions. • Building skills for future growth (e.g., business, management etc).
Creative Industries	<ul style="list-style-type: none"> • Developing industry readiness and progression. • Addressing the creative digital agenda. • Developing leadership and business skills. • New approaches to delivery.
Tourism	<ul style="list-style-type: none"> • Improving management, leadership, and enterprise skills across the sector. • Supporting the development of professional and digital skills for all in the sector. • Ensuring staff at all levels understand and can respond to visitor needs and expectations.
Digital economy skills action plan	<ul style="list-style-type: none"> • Create opportunities for all young people to develop critical digital economy skills which will support a high-growth, resilient, and inclusive Scottish economy • Improve the evidence base of current and future digital economy skills needs to support the transition to a digital economy and increase the pace of economic growth • Improve the digital leadership skills of small and medium sized organisations to enable more rapid scale-up and growth • Ensure that more skills and employment opportunities contribute to a fairer, more inclusive, and diverse digital economy • Rapidly increase the acquisition of critical digital economy skills through workforce development, upskilling, and reskilling

Table 27: Key priorities set out in relevant Regional SIPs

Regional SIPs	Relevant priority areas/Strategic goals	Specific mentions
Rural Skills action plan	<ul style="list-style-type: none"> • Better understand the skills employers need and align provision to support this • Provide individuals with accessible education and skills provision to secure, sustain and progress in their careers in rural areas • Develop the current workforce in rural areas through upskilling and reskilling 	<ul style="list-style-type: none"> • Historic Environment • Creative industries • Tourism • Construction • Rural skills (includes skills relating to historic landscape and gardens footprint)
Edinburgh and Southeast Scotland	<ul style="list-style-type: none"> • Invest in our people and our infrastructure in a sustainable way • Fostering a culture of innovation and research and development • Promoting inclusive growth and creating opportunity through a fair and inclusive jobs market and regional cohesion 	<ul style="list-style-type: none"> • Construction • Tourism • Creative Industries • Culture
Glasgow City Region	<ul style="list-style-type: none"> • Invest in our people and our infrastructure in a sustainable way • Fostering a culture of innovation and research and development • Promoting inclusive growth and creating opportunity through a fair and inclusive jobs market and regional cohesion 	<ul style="list-style-type: none"> • Construction • Tourism
South of Scotland	<ul style="list-style-type: none"> • Improving access to education and skills • Better meeting the needs of all employers • Growing and developing the workforce • A region for young people • Creating a culture of enterprise and innovation 	<ul style="list-style-type: none"> • Construction • Tourism • Rural skills (includes skills relating to historic landscape and gardens footprint)

Regional SIPs	Relevant priority areas/Strategic goals	Specific mentions
	<ul style="list-style-type: none"> • Future proofing the skills system 	
Tay Cities	<ul style="list-style-type: none"> • Build a larger supply of more appropriately skilled new entrants to the workforce • Reduce economic inactivity rates and narrow the employment gap confronting disabled people, ethnic minority groups and care experienced people and address gender inequality • Enhance the skills of people already running or trying to establish their own business, including third sector organisations, by increasing the volume and effectiveness of interventions. • Support the development and delivery of an effective skills system which is characterised by greater agility, inclusivity, and resilience. 	<ul style="list-style-type: none"> • Construction • Culture • Horticulture and forestry • Creative industries
Highlands and Islands	<ul style="list-style-type: none"> • Meeting the skills needs of our employers • Planning for the future and understanding the impact for our investment • Building the workforce of the future • People attraction, retention, and place attractiveness 	<ul style="list-style-type: none"> • Construction • Tourism • Creative industries • Horticulture/ forestry
Ayrshire	<ul style="list-style-type: none"> • Invest in growing talent across Ayrshire by capitalising on sectoral opportunities and ensuring skills provision is aligned to industry demand • Ensure that pathways into regional employment opportunities are clearly defined, and support both new entrants and job changers in the labour market. 	<ul style="list-style-type: none"> • Construction • Tourism • Culture • Green jobs

Regional SIPs	Relevant priority areas/Strategic goals	Specific mentions
	<ul style="list-style-type: none"> • Encourage and support investment in upskilling and reskilling provision for the existing workforce • Improve employability outcomes across Ayrshire by addressing existing employment barriers and promoting inclusive growth. 	

7.5. What does this mean for the Historic Environment SIP?

Skills are increasingly recognised as important in the sector and are listed as a priority for all the main sector strategies across all the work areas. Attracting future talent, improved development and delivery of learning, collaboration, and diversity and inclusion were common themes. The number of strategies and the level of commonality does demonstrate the opportunity but also the requirement to collaborate to deliver for the sector and to maximise impact.

Section 3.2 sets out the interdependencies between the SIP and the recommendations coming out of the skills and education reform. There is a consistency of themes in all the education reviews which is akin with the priorities and actions of the refreshed SIP:

- Simplifying, aligning, and improving the coherence of systems and clear roles for agencies so it is more responsive to current and future needs
- Supporting regional provision and lifelong learning pathways underpinned by a universal skills framework and occupational standards
- Growing opportunities for experiential learning
- Building sustainability into the system
- Improved vision/strategic planning
- Open, participatory approaches with key stakeholders

The various strategies and action plans paint a picture of a historic environment sector, and a skills sector, that has experienced and is likely to continue to experience change. While the potential changes within the skills system could provide opportunities for a historic environment sector that can struggle to engage. It is likely to be years before these changes have an impact. Therefore, this refreshed SIP focuses on what we can do now by working collaboratively and with strong sector leadership.

Skills has also been identified as vital for supporting a strong, resilient, and adaptable economy, as well as a strong, resilient, and adaptable sector. Skills is one of five transformational programmes that underpin Scotland's national strategy for economic transformation. The historic environment has an important role to play in delivering policy

outcomes particularly in supporting climate action and there are clear synergies between the priorities of the Climate Emergency Skills Action Plan (CESAP) priorities - 'Driving awareness and action to support reskilling and upskilling in the transition to net zero' and 'developing the future workforce for the transition to net zero', and priorities in the SIP and OPOF.

The SIP also shares many common priorities with the sectoral and regional skills investment plans particularly around:

- Attracting Future Talent
- Improving access and progression
- Improving digital skills
- Accessibility of provision
- Sustainability
- Fostering innovation.

The historic environment sector cannot deliver the SIP alone. These skills investment plans demonstrate the opportunity to connect, learn from and collaborate to achieve shared outcomes.

Appendices

1. Appendix A: Historic environment industry and occupation codes
2. Appendix B: Funding
3. Appendix C: Sector Strategies and Action Plans
4. Appendix D: Technical Data
5. Appendix E: Employer Survey
6. Appendix F: Acknowledgements

Appendix A: 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 code, and these dilution factors were originally identified through consultation with SDS key sector managers. An updated version of these codes is 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) a review by key HES staff, the lead partners for the ten work pillars for the Refresh Phase, and sector organisations. The dilution factors used are based on the same categorisation as set out in 2019 SIP:

- 1% is very limited
- 10% is a little
- 25% is some
- 50% is split
- 75% is most
- 100% is all

The limitation in this approach is recognised, as it is largely based on some general assumptions and is not therefore robustly evidenced.

Table 28: SIC Code and Dilution Factor

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

SIC	CODE	Dilution Factor
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

SIC	CODE	Dilution Factor
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
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 inc 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

SIC	CODE	Dilution Factor
Repair of furniture and home furnishings	95240	0.1
Repair of watches, clocks, and jewellery	95250	0.1

Table 29: SOC Code and Dilution Factor

SOC	CODE	Dilution Factor
Managers, directors, and senior officials	1	
Leisure and sports managers and proprietors	1224	0.01
Professional occupations	2	
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

SOC	CODE	Dilution Factor
Chartered surveyors	2454	0.1
Construction project managers and related	2455	0.01
Librarians	2471	0.5
Archivists, conservators, and curators	2472	1
Associate professional and technical occupations	3	
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
Administrative and secretarial occupations	4	
Library clerks and assistants	4135	0.1
Skilled trades occupations	5	
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
Bricklayers	5313	0.1
Roofers, roof tilers and slaters	5314	0.1

SOC	CODE	Dilution Factor
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
Caring, leisure and other service occupations	6	
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
Elementary Occupations	9	
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 & museum attendants</i>)	9267	0.01

Appendix B: Funding

This table demonstrates the level of funding from three main funders to the heritage sector for skills projects or projects with substantial skills elements from 2019-2023 (the lifetime of the original SIP).

Table 30: Skills grant funding 2019-2023 by local authority area

Local authority area	HES: No. of projects	HES: Grants awarded (£)	MGS: No. of projects	MGS: Grants awarded (£)	NHLF: No. of projects	NHLF: Grants awarded (£)
Aberdeen City	2	1,069,100	7	41,841	2	48,475
Aberdeenshire	2	420,625	5	22,076	1	80,246
Angus	2	409,383	4	14,873	1	122,800
Argyll & Bute	7	732,528	7	26,967	11	5,344,027
City of Edinburgh	9	1,554,988	10	37,467	18	12,862,839
Clackmannanshire	0	0	0	0	1	229,500
Dumfries & Galloway	3	167,881	10	41,353	2	209,694
Dundee City	3	466,000	10	430,966	1	36,500
East Ayrshire	4	105,720	0	0	0	0
East Lothian	4	259,025	1	793	2	487,500
Falkirk	0	0	1	7,880	1	103,986
Fife	3	125,874	12	73,409	5	5,451,345
Glasgow City	7	1,431,670	10	60,962	11	1,176,389
Highland	6	546,110	26	135,078	6	3,042,435
Inverclyde	0	0	0	0	5	192,630
Midlothian	1	66,183	1	3000	0	0
Moray	2	213,430	3	31,745	2	199,900
Na h-Eileanan Siar	0	0	8	56,336	1	96,300

Local authority area	HES: No. of projects	HES: Grants awarded (£)	MGS: No. of projects	MGS: Grants awarded (£)	NHLF: No. of projects	NHLF: Grants awarded (£)
North Ayrshire	0	0	3	59,152	1	98,000
North Lanarkshire	1	200,000	1	540	4	341,311
Orkney Islands	2	341,668	7	53,748	1	10,000
Perth and Kinross	5	1,057,210	11	94,411	2	325,080
Renfrewshire	2	1,538,851	1	10,006	1	63,095
Scottish Borders	1	53,730	4	72,490	2	3,461,000
Shetland Islands	0	0	0	0	1	68,700
South Ayrshire	1	85,000	2	12,386	0	0
South Lanarkshire	0	0	5	62,989	3	1,196,506
Stirling	1	50,000	4	106,349	3	331,836
West Dunbartonshire	0	0	1	2000	2	398,578
West Lothian	0	0	9	116,303	2	504,411
Total	82	13,591,897	167	1,607,592	92	36,483,083

Table 31: Skills grant funding 2019-2023 by Organisation type

Organisation type	HES: No. of projects	HES: Grants awarded (£)	MGS: No. of projects	MGS: Grants awarded (£)	NHLF: No. of projects	NHLF: Grants awarded (£)
Church	5	394,199	0	0	0	0
Community or voluntary group	0	0	0	0	8	1,452,067
Independent Museum	0	0	120	1,206,287	0	0
Local authority	13	2,484,583	35	234,710	8	722,997
Network	0	0	2	4,739	0	0
Other public sector organisation	0	0	0	0	4	6,335,900
Private	6	31,684	0	0	0	0
Regimental Museum	0	0	4	125,075	0	0
Registered charity	18	2,392,816	0	0	62	23,229,158
Registered company or Community Interest Company	5	85,198	0	0	9	742,961
Trust	34	8,194,417	0	0	0	0
Unknown	0	0	0	0	1	4,000,000
University	1	9000	3	22,978	0	0
Total	82	13,591,897	167	1,607,592	92	36,483,083

Table 32: Skills grant funding 2019-2023 by heritage area

Heritage Area	HES: No. of projects	HES: Grants awarded (£)	MGS: No. of projects	MGS: Grants awarded (£)	NHLF: No. of projects	NHLF: Grants awarded (£)
Archaeology	3	990,070	0	0	1	10,000
Community heritage	11	209,587	0	0	25	2,063,005
Cultures and memories	0	0	0	0	6	456,150
Historic buildings and monuments	23	3,301,763	0	0	16	14,913,292
Industrial, maritime and transport	4	45,754	0	0	3	213,222
Landscape and nature	0	0	0	0	29	15,177,906
Museums, archives, libraries, and collections	4	772,780	167	1,607,592	9	1,414,216
Other	28	6,866,249	0	0	3	2,235,292
Total	73	12,186,203	167	1,607,592	92	36,483,083

Appendix C: Sector Strategies and Action Plans

This appendix summarises the key priorities and actions from the sector strategies and action plans that set the wider strategic context and identifies contextual issues that influenced the refresh of the historic environment SIP. Only strategies that are less than five years old have been considered.

Our Past, Our Future – the strategy for Scotland’s historic environment (2023)

Our Past, Our Future (OPOF), was launched in June 2023. It identified three priorities:

- Priority 1: Delivering the transition to net zero
- Priority 2: Empowering resilient and inclusive communities and places; and
- Priority 3: Building a wellbeing economy

All three have associated outcomes relating to skills or the workforce. Priority 1 identifies the need for ‘Improved pathways for historic environment skills’ which chimes with the data from the ‘pillar’ roundtables. It also chimes with the ‘Skills Bodies’ roundtable led by SDS, which identified ineffective, confused, absent and stunted pathways as being a challenge to bringing people into the sector, and moving people through the sector. It is also challenging for skills bodies and skills providers to support sector pathways if they are unclear or non-existent. However, there is also a role for skills agencies to work with the historic environment sector to support the development of those pathways and the qualifications that underpin them.

The SIP underpins all Priority 2, but particularly the outcome that ‘organisations that care for the historic environment have the right skills and are more resilient.’ This thread first appeared in the 2019 EKOS report and is still very much a priority area. In this priority, the national strategy 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’.

In relation to the Make Your Mark volunteering participation campaign, there is an aim ‘to grow the number, diversity, and skillset of heritage volunteers’.

Priority 3 ‘The historic environment makes a responsible contribution to Scotland’s economy’ through working with partners to develop and deliver employability programmes based on fair work practice’. ‘Attracting Future Talent and Improving Access remains one of the priorities of the SIP and developing employability programmes was identified by the roundtables as one of the actions needed to deliver this priority.

Archaeology

[The Archaeology Strategy \(2015\)](#): Published in 2015, innovation and skills form one of the five aims of the Archaeology Strategy. The Chartered Institute for Archaeologists (CIFA) oversees the delivery of this aim. It has four objectives:

- To develop and promote the supply of training and learning resources and opportunities at all levels to equip current and future generations
- To demonstrate the importance of archaeological skills to employers and clients to promote demand
- To improve collaborative links, knowledge transfer and creative synergies between universities, communities, museums, businesses, local authorities, and the arts sector
- To support the innovation, development and application of cutting-edge scientific techniques, more creative ways of funding, organising, and managing archaeological projects, and new approaches to communicating and teaching archaeology

Archives and libraries

[Archive Sector Workforce Strategy \(2018\)](#): This strategy was commissioned by The National Archives (TNA) and developed by research partner Pye Tait Consulting. Research involved wide-ranging consultation with the archives sector, including roundtable discussion groups, in-depth interviews with key stakeholders, and a national workforce survey. It has five strategic objectives:

- Empower the archives workforce to adapt to major drivers of change, including digital technologies.
- Make it easier for the sector to recruit and retain high quality talent.
- Open up career and progression opportunities in the sector through clearer information, better promotion and targeted support, and develop awareness of the ecology of the workforce, allowing the full range of jobs within the sector to be seen and appreciated.
- Cultivate a more diverse and socially mobile workforce to enable archive services to better represent their communities.
- Broaden and deepen workforce skills through effective training and professional development opportunities

[Public library skills strategy 2013-2030](#): The approach to developing the public library work of the future is guided by nine aims:

- Attracting, retaining, and developing talent
- Targeting inclusion, diversity, representation, and equality
- Investing in professional skills and ethics
- Promoting leadership at every level
- An open, inclusive approach to professionalism
- Lowering the barriers to entry
- A commitment to Continuing Professional Development

- Valuing transferable skills
- Looking beyond the sector

Conservation

[ICON Conservation skills strategy 2023](#): This skills strategy is based on ICON's 2022 labour market intelligence and identified six priorities for action:

- Understand the core skills required by professional conservator restorers and the level of competence expected.
- Support and develop training to support conservation activity wherever it is taking place and whoever is doing the work.
- Ensure that skills training has the breadth and depth to support the range of material knowledge needed in the sector.
- Continue to increase the number of Icon Accreditation across the UK and internationally.
- Support a diverse range of entry routes into the conservation profession.
- Support higher education institutions to deliver sustainable conservation training programmes.

Underpinning these priorities are three key strands:

- Ensuring that skill supply activities are sustainable and meet the needs of employers, clients, and commissioners.
- Recognising the need to stimulate demand for conservation skills, to ensure that clients and commissioners engage fully trained professionals where appropriate.
- Prioritising accessibility in all stages of training and development so that everyone can achieve a rewarding career in conservation.

Heritage Tourism

[Scotland Outlook 2030](#): The vision set out in this strategy is to be the world leader in 21st century tourism by growing the value and positively enhance the benefits of tourism across Scotland by delivering the very best for our visitors, our businesses, our people, our communities, and our environment.

'Our passionate people' is one of the four key priorities which has the following commitments:

- We will ensure that Scotland has sufficient people to create an outstanding workforce, ready to meet the requirements of the 21st century workplace.
- We will support and enable the adoption of Fair Work practices in Scotland's tourism sector
- We will continue to encourage career development by improving opportunities for career mobility

- We will actively champion diversity across the tourism sector, so that it reflects a modern Scotland.

[People Make Heritage – Heritage Tourism 2020](#): The vision of this document is that Scotland's historic environment is 'understood and valued, cared for and protected, enjoyed and enhanced. It is at the heart of a flourishing and sustainable Scotland and will be passed on with pride to benefit future generations'. Skills and capacity are cross cutting themes alongside leadership and shared working, informed decision making and mainstreaming

One of the immediate priorities was to develop a People Make Heritage skills development programme specifically to address known skills shortages in the heritage tourism sector focussing on specialist visitor service skills, wider ambassadorial skills, marketing, and the overarching need for professionalisation and for heritage being seen as a stimulating career path where you work in beautiful places and provide customer delight.

The skills of volunteers and staff that had not come from a customer care background was identified as a training need with the goal to *significantly enhanced our capabilities in relation to skills and training, with a significant increase in professionalization within the sector.*

Historic Landscapes and Gardens

[Nature based jobs and skills action plan 2023-24](#): The over-arching context for this work is provided by NSET (National Strategy for Economic Transformation), CESAP (Climate Emergency Skills Action Plan), the current and emerging Scottish Biodiversity Strategy (SBS) and the principles of the Just Transition. There are four priority themes:

- Strategic Engagement
- Engaging and inspiring young people
- Understanding demand
- Supporting skills development

Industrial Heritage

[Industrial heritage Skills Strategy \(2023\)](#): This UK wide plan identifies 14 actions to support grouped into four areas:

- Actions to preserve existing knowledge
- Actions to support volunteers
- Actions to support the professional workforce
- Actions to bring new people into the sector

Museums and Galleries

[Scotland's Museums and Galleries Strategy \(Museums Galleries Scotland, 2023\)](#): This strategy has three interlinked strands: connections, resilience, and workforce. There are also four priority areas:

- Inclusion
- Health and wellbeing
- Education
- Place

Appendix D: Technical Data

This appendix provides data which illustrates existing further and higher education provision. This data is limited by the grouping of provision.

Student enrolment numbers

Student enrolment numbers in Scottish Universities

The university courses included in this Appendix's tables have been chosen following research for the original EKOS report in 2019. The tables only include data from five super classes: architecture, building and planning, design and creative, and performing arts, historical, philosophical, and religious studies, physical sciences, and business and management. While data for certain courses such as museums and galleries, or libraries and archives is not available in HESA under these specific categories, data analysis does include enrolment numbers for tourism, transport and travel which were not present in the original 2019 EKOS report.

Undergraduate

Table 33: Historic Environment Undergraduate Student Numbers by Scottish University (2015/16 and 2021/22)

Scottish University	2015/16 No.	2015/16 % of total	2021/22 No.	2021/22 % of total	Change in No.	Change in % of total
The University of Aberdeen	560	4%	580	3%	20	-1%
Abertay University	150	1%	120	1%	-30	0%
The University of Dundee	860	6%	1,180	7%	320	1%
Edinburgh Napier University	395	3%	1,365	8%	970	5%
The University of Edinburgh	2,900	22%	2,985	18%	85	-4%
Glasgow Caledonian University	1,030	8%	1,405	8%	375	0%
Glasgow School of Art	650	5%	945	6%	295	1%
The University of Glasgow	1,950	15%	2,015	12%	65	-3%

Scottish University	2015/16 No.	2015/16 % of total	2021/22 No.	2021/22 % of total	Change in No.	Change in % of total
Heriot-Watt University	335	3%	440	3%	105	0%
The Open University	370	3%	485	3%	115	0%
Queen Margaret University, Edinburgh	0	0%	185	1%	185	1%
The Robert Gordon University	780	6%	1,135	7%	355	1%
Royal Conservatoire of Scotland	0	0%	0	0%	0	0%
The University of St Andrews	1,200	9%	845	5%	-355	-4%
SRUC	30	<1%	125	1%	95	1%
The University of Stirling	445	3%	360	2%	-85	-1%
The University of Strathclyde	980	7%	860	5%	-120	-2%
University of the Highlands and Islands	600	4%	1,050	6%	450	2%
The University of the West of Scotland	140	1%	510	3%	370	2%
Total	13,375	100%	16,590	100%	3,215	

Data sourced from HESA Data Publication Tables.

Table 34: Scottish HE Undergraduate Student Numbers by Subject Area (2015/16, 2021/2022)

Subject Area	2015/16 No.	2015/16 % of total	2021/22 No.	2021/22 % of total	Change in No.	Change in % of total
Architecture	2,775	21%	2,200	13%	-575	-8%
Building	1,775	13%	1,990	12%	215	-1%
Landscape design	250	2%	60	0%	-190	-2%

Subject Area	2015/16 No.	2015/16 % of total	2021/22 No.	2021/22 % of total	Change in No.	Change in % of total
Others in architecture, building & planning	70	1%	No data	No data	No data	No data
Planning (urban/rural/regional)	No data	No data	190	1%	No data	No data
Cinematics and photography	210	2%	1,255	8%	1,045	6%
Art	170	1%	1,750	11%	1,580	10%
History	No data	No data	4,875	29%	-870 ⁸	-15%
History by period	4,945	37%	No data	No data	-870	-15%
History by area	395	3%	No data	No data	-870	-15%
History by topic	1,505	11%	No data	No data	-870	-15%
History of art, architecture and design	No data	No data	1,100	7%	-870	-15%
Archaeology	415	3%	320	2%	-95	-1%
Heritage Studies	5	<1%	0	0%	-5	-1%
Forensic and Archaeological Sciences	860	6%	825	5%	-35	-1%
Total	13,375	100%	14,565⁹	100%	1,190	

Data sourced from HESA Data Publication Tables.

⁸ Note that History subjects were shown in HESA as “History by period”, “History by area” and “History by topic” in 2017, however, History subjects are now shown in HESA as “History”, and “History of art, architecture and design”. To calculate the change in number and change in % total, all the history subject values for 2015/2016 have been aggregated and compared to the aggregation of all history subject values for 2021/2022.

⁹ Note that this total does not take into account the 2,020 students enrolled in “Tourism, transport and travel” as there is no data for this subject for 2015/2016.

HE provider	Forensic and archaeological sciences	Architecture	Building	Landscape design	Planning	History	History of art, architecture, and design	Archaeology	Heritage studies	Art	Cinematics and photography
The University of Dundee	160	405	0	0	20	70	0	0	0	25	10
Edinburgh Napier University	0	225	400	0	0	0	0	0	0	0	30
The University of Edinburgh	0	475	0	60	0	330	205	65	0	0	25
Glasgow Caledonian University	165	0	980	0	0	0	0	0	0	0	0
Glasgow School of Art	0	240	35	0	0	0	5	0	5	85	15
The University of Glasgow	15	25	0	0	0	145	90	55	50	0	80
Heriot-Watt University	0	0	270	0	175	0	0	0	0	0	0
The Open University	0	0	0	0	0	20	20	0	0	0	0
Queen Margaret University, Edinburgh	0	0	0	0	0	0	0	0	0	0	0
Robert Gordon University	105	365	165	0	0	0	0	0	0	0	0
Royal Conservatoire of Scotland	0	0	0	0	0	0	0	0	0	0	0
The University of St. Andrews	0	0	0	0	0	165	100	0	0	0	0
SRUC	0	0	0	0	0	0	0	0	0	0	0
The University of Stirling	0	0	0	0	0	145	0	0	0	0	15
The University of Strathclyde	70	405	0	0	0	375	0	0	0	0	0

HE provider	Forensic and archaeological sciences	Architecture	Building	Landscape design	Planning	History	History of art, architecture, and design	Archaeology	Heritage studies	Art	Cinema and photography
University of the Highlands and Islands	10	60	105	0	0	45	0	35	0	70	0
The University of the West of Scotland	145	0	0	0	0	0	0	0	0	0	40
Total	825	2,200	1,995	60	195	1,365	420	200	55	180	220

Data sourced from HESA Data Publication Tables.

Table 37: Comparison of postgraduate student enrolments in useful subjects to the historic environment by university, 2015/16 and 2021/22

HE Provider	2015/16 No.	2015/16 % of total	2021/22 No.	2021/22 % of total	Change in No.	Change in % of total
The University of Aberdeen	55	2%	230	3%	+175	1%
Abertay University	0	0%	85	1%	+85	1%
The University of Dundee	185	6%	690	9%	+505	3%
Edinburgh Napier University	110	4%	655	8%	+545	5%
The University of Edinburgh	830	28%	1,160	15%	+330	-13%
Glasgow Caledonian University	175	6%	1,145	15%	+970	9%
Glasgow School of Art	330	11%	385	5%	+55	-6%
The University of Glasgow	350	12%	460	6%	+110	-6%

HE Provider	2015/16 No.	2015/16 % of total	2021/22 No.	2021/22 % of total	Change in No.	Change in % of total
Heriot-Watt University	190	6%	445	6%	+255	-1%
The Open University	15	0%	40	1%	+25	0%
Queen Margaret University, Edinburgh	0	0%	0	0%	0	0%
Robert Gordon University	130	4%	635	8%	+505	4%
Royal Conservatoire of Scotland	0	0%	0	0%	0	0%
The University of St Andrews	285	9%	265	3%	-20	-6%
The University of Stirling	50	2%	0	0%	-50	-2%
SRUC	0	0%	160	2%	+160	2%
The University of Strathclyde	215	7%	850	11%	+635	4%
University of the Highlands Islands	65	2%	325	4%	+260	2%
The University West Scotland	20	1%	185	2%	+165	2%
Total	3,005	100%	7,715	100%	+4,710	NA

Data sourced from HESA Data Publication Tables.

Student enrolment numbers in colleges

Table 38: Scottish FE student numbers by subject classification (2016/17 and 2021/22)

FE Superclass	2016/17 No.	2016/17 % of total	2021/22 Nos.	2021/22% of total	No. change	% change
History	48	0.10%	45	0.08%	-3	-0.02%
Archaeology	9	<0.1	35	0.06%	26	0%
Culture/Gender/Folklore	74	0.10%	105	0.19%	31	0.09%
Languages	16,575	27.70%	15,545	27.72%	-1,030	0.02%
Art Studies/Fine Arts	2,037	3.40%	1,245	2.22%	-792	-1.18%
Art Techniques/Practice	2,375	4.00%	895	1.60%	-1,480	-2.40%
Crafts: Leisure/General	1,209	2.00%	75	0.13%	-1,134	-1.87%
Glass/Ceramics/Stone Crafts	18	<0.1	80	0.14%	62	0.10%
Film/Video Production	231	0.40%	NA	NA	2,625	4.77% ¹⁰
Audio and Visual Media	549	0.90%	NA	NA	2,625	4.77%
Moving Image/Photography/Media Production	NA	NA	3,405	6.07%	2,625	4.77%
Music of Specific Kinds/Cultures	303	0.50%	0	0.00%	-303	-0.50%
Hotel/Catering (general) ¹¹	447	0.70%	2,445	4.36%	1,998	3.66%
Food/Drink Services	1,844	3.10%	1,605	2.86%	-239	-0.24%
Catering Services	1,963	3.30%	340	0.61%	-1,623	-2.69%
Tourism/Travel	1,718	2.90%	1,560	2.78%	-158	-0.12%
Leisure/Sports Facilities Work	1,910	3.20%	370	0.66%	-1,540	-2.54%
Arts/Culture/Heritage	415	0.70%	35	0.06%	-380	-0.64%
Environmental	220	0.40%	235	0.42%	15	0.02%

¹⁰ FE Super classes “Audio and Visual Media” and “Film Video Production” are no longer available. Classes in this Superclass are now included in “Moving Image/Photography/Media Production”.

¹¹ The name of this superclass has now changed to Hospitality/Catering (general)

FE Superclass	2016/17 No.	2016/17 % of total	2021/22 Nos.	2021/22% of total	No. change	% change
Agriculture/Horticulture (general)	2,790	4.70%	1,670	2.98%	-1,120	-1.72%
Gardening/Floristry/Plant Sales	323	0.50%	385	0.69%	62	0.19%
Amenity/Horticulture/Sports	292	0.50%	155	0.28%	-137	-0.22%
Agricultural/Horticultural Maintenance	161	0.30%	115	0.21%	-46	-0.09%
Built Environment (general)	1,148	1.90%	690	1.23%	-458	-0.67%
Property: Surveying/Planning/Development	185	0.30%	110	0.20%	-75	-0.10%
Building Design/Architecture	393	0.70%	435	0.78%	42	0.08%
Construction (general)	8,300	13.90%	12,230	21.81%	3,930	7.91%
Construction Management	889	1.50%	705	1.26%	-184	-0.24%
Building/Construction Operations	2,567	4.30%	3,865	6.89%	1,298	2.59%
Construction Site Work	437	0.70%	470	0.84%	33	0.14%
Civil Engineering	760	1.30%	810	1.44%	50	0.14%
Structural Engineering	56	0.10%	40	0.07%	-16	-0.03%
Woodworking/Furniture Manufacture	832	1.40%	570	1.02%	-262	-0.38%
Welding/Joining	1,712	2.90%	1,410	2.51%	-302	-0.39%
Building Services	NA	NA	3,690	6.58%	NA	NA
Interior Design / Fitting / Decoration	NA	NA	640	1.14%	NA	NA
Metals Working / Finishing	NA	NA	60	0.11%	NA	NA
Total	52,790	100%	56,070	100%	3,280	

Data sourced from requests to the Scottish Funding Council's data team.

Table 39: Number of students undertaking subjects useful to the historic environment by college 2021/22

College	No. of students enrolled	% of total
Argyll College	350	1%
Ayrshire College	2,680	5%
Borders College	885	2%
City of Glasgow College	6,390	11%
Dumfries and Galloway College	1,055	2%
Dundee and Angus College	3,290	6%
Edinburgh College	7,355	13%
Fife College	2,145	4%
Forth Valley College	4,935	9%
Glasgow Clyde College	5,270	9%
Glasgow Kelvin College	3,210	6%
Inverness College	1,195	2%
Lewis Castle College	380	1%
Moray College	1,525	3%
New College Lanarkshire	1,630	3%
Newbattle Abbey College	10	0%
North East Scotland College	3,300	6%
North Highland College	240	0%
Orkney College	310	1%
Perth College	585	1%
Sabhal Mor Ostaig	595	1%
Shetland College	150	0%

College	No. of students enrolled	% of total
South Lanarkshire College	1,960	3%
SRUC	1,310	2%
West College Scotland	4,085	7%
West Highland College	285	1%
West Lothian College	1,135	2%
Total	56,260	100%

Data sourced from requests to the Scottish Funding Council's data team.

Equalities data

Equalities data in universities

Table 40: Comparison of equalities data for students studying courses useful to the Historic Environment in the UK in 2015/16 and 2021/22

Subject Class	% Female in 2015/16	% Female in 2021/22	% Other in 2021/22	% Declaring a disability in 2015/16	% Declaring a disability in 2021/22	% Identifying as Black / Asian/ Other Non White Caucasian 2015/16	% Identifying as Black/ Asian/ Other Non White Caucasian 2021/22
Architecture, Building, Planning	47%	38%	<1%	7%	11%	24%	30%
History-Related	50%	59%	<1%	11%	29%	10%	16%
Creative and Arts-Related	66%	57%	1%	12%	25%	13%	12%
Total Courses in Scotland	55%	59%	<1%	7%	15%	21%	11%

Data sourced from HESA Data Publication Tables.

Disability Marker

Table 41: All university students (undergraduate and postgraduate) enrolled in historic environment subjects in the UK by disability marker

Subject Area	Known to have a disability Nos.	Known to have a disability %	No known disability Nos.	No known disability %	Total Nos.
Architecture	3,430	13%	23,665	87%	27,095
Building	2,830	10%	25,295	90%	28,125
Landscape design	190	14%	1,155	86%	1,340
Planning (urban/rural/regional)	825	11%	6,455	89%	7,280
Cinematics and photography	8,710	27%	23,765	73%	32,475

Subject Area	Known to have a disability Nos.	Known to have a disability %	No known disability Nos.	No known disability %	Total Nos.
Art	5,525	34%	10,595	66%	16,120
History	10,040	24%	32,375	76%	42,415
History of art, architecture, and design	1,595	25%	4,710	75%	6,305
Archaeology	1,405	31%	3,085	69%	4,490
Heritage Science	210	25%	640	75%	850
Forensic and Archaeological Sciences	2,175	23%	7,375	77%	9,550
Tourism, transport, and travel	3,290	11%	26,360	89%	29,645
Total	40,225	20%	165,475	80%	205,690

Data sourced from HESA Data Publication Tables.

Gender

Table 42: All university students (undergraduate and postgraduate) enrolled in historic environment subjects in the UK by gender

Subject Area	Female Nos.	Female %	Male Nos.	Male %	Other Nos.	Other %	Total Nos.
Architecture	13,600	51%	13,220	49%	40	0%	26,860
Building	6,205	22%	21,890	78%	30	0%	28,125
Landscape design	895	67%	445	33%	5	0%	1,340
Planning (urban/rural/regional)	3,715	51%	3,545	49%	20	0%	7,280
Cinematics and photography	16,310	50%	15,875	49%	295	1%	32,475
Art	12,545	78%	3,365	21%	205	1%	16,120
History	22,090	52%	20,130	47%	190	0%	42,415

Subject Area	Female Nos.	Female %	Male Nos.	Male %	Other Nos.	Other %	Total Nos.
History of art, architecture, and design	5,105	81%	1,165	18%	35	1%	6,305
Archaeology	2,720	61%	1,735	39%	35	1%	4,490
Heritage Studies	665	78%	180	21%	5	1%	850
Forensic and Archaeological Sciences	6,825	71%	2,705	28%	25	0%	9,550
Tourism, transport, and travel	14,715	52%	13,640	48%	30	0%	28,385
Total	105,390	52%	97,895	48%	915	0%	204,195

Data sourced from HESA Data Publication Tables.

Ethnicity

Table 43: All university students (undergraduate and postgraduate) enrolled in historic environment subjects in the UK by ethnicity

Subject Area	White %	Black %	Asian %	Mixed %	Other %	Not Known %	Total Nos.
Architecture	64%	8%	16%	6%	4%	2%	18,280
Building	77%	7%	9%	3%	1%	2%	23,115
Landscape design	84%	3%	7%	3%	2%	2%	610
Planning (urban/rural/regional)	76%	6%	9%	4%	2%	2%	4,475
Cinematics and photography	82%	4%	5%	6%	1%	2%	26,380
Art	84%	2%	4%	6%	1%	3%	13,315
History	86%	2%	5%	4%	1%	2%	38,235
History of art, architecture, and design	86%	1%	3%	6%	1%	2%	4,455
Archaeology	91%	1%	2%	4%	1%	2%	3,585
Heritage Studies	91%	1%	3%	4%	1%	1%	575
Forensic and Archaeological Sciences	82%	4%	8%	4%	1%	1%	8,470

Subject Area	White %	Black %	Asian %	Mixed %	Other %	Not Known %	Total Nos.
Tourism, transport, and travel	74%	9%	8%	4%	2%	3%	20,635
Total	80%	5%	7%	5%	2%	2%	162,130

Data sourced from HESA Data Publication Tables.

Equalities data in colleges

Gender

Table 44: Gender split in further education courses 2021-2022

FE Superclass	Female	Male	Gender Unknown	Total
Agricultural/Horticultural Maintenance	20	100	0	120
Agriculture/Horticulture (general)	515	1,150	10	1,675
Amenity/Horticulture/Sports grounds	5	150	0	155
Archaeology	25	15	0	40
Art Studies/Fine Arts	840	320	65	1,225
Art Techniques/Practice	625	230	35	890
Arts/Culture/Heritage Administration	25	10	0	35
Building Design/Architecture	130	305	0	435
Building Services	90	3,570	30	3,690
Building/Construction Operations	235	3,620	10	3,865
Built Environment (general)	65	625	0	690
Catering Services	205	115	5	325
Civil Engineering	75	730	5	810
Construction (general)	1,260	10,905	65	12,230
Construction Management	60	645	0	705
Construction Site Work	5	465	0	470

FE Superclass	Female	Male	Gender Unknown	Total
Crafts: Leisure/General	55	20	5	80
Culture/Gender/Folklore	90	15	0	105
Environmental Protection/Conservation	150	95	5	250
Food/Drink Services	955	625	25	1,605
Gardening/Floristry/Plant Sales	310	70	0	380
Glass/Ceramics/Stone Crafts	65	10	5	80
History	30	15	0	45
Hospitality/Catering (general)	1,515	930	40	2,485
Interior Design/Fitting/Decoration	220	415	5	640
Languages	10,095	5,205	195	15,495
Leisure/Sports Facilities Work	125	235	5	365
Metals Working/Finishing	0	60	0	60
Moving Image/Photography/Media Production	1,780	1,545	90	3,415
Music of Specific Kinds/Cultures	0	0	0	0
Property: Surveying/Planning/Development	25	85	0	110
Structural Engineering	10	30	0	40
Tourism/Travel	1,270	275	15	1,560
Welding/Joining	70	1,335	5	1,410
Woodworking/Furniture Manufacture	70	500	0	570
Total	21,015	34,420	620	56,055

Data sourced from requests to the Scottish Funding Council's data team.

Disability status

Table 45: Further education disability status data

FE Superclass	No Disability	Disability	Total
Agricultural/Horticultural Maintenance	95	25	120
Agriculture/Horticulture (general)	1,135	540	1,675
Amenity/Horticulture/Sports grounds	120	35	155
Archaeology	35	5	40
Art Studies/Fine Arts	775	450	1,225
Art Techniques/Practice	570	325	895
Arts/Culture/Heritage Administration	30	5	35
Building Design/Architecture	365	70	435
Building Services	3,465	225	3,690
Building/Construction Operations	3,245	620	3,865
Built Environment (general)	550	140	690
Catering Services	230	95	325
Civil Engineering	710	100	810
Construction (general)	10,285	1,945	12,230
Construction Management	645	60	705
Construction Site Work	435	35	470
Crafts: Leisure/General	55	30	85
Culture/Gender/Folklore	90	15	105
Environmental Protection/Conservation	230	15	245
Food/Drink Services	1,280	325	1,605
Gardening/Floristry/Plant Sales	300	85	385
Glass/Ceramics/Stone Crafts	70	10	80

FE Superclass	No Disability	Disability	Total
History	45	5	50
Hospitality/Catering (general)	1,930	555	2,485
Interior Design/Fitting/Decoration	545	95	640
Languages	14,350	1,150	15,500
Leisure/Sports Facilities Work	275	90	365
Metals Working/Finishing	55	5	60
Moving Image/Photography/Media Production	2,505	905	3,410
Music of Specific Kinds/Cultures	0	0	0
Property: Surveying/Planning/Development	95	15	110
Structural Engineering	40	5	45
Tourism/Travel	1,280	285	1,565
Welding/Joining	1,200	210	1,410
Woodworking/Furniture Manufacture	470	100	570
Total	28,445	27,635	56,080

Data sourced from requests to the Scottish Funding Council's data team.

Modern Apprenticeship Frameworks

Current Modern Apprenticeship Frameworks related to the historic environment footprint are:

- Animal Care, Land & Water Based:
 - Game & Wildlife Management
 - Horticulture
 - Rural Skills
 - Rural and Land Use Management
 - Trees and timber SCQF level 5
 - Trees and timber SCQF level 6
- Business and administration related:
 - Business and administration at SCQF level 5
 - Business and administration at SCQF level 6
 - Business administration technical level apprenticeship SCQF level 8
- Chemicals and biotechnology related:
 - Life Sciences SCQF level 6
 - Life Sciences SCQF level 7
 - Life Sciences SCQF level 8
- Construction & Related:
 - 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
- Creative & Cultural Skills:
 - Creative and Cultural at SCQF level 6
 - Creative and Cultural at SCQF level 7
 - Skills for Craft Businesses
- Engineering & Energy Related:
 - Boatbuilding and Repair
 - Engineering Construction
- Food & Drink:
 - Agriculture
- Hospitality & Tourism
 - Hospitality
 - Hospitality (Supervision and Leadership)
 - Hospitality Management Skills Technical Apprenticeship
- Management:
 - Management SCQF level 7
 - Management SCQF level 9
 - Management SCQF level 11
 - Project Management Technical Apprenticeship level 8
- Other Manufacture:
 - Glass Industry Occupations
 - Sign making SCQF level 5

- Sign making SCQF level 6
- Other Services:
 - Construction Technical Apprenticeship
 - Digital Marketing
 - Technical apprenticeship in digital technology SCQF level 8
- Retail and Customer service:
 - Customer service SCQF level 5
 - Customer service SCQF level 6
 - Retail SCQF level 5
 - Retail SCQF level 6

Appendix E: Employer Survey

Introduction

This report presents the main findings of a survey of employers involved in the Historic Environment sector in Scotland. The survey was undertaken to gather views on the main skills-related issues, challenges, and potential solutions from an employer's perspective.

An online survey was promoted and distributed via various contacts and mechanisms, including:

- The lead partners CIFA, BEFS, CILIPS, ARA, ICON, the Landscape Institute, MGS and CITB distributed the survey through their bulletins and contacts.
- Culture & Business Scotland sent an email to their contacts
- HES shared the survey as part of a LinkedIn blog and on twitter
- SDS staff members shared the survey on LinkedIn accounts
- Other key contacts were asked to distribute the survey to their networks/members.
- The survey was shared with wider membership of the SIP delivery groups

Note: A total of 56 responses to the survey were received. The feedback below is based on all 56 employers who reported that to a certain degree their business activity related to the Historic Environment sector.

Employers' Profile

Employers operate across a range of sectors, with the most common responses from those operating in the Museums and Galleries sector, followed by the Traditional building and materials part of the sector, which is consistent with 2019, see Table 46.

In general, the response rate had dropped from a total of 104 responses in 2019 to 56 responses from the 2023 survey. Notably, there was a significant drop in responses from the heritage tourism sector.

Table 46: Business Sector Survey Responses

Business Sector	Number of survey respondents
Traditional craft, materials and building skills	9
Museums and galleries	12
Libraries and archives	3
Historic landscapes and gardens	5
Heritage tourism	2

Business Sector	Number of survey respondents
Heritage science	3
Conservation – art and artifacts	5
Architectural, engineering, planning and surveying activity with conservation specialism and heritage focus	1
Archaeology	5
Other	11

Other includes conservation and preservation of heritage structures, retrofitting, heritage consultancy services, natural heritage preservation, and charities and public services.

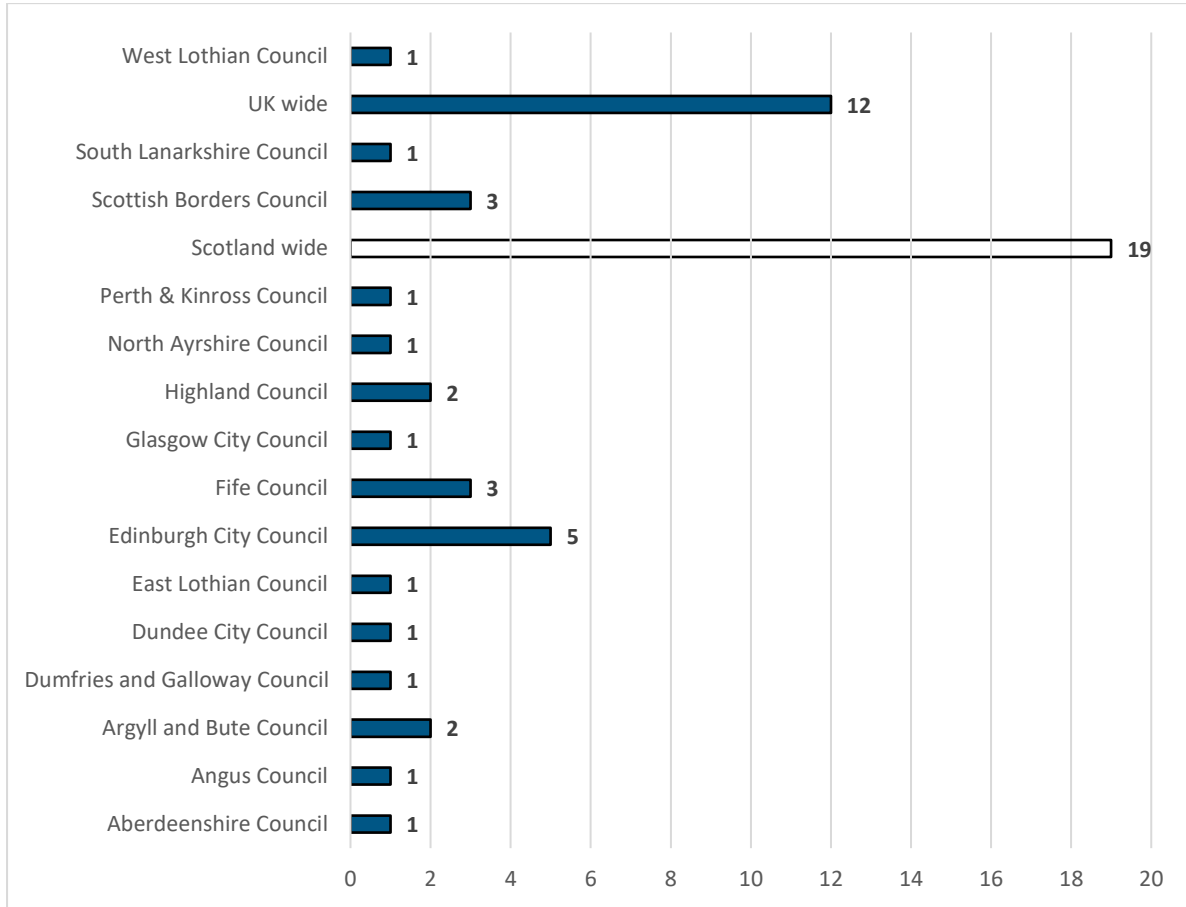
Yet as a contrast to the above, the proportion of employers' business activity that relates to the Historic Environment sector is higher than the result in 2019:

- More than 70% of employers (41 employers) reported that more than half of their business activity related to the sector
- the remainder (15 employers, 25%) were involved in the Historic Environment sector to a smaller extent (i.e., less than 50% of their business activity, with the majority of these employers at the low end of the scale).
- One of the employers (2%) was unsure about its involvement in the Historic Environment sector

Business by Local Authority

Employers' corporate headquarters are situated throughout Scotland, within 21 of Scotland's Local Authorities. Notably, some employers identified as working Scotland-wide, and those indicating affiliation with more than one council within Scotland. Among the most prevalent responses were employers having Scotland-wide operations, as well as employers associated with Edinburgh City Council, Fife Council, and Scottish Borders Council.

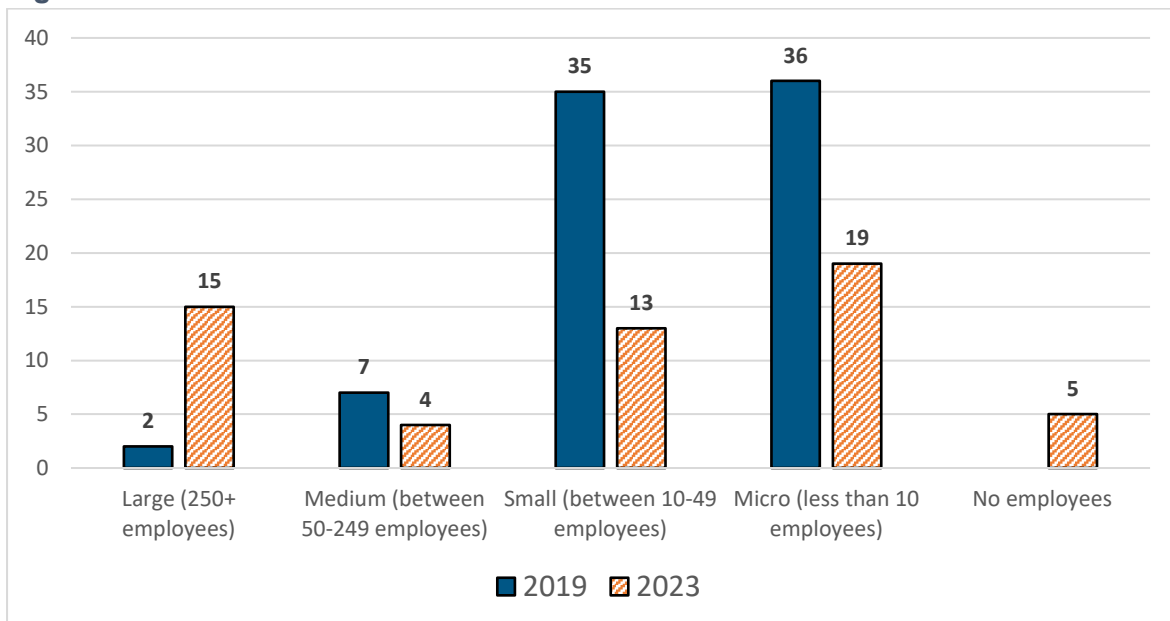
Figure 3: Local authority of businesses



N=56

Most employers fall into the category of either micro-businesses or SMEs, employing less than 50 employees, and notably 5 sole traders were recorded in the survey, Figure 4.

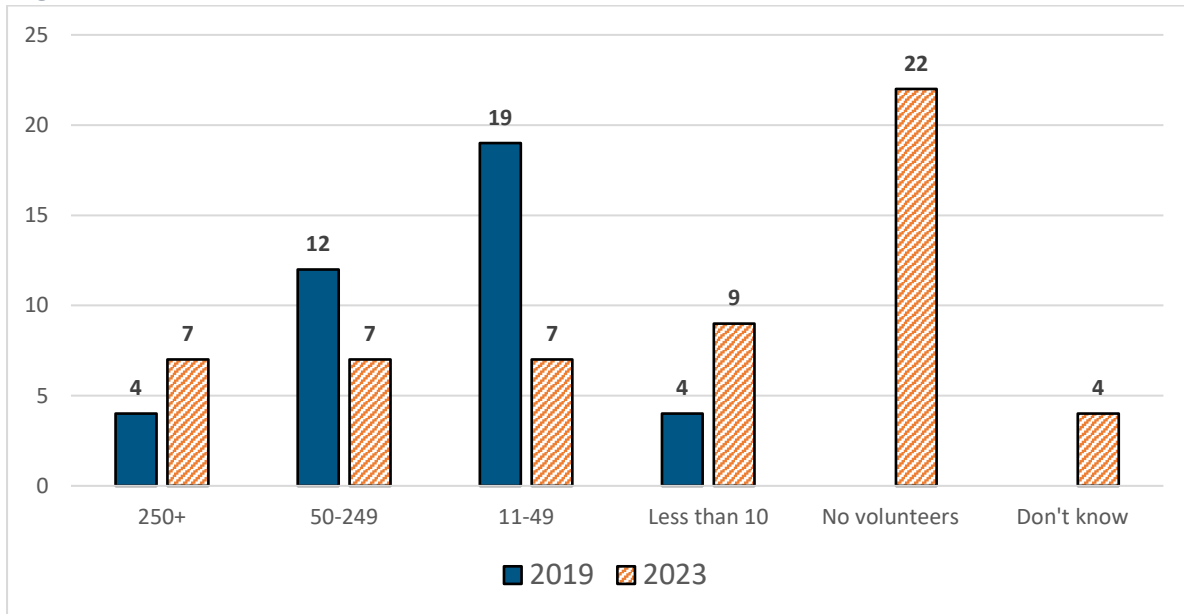
Figure 4: Size of Business 2019 vs 2023



N=56

Just over half of employers indicated that they use volunteers, slightly higher than the amount recorded in 2019, and of those who did, they typically had less than 50 working with them. Almost 40% of employers did not use volunteers at all, Figure 5.

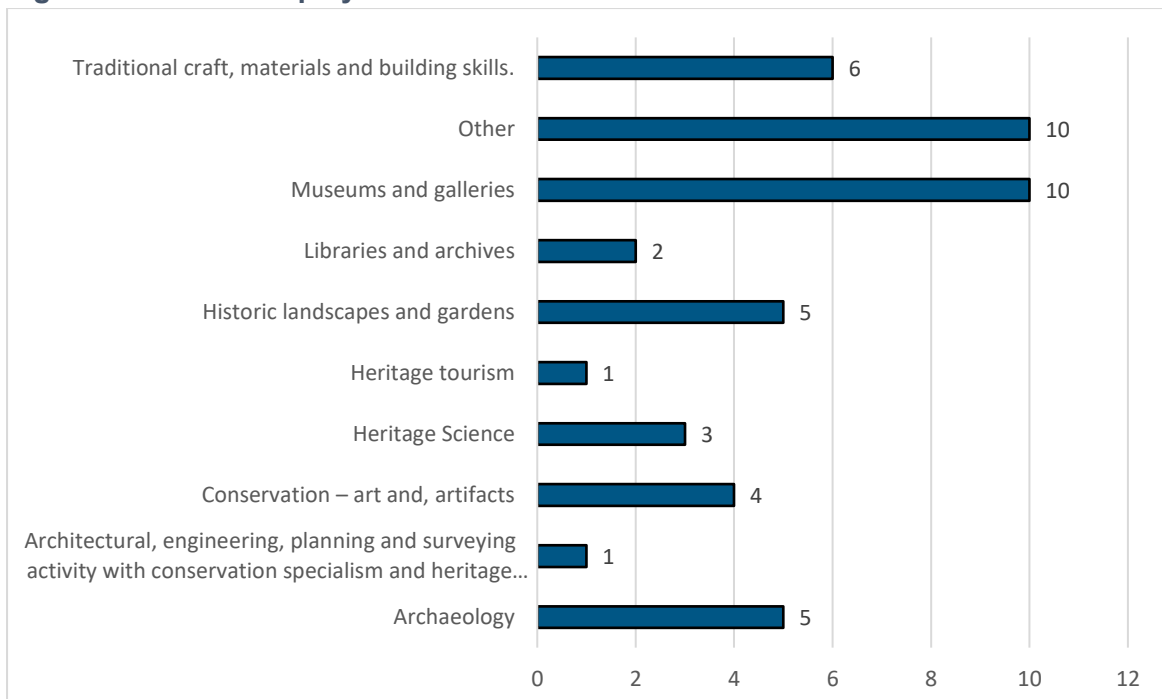
Figure 5: Number of Volunteers 2019 vs 2023



N=56

Over 80% (47 employers) of the respondents said they used sub-contractors, freelancers, or self-employed workers. The sectors who involve them include Museums and Galleries, Traditional building skills and materials and organisations identified as 'other', see Figure 6.

Figure 6: Sectors employers use of Sub-Contractors etc.



N=47. Other includes conservation and preservation of heritage structures, retrofitting, heritage consultancy services, natural heritage preservation, and charities and public services.

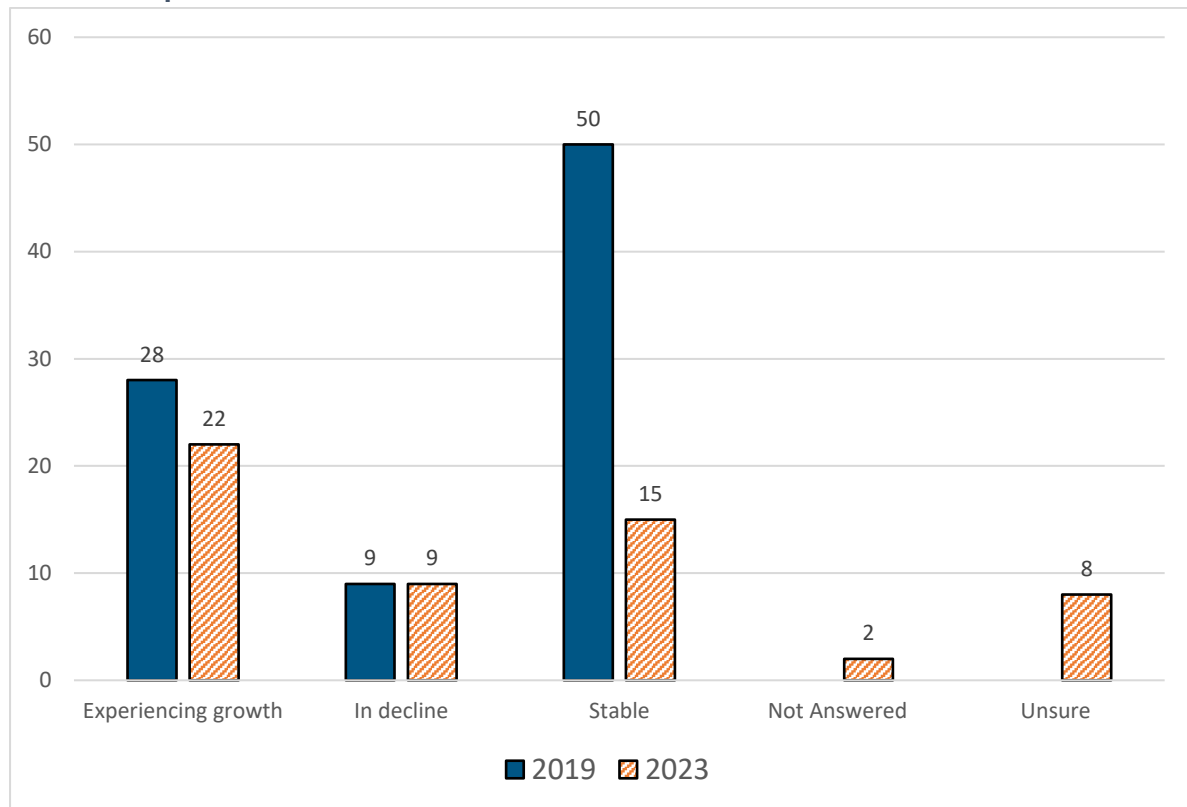
The parts of the sector which involve sub-contractors, freelancers, or self-employed workers include Heritage Conservation and Management (40%), Cultural Resource Management (23%) as well as Heritage/ Listed Building Conservation, Preservation and Regeneration (11%). The delegated activities include the following categories, which were created based on prompts and common themes identified through employers' responses:

- Outsourcing for Specialized Skills (IT, Legal, Surveyors etc.) - 36%
- Diverse Project Support Services (Consultancy, Reporting, additional workforce when resources shortage etc.) - 30%
- Specialized Skill Conservation Contracts (Stonemasonry, Conservation Architecture, Conservation Scientists etc.) - 17%
- Project Assistance and Skill Enhancement (Exhibitions, Outreach, Education, Research etc.) - 13%
- Other - 4%

Business Activity

Employers were less optimistic over prospects of the market in comparison to the survey results from 2019. Two-thirds (66%) of employers indicated growth in the market where their business operated over the past five years, compared to 90% of that in 2019. A quarter (27%) reported a consistent, stable market performance, while 16% observed a decline. The remaining 16% either expressed uncertainty or did not provide a response, Figure 7.

Figure 7: Compared to five years ago, how would you describe the market that your business operates in? 2019 vs 2023



Reason for growth

Reasons for growth includes an increase in demand (25 employers, 45%), increase in visitor numbers (5 employers, 9%) and other reasons (13 employers, 23%) while the remaining percentages account for employers not answering and employers who experienced a decline (13 employers, 23%).

Other reasons include:

- The focus on Net Zero concerns which is driving both restoration efforts and retrofit insulation projects hence increasing the growth in Cultural Resource Management.
- The eagerness to manage bio-diverse sites in a sensitive manner reflects a growing awareness of conservation and biodiversity priorities.
- The increase in volunteer activity and conservation inquiries which contributes to the preservation and management of historic sites through collaborative efforts.
- The growth in students applying to the MSc program, increased teaching hours, and sustainable research projects indicate a positive trend in education and research within the historic environment sector. This growth contributes to knowledge dissemination and sector development.
- The mention of broadening regulatory and procedural environments driving the formation of new markets providing market opportunities for the sector to adapt.

- The role of developer-led projects and the impact of large infrastructure projects on the workforce underscore the interconnectedness of the historic environment sector with broader economic activities.

Meanwhile, the respondents also flagged challenges on their growth, mainly:

While there is a growing demand for services in the historic environment sector, the availability of resources, such as skilled tradesmen, is an ongoing issue. Respondents also flagged the impact of COVID on traditional building repairs which is causing delays and contributing to the deterioration of building fabric.

Additionally, the mention of a lack of alternative skilled workforce highlights a potential bottleneck in the growth of the sector.

In summary, the analysis reveals a dynamic landscape in the Historic Environment sector, where growth is influenced by a combination of demand, external challenges, environmental considerations, community engagement, education, and regulatory dynamics. Addressing resource challenges, adapting to new market demands, and fostering sustainable practices will likely be key for continued growth and success in the sector.

Additionally, the responses highlight a varied landscape in the Historic Environment sector regarding the impact of COVID on visitor numbers. While some areas express confidence in a strong rebound, others acknowledge ongoing challenges and the need for sustained efforts to fully recover. The positive influence of factors like cruise ship visits demonstrates the interconnected nature of the sector with broader tourism trends.

Reason for decline

The main reasons provided for a decline in the market over recent years (nine employers) typically related to ongoing effects from the recent COVID-19 pandemic, cost of living crisis, decline in public funding, and uncertainty around Brexit.

Amongst the reasons for decline labelled as others, the following were stated:

- Challenges in ways of working and meeting stakeholder expectations.
- Lack of investment in skills and input into training programs, as well as a shortage of skills highlight a critical challenge.
- Constraints and pressures in education, including reduced school visits and engagement, signify challenges in connecting with educational institutions.
- The hyper-concentration on ecological priorities, such as net zero, carbon emission reduction, sustainability, and the climate crisis doesn't help see the big picture

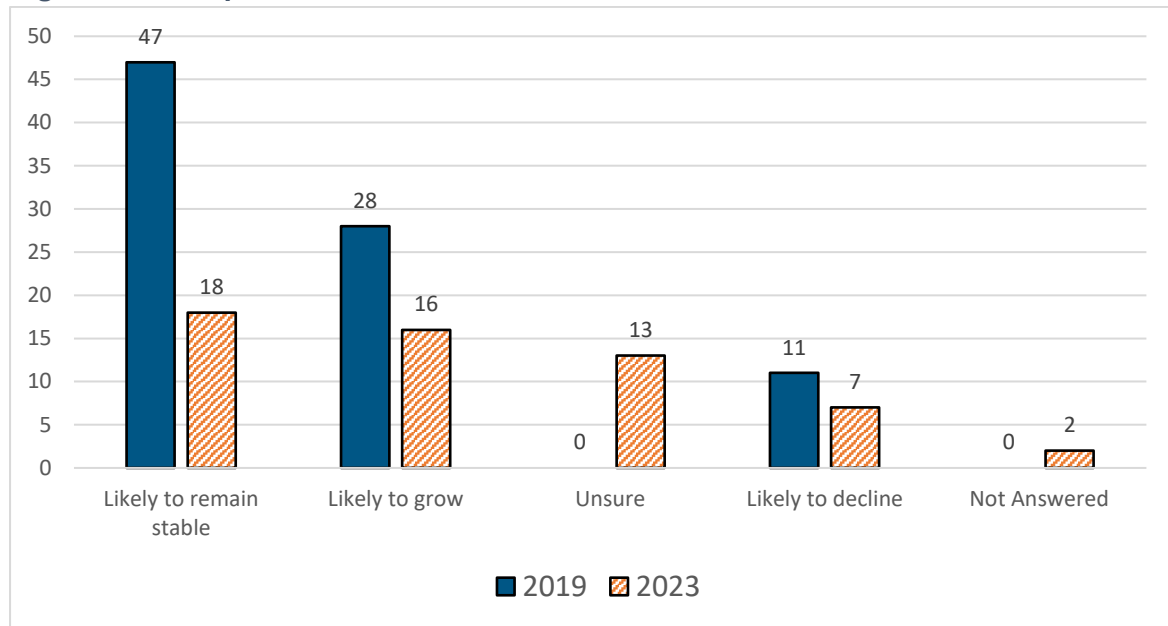
Future Market Performance

Employers were slightly pessimistic about their market's future performance, with only 61% reporting (34 employers) that they expect it to either remain stable or to grow over the next three to five years, compared to 90% in 2019. Despite various challenges, respondents' express stability in the market, with delayed projects and reappraisals contributing to

demand. The sector's adaptability and resilience are recognized as factors that may have contributed to its sustained performance, Figure 8.

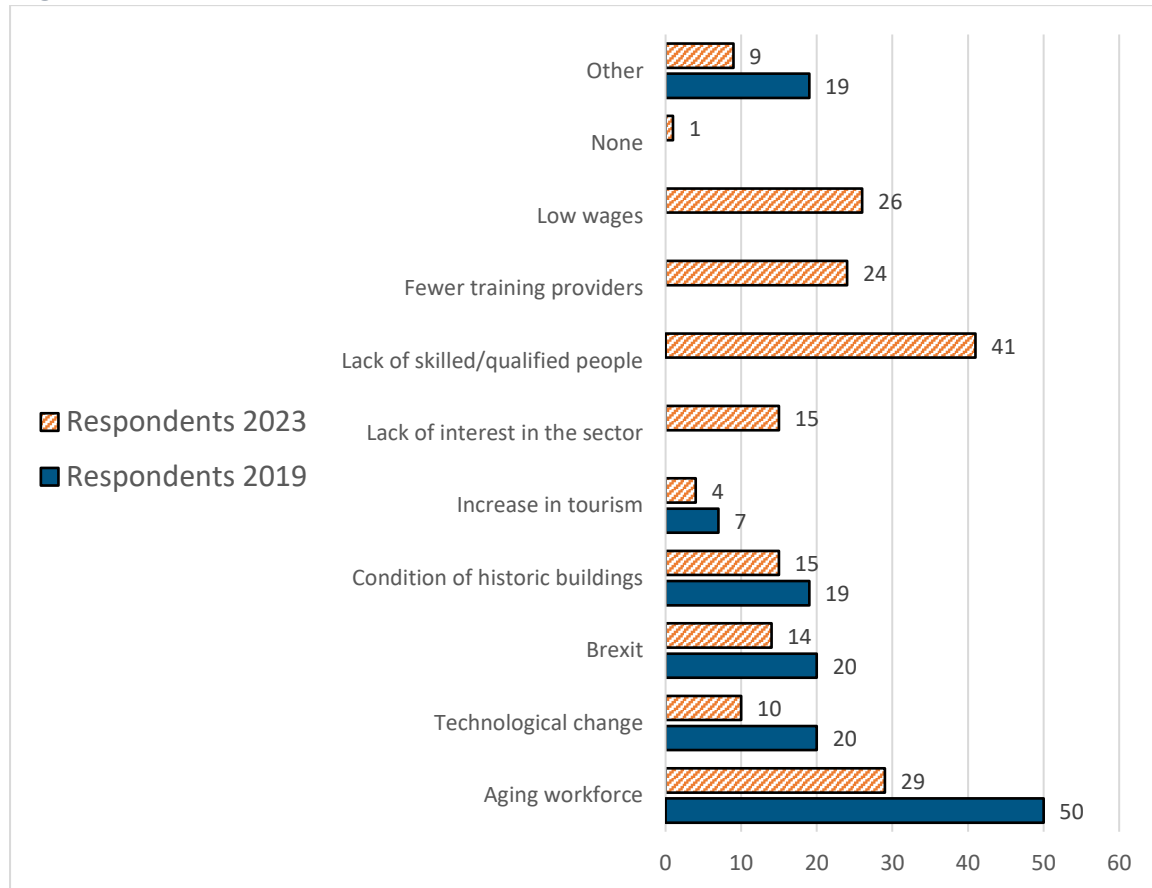
The main driver of future skills/labour problems would be a lack of interest in the sector from employees of the future, fewer training providers, and a lack skilled/qualified people. Brexit, technological change, and aging workforce remain important drivers of future skills/labour problems. Figure 9.

Figure 8: Anticipated Future Market Performance 2019 vs 2023



N=56

Figure 9: Main drivers of future skills/labour problems 2019 vs 2023



N=56. Other includes Wage Disparities and Financial Challenges, Training Insufficiencies and Funding Priorities, Impact of Brexit and Recruitment Challenges, Lack of Career Progression and Diversity, Lack of Interest and Cultural Perception, Commercial Archaeology Profitability, Entry Routes and Succession Planning, Climate Change Impact and Lack of Resources, Underfunding and Lack of Appreciation

Attraction of Staff

The data indicates a notable shift in the perceived challenges of attracting staff within the historic environment sector over the past few years. In 2019, a relatively small percentage (11%) of employers found attracting staff to be extremely challenging, with the majority (36%) expressing it as somewhat challenging. However, the situation appears to have intensified by 2023, with a significant increase in the proportion of employers (41%) reporting that attracting staff is now extremely challenging, Figure 10.

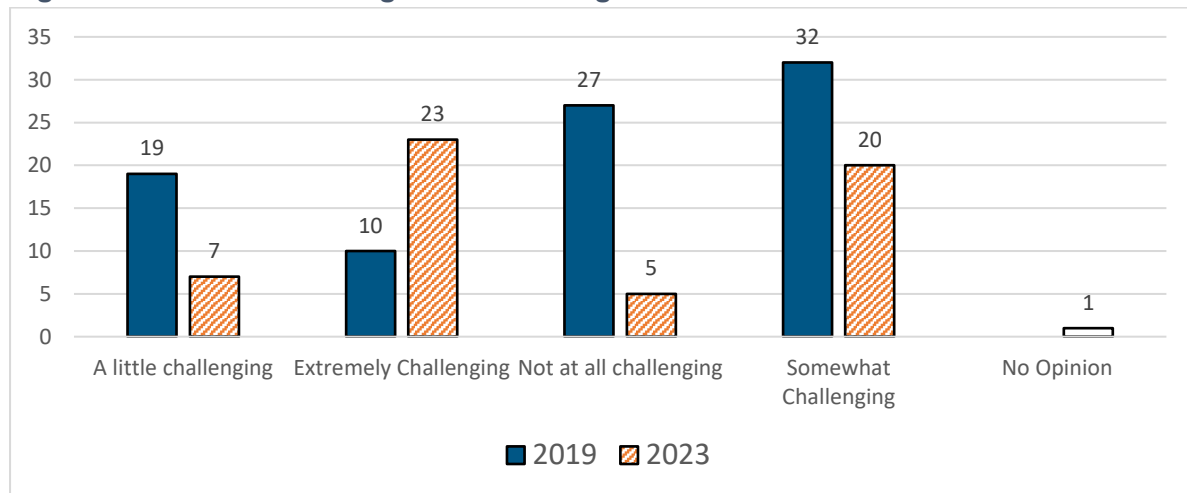
This shift suggests a growing pessimism regarding the labour market within the historic environment sector. The fact that a larger percentage of employers find attracting staff to be extremely challenging in 2023 compared to 2019 indicates a deepening concern about the availability and suitability of skilled workforce for roles within the sector.

The distribution of responses in 2023 further highlights the widespread acknowledgment of the challenges, with 36% finding it somewhat challenging and only a small percentage (13%) perceiving it as a little challenging. Additionally, a notable 9% reported that attracting staff

was not at all challenging, though this is still a relatively low proportion compared to the combined percentage facing challenges.

In summary, the shift in responses between 2019 and 2023 signals an increasing difficulty in attracting staff within the historic environment sector.

Figure 10: Current Challenges of Attracting staff 2019 vs 2023



N=56

Future Challenges of Attracting Staff

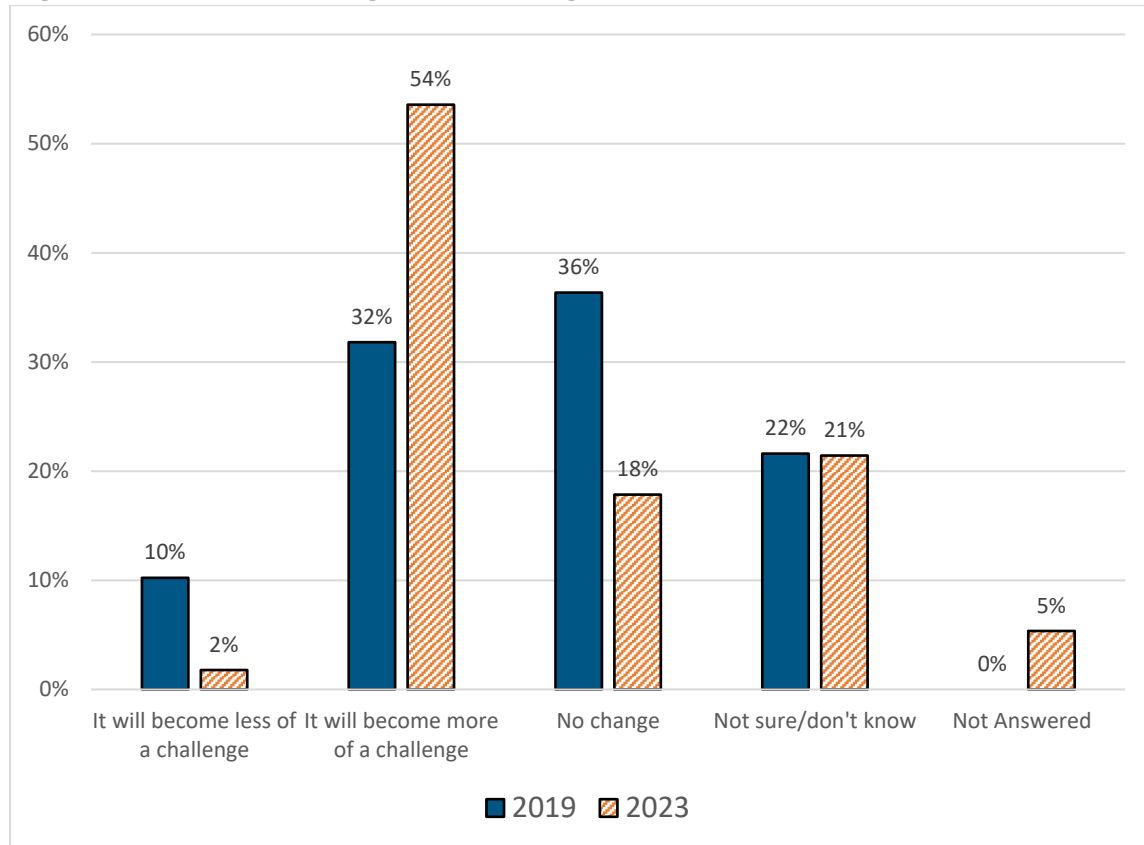
A notable increase is observed, with 54% of respondents in 2023 believing that attracting new staff in the future will be more challenging than it is now. This marks a substantial rise from the 32% who held this view in 2019, Figure 11.

There is a slight increase in uncertainty, as 21% of respondents in 2023 did not know how to answer the question about future challenges. This is a marginal decrease from the 22% recorded in 2019.

A decrease is noted in the percentage of respondents expecting no change in the future challenges of attracting staff. In 2023, 18% believe there would be no change, compared to 36% in 2019.

A small percentage (2%) in 2023 express the belief that attracting new staff may be less challenging in the future. This contrasts with 10% in 2019 who held a similar view.

Figure 11: Future Challenge of Attracting staff 2019 vs 2023



N=56

Retention of Staff

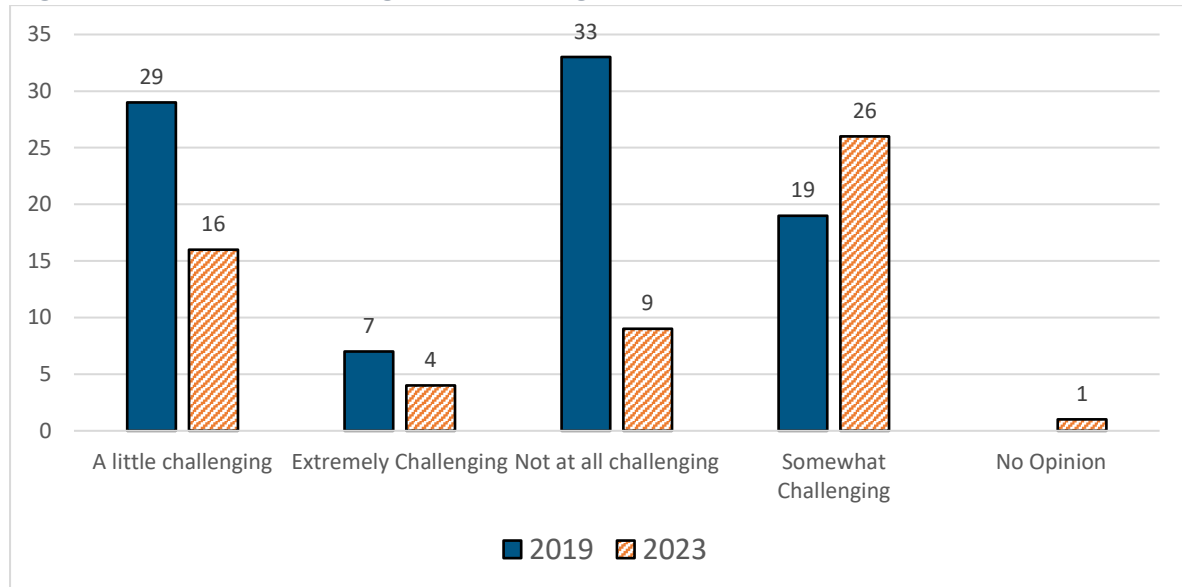
The data indicates that, in contrast to the challenges associated with attracting staff, employers in the historic environment sector seem to find retention relatively more manageable. A substantial 46% of respondents reported that retaining personnel was somewhat challenging. While this suggests that there are still retention difficulties, it's noteworthy that nearly half of the employers consider it only somewhat challenging, Figure 12.

Furthermore, 29% of employers stated that retention was a little challenging, indicating a significant portion with a more optimistic outlook on retaining their workforce. Additionally, 16% reported that retaining personnel was not at all challenging.

A smaller percentage of employers, 7%, found retaining staff to be extremely challenging.

Comparing these figures to the responses in 2019 provides additional context. In 2019, 38% of employers reported that retaining staff was not at all challenging, a proportion that has decreased in 2023. Meanwhile, 33% found it a little challenging in 2019, showing a slight decrease in this category. The percentage of those who found retention somewhat challenging has increased from 22% in 2019 to 46% in 2023. The group finding retention extremely challenging has seen a minor decrease from 8% in 2019 to 7% in 2023.

Figure 12: Current Challenge of Retaining staff 2019 vs 2023



N=56

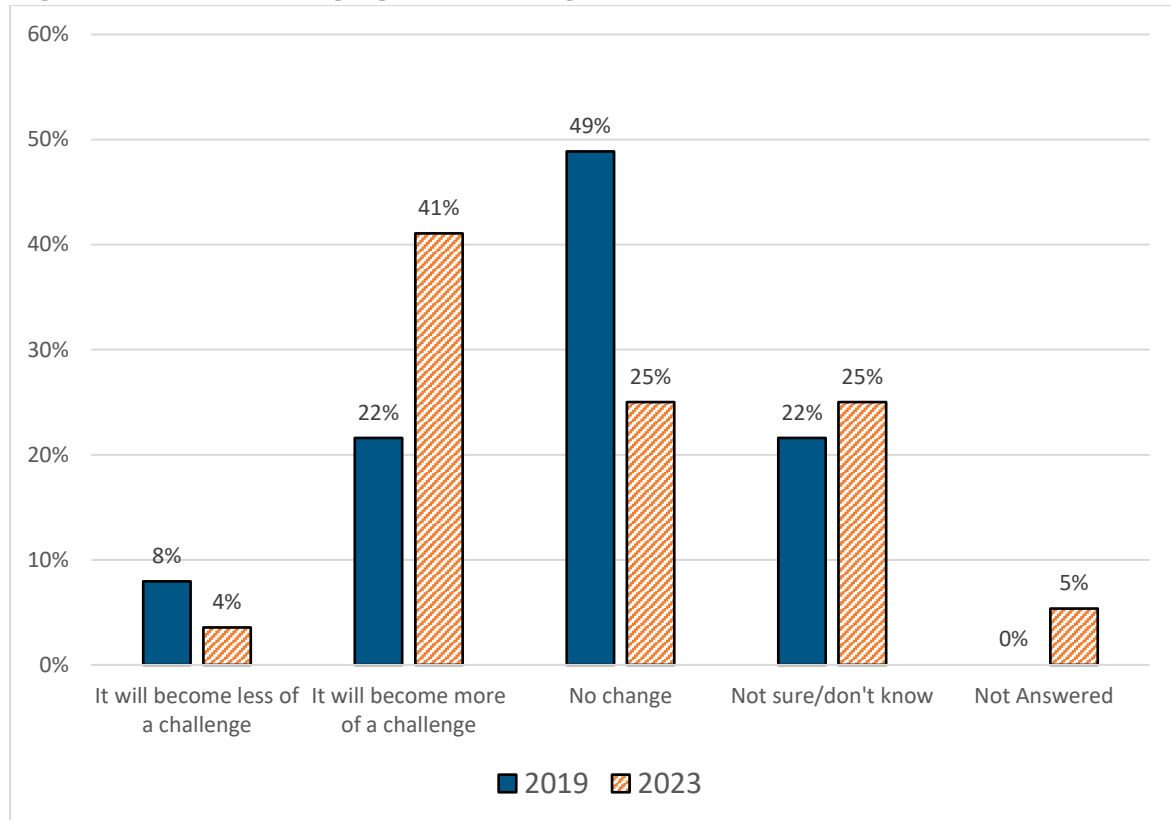
Future Challenges of Retaining Staff

The data indicates an important increase in pessimism amongst employers regarding the future challenges of retaining staff, Figure 13. In 2023, 41% of respondents expressed the belief that retaining staff will be more challenging, compared to 22% in 2019. The uncertainty about the future is highlighted, as 25% of respondents in 2023 were unsure or believed there would be no change, while in 2019, these figures were higher at respectively 49% and 22%. A small decrease is observed in those who anticipate less difficulty in retaining staff, with 4% in 2023 compared to 8% in 2019. Overall, the findings suggest a shift towards a bleaker outlook among employers regarding staff retention challenges in the future, Figure 13.

Main Challenges foreseen by employers include:

- Cost of living and inflation impact on wages.
- Concerns about retention as private sector opportunities become more attractive.
- Unwillingness to engage in recruitment without certainty of sustained work.
- Difficulty in attracting diverse talent.
- Challenging to invest in training without funding.
- Lack of career progression.

Figure 13: How challenging will retaining staff be in the future? 2019 vs 2023



N=56

Recruiting Staff

Similar to the results from the 2019 survey, employers face a range of recruitment challenges, with the main challenges reported as candidates having a lack of sufficient experience and/or not having the right mix or required skills/qualifications, and that they typically receive a small number of job applications, Figure 14.

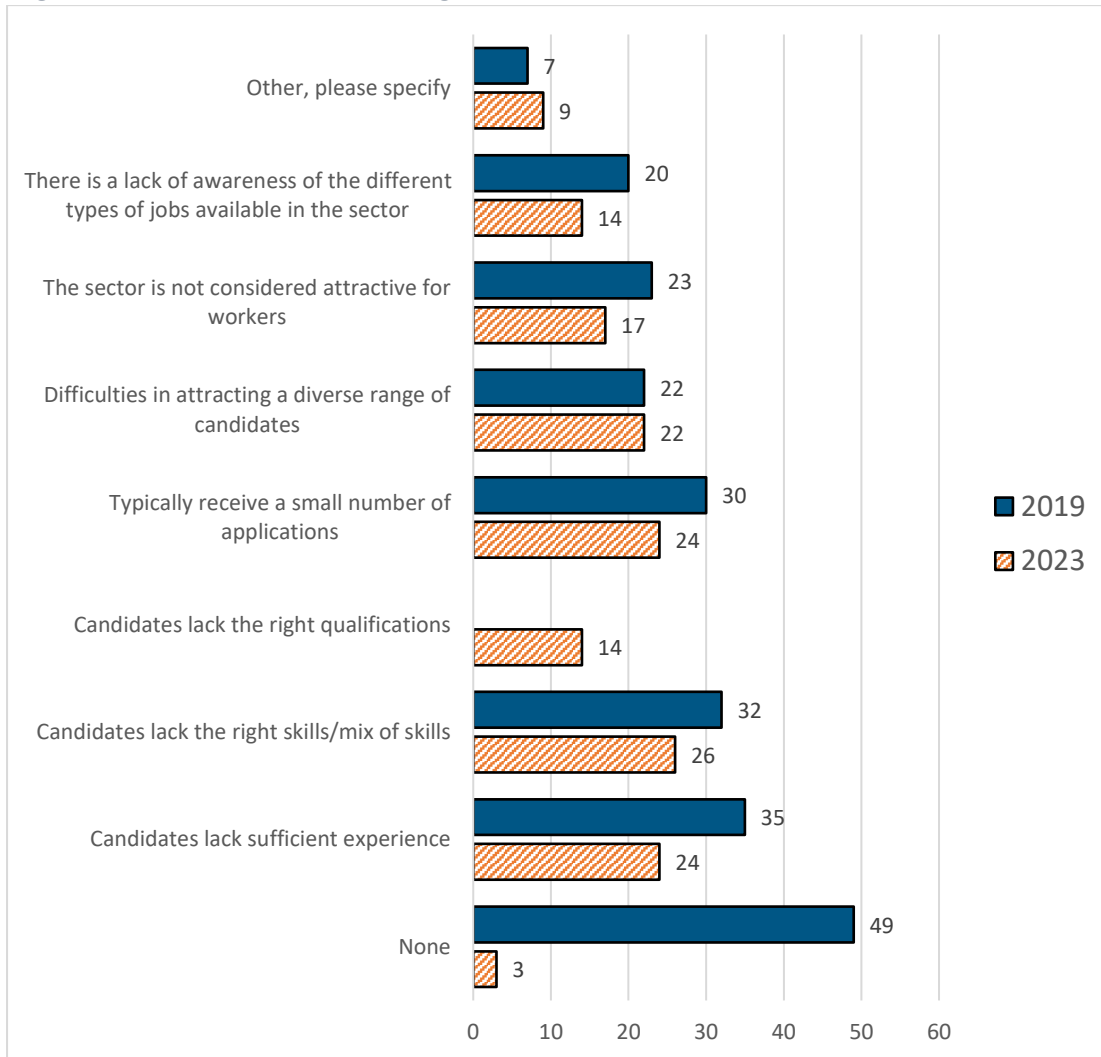
The drop in numbers of employers reporting no difficulties in recruiting in 2023 in comparison to the results from the 2019 survey depicts the increasing struggles that employers face today

Three employers reported that their business had not experienced any difficulties in recruiting for specific roles/occupations in recent years, Figure 14.

Stonemasons (20%), joiners (18%) and volunteers (18%) were reported as being the most challenging occupations to recruit for. Stonemasonry and joinery are specialized skills crucial for heritage construction and restoration projects, Figure 15. Other occupations include painters, decorators, stained glass workers, ecologists, heritage and land management advisers, curators, conservators, and technicians.

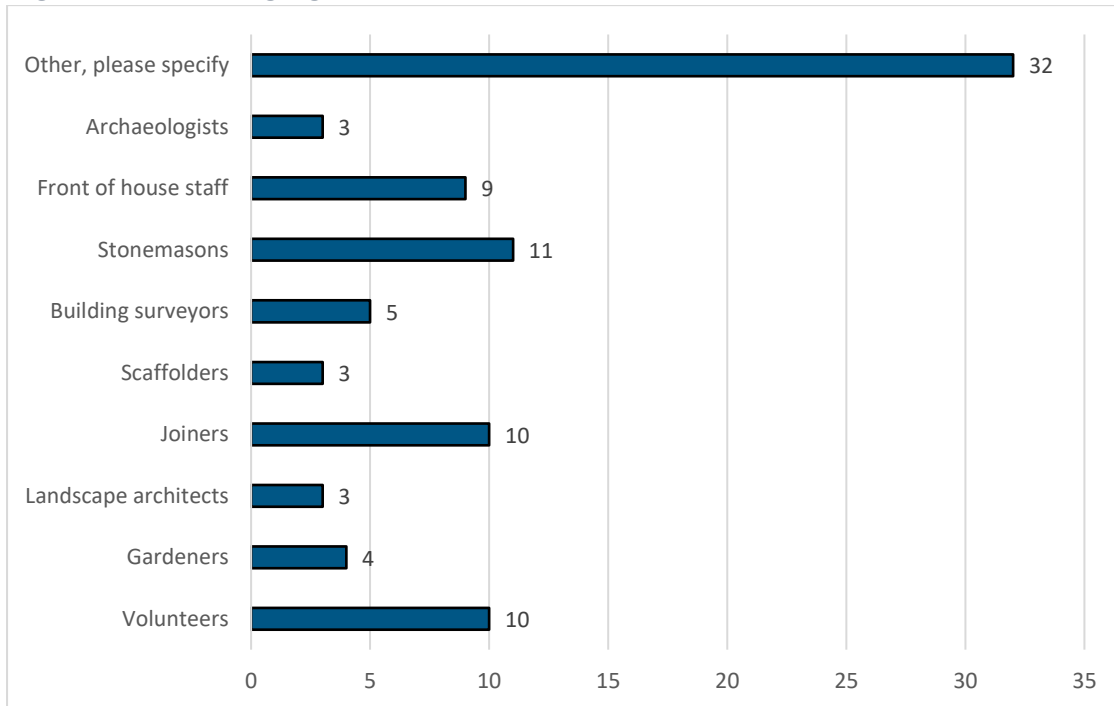
The results indicate a shortage of qualified personnel in these fields. This shortage is due to factors such as the aging workforce, lack of training opportunities, and competition from other sectors offering higher wages.

Figure 14: Recruitment challenges



N=56, Other includes volunteer recruitment challenges, lack of national recognition, competitive wages for stonemasons, issues with apprentice availability, limited conservation management plans and historic landscape jobs

Figure 15: Challenging occupations to recruit for, 2023



N=56

Recruiting challenges impacting on business/organisation

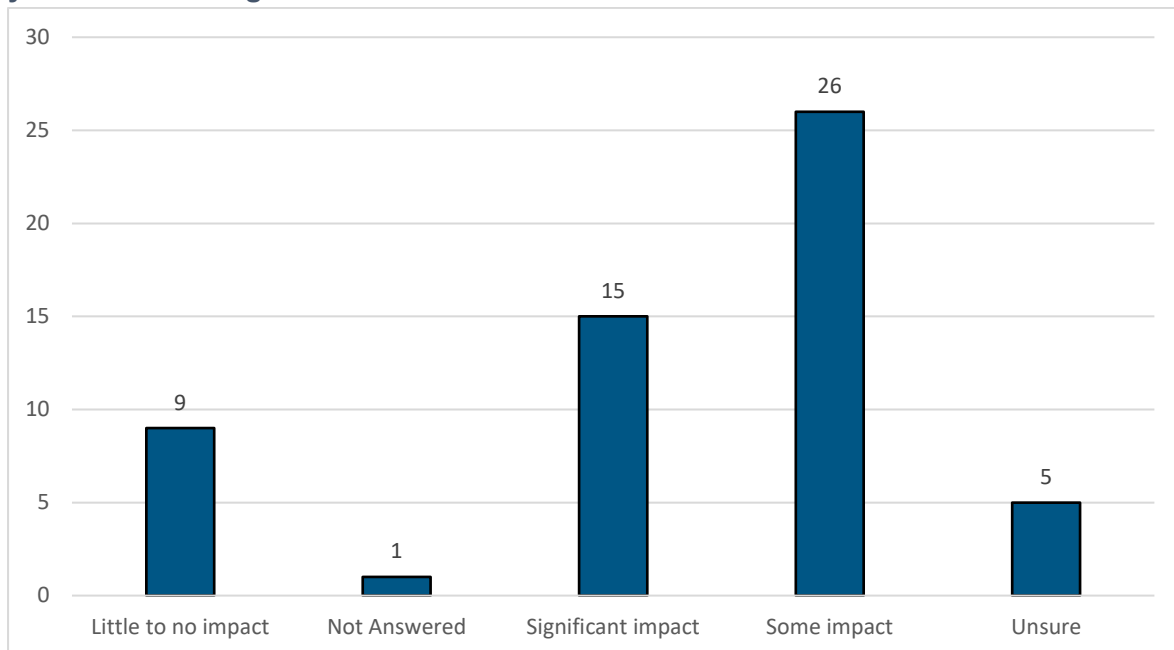
46% of employers (26) deem that the previous mentioned recruitment challenges have some impact on their business, 27% (15 employers) state those have a significant impact and 16% (9 employers) said it had little to no impact. The remaining 11% (6 employers) were either unsure or did not answer, Figure 15.

The findings underscore the strategic implications of recruitment difficulties, emphasizing the need for proactive measures to address skill gaps and volunteer recruitment challenges in the sector.

Current recruitment challenges include:

- Succession planning with an aging staff is recognized as a significant concern.
- Market dynamics, including a shrinking market, are highlighted as a concern affecting recruitment.
- One response underscores the need for awareness within heritage organizations that historic buildings require skilled maintenance, and board members should have heritage expertise.
- Challenges in recruitment are reported to lead to understaffing in busy periods.

Figure 16: To what extent are current recruitment challenges currently impacting on your business/organisation?



Challenges in Recruiting Paid Staff, volunteers, board members, include:

- Almost four-fifth of employers had experienced difficulties in recruiting paid staff – see Figure 17.
- Two-thirds of employers had experienced difficulties in recruiting volunteers – see Figure 18.
- Over two-fifth of employers had experienced difficulties in recruiting board members or trustees – see Figure 19.
- Only one-thirds of employers had experienced difficulties in finding contractors or freelance workers.
- Over two-fifth of employers had experienced difficulties in recruiting contractors or freelance staff – see Figure 20.

Figure 17: Does your organisation face challenges recruiting paid staff?

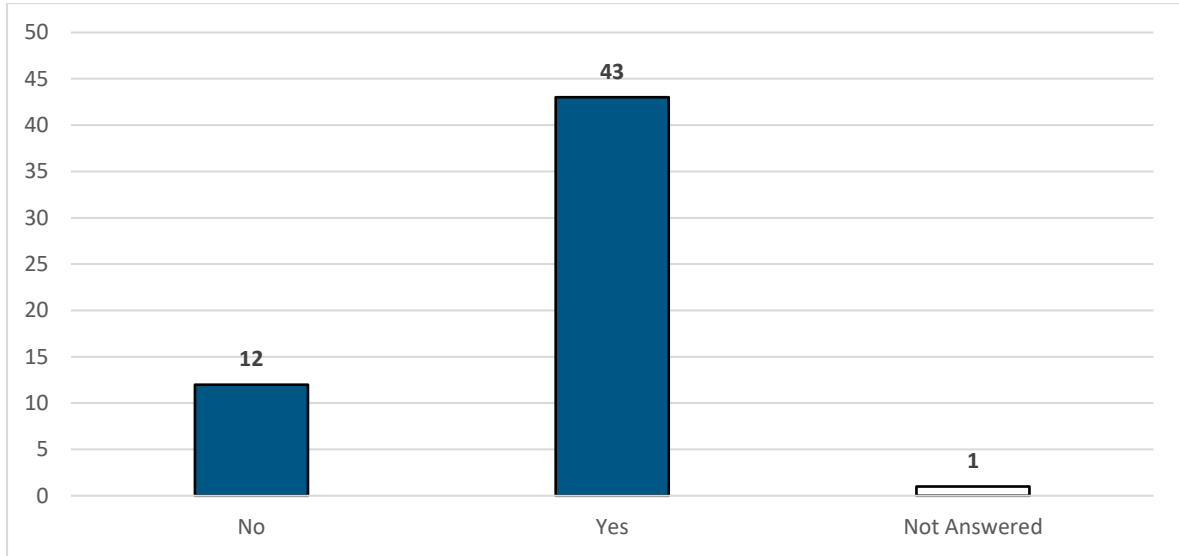


Figure 18: Does your organisation face challenges recruiting volunteers?

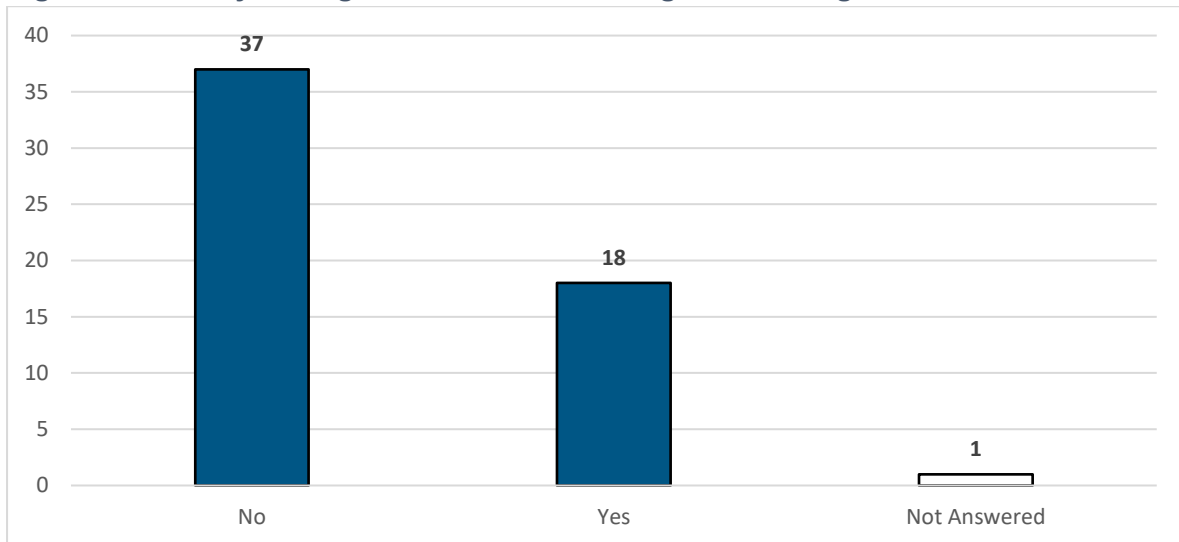


Figure 19: Does your organisation face challenges recruiting board members/trustees?

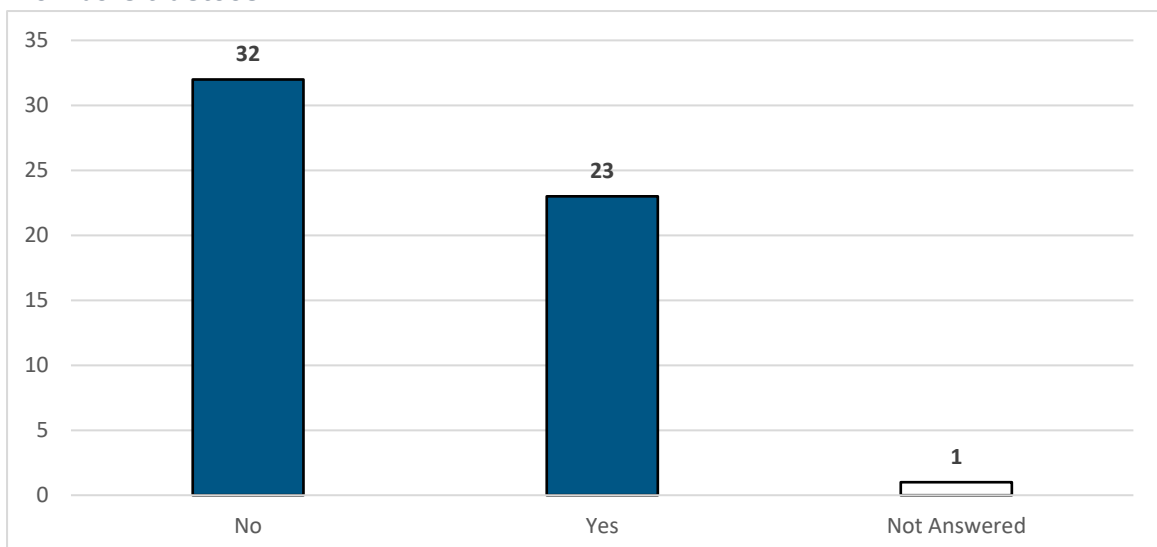


Figure 20: Does your organisation face challenges finding contractors/freelance staff?

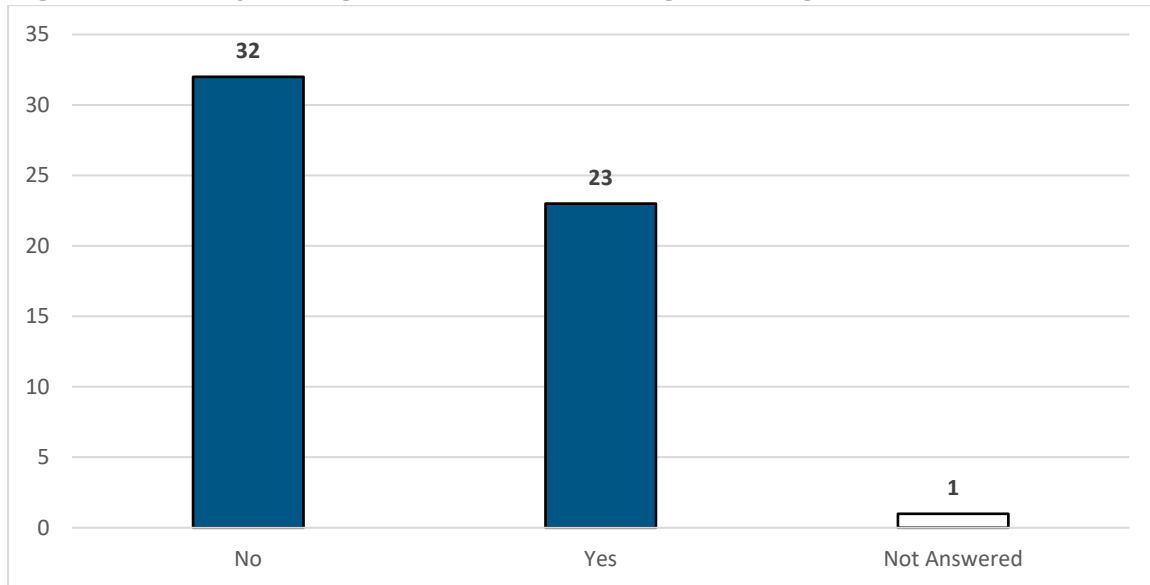


Figure 16-20: N=56.

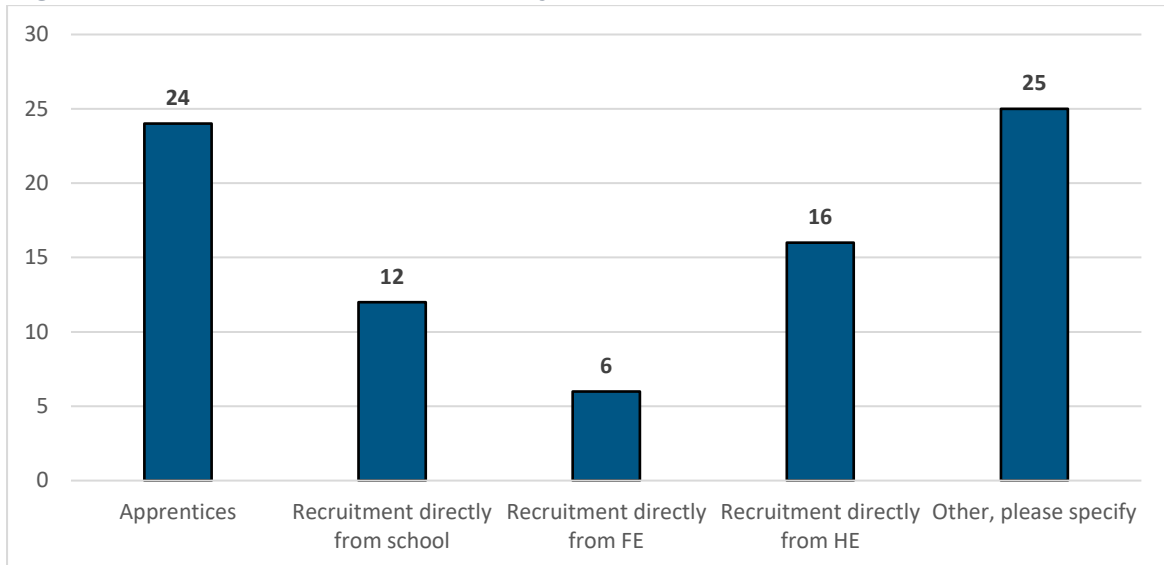
Where Employees Recruit From

The predominant source for employees' recruitment remains other employers, constituting 68% of hires, which is consistent with 2019. Additionally, 41% of employees are recruited from universities, 30% from both schools and colleges, and 32% from an unemployed background, mirroring patterns observed in 2019. Notably, 25% originate from employability programs, introducing a new metric, while 7% have undisclosed sources, Figure 18.

In the last 5 years, 43% of employers have recruited apprentices, 29% have recruited directly from higher education (29%), further education (11%) and others (45%), for example hiring through personal connections, or through the UK Government Kickstart schemes facilitated through the Job Centre.

Overall, the recruitment landscape reflects stability in traditional sources, with a role for educational institutions, and an emerging trend of engaging with employability programs.

Figure 21: Recruitment in the last five years



N=56.

Challenges recruiting from school, college, or university

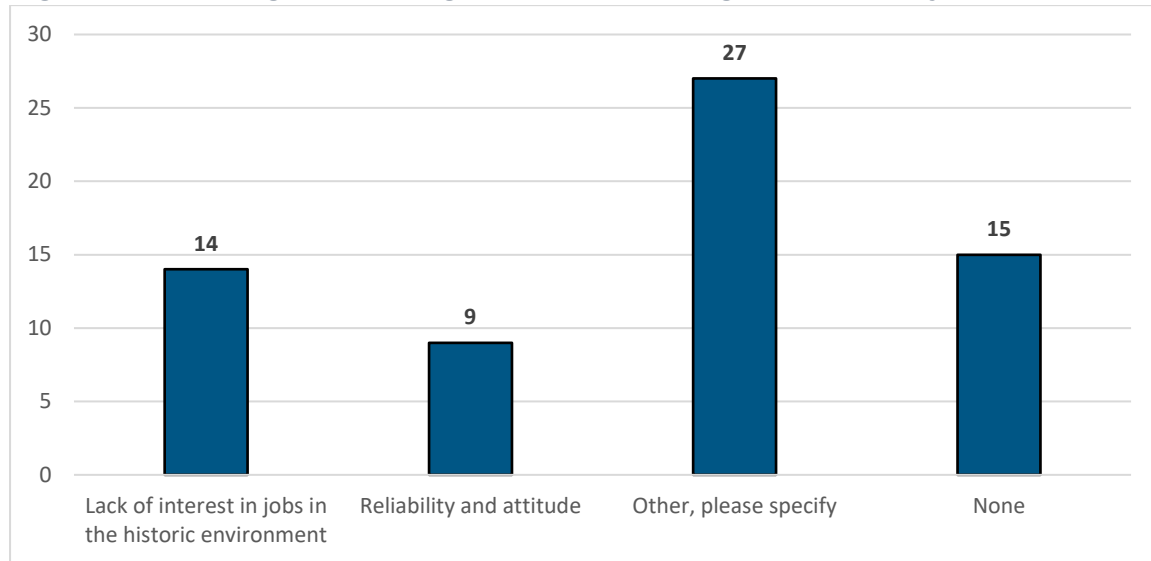
Almost 30% of the employers did not encounter any challenges from school, college, or university. For the rest 70% of the employers who encountered issues, the main challenges encountered include lack of interest in jobs in the historic environment (14 employers, 25%), reliability and attitude (9 employers, 16%) and others (27 employers, 48%), Figure 22.

The other category include:

- The lack of visibility of roles to individuals leaving education has been problematic for some employers, potentially affecting their ability to attract suitable candidates.
- Some employers noted a lack of contact with universities, expressing that attempts to establish such connections have been unproductive.
- Challenges include a lack of understanding of the job's nature, particularly for those without prior work experience, such as Covid school leavers.
- Funding and capacity constraints hinder some organisations from providing formal training for school and college leavers, impacting their ability to meet future requirements.
- Internal cultural factors within certain organizations, particularly local authorities, have contributed to a historical lack of focus on recruiting young people.

In summary, the challenges vary and encompass issues related to visibility, collaboration, training opportunities, internal cultural aspects, capacity, and sector-wide remuneration concerns.

Figure 22: Challenges recruiting from school, college, or university



N=56

Skills Profile

In terms of qualifications, university degrees are the most prevalent, with 80% (45) of employers noting that their staff hold such qualifications, aligning with the 2019 data, Figure 23. Additionally, college qualifications are common, reported by 63% (35) of employers, indicating an increase from the 2019 figures.

On the other hand, apprenticeships are less widely represented, with a majority (30%, 17 employers) reporting that it constitutes 0% or less than 19% of their workforce, consistent with the 2019 findings. Work-based learning has seen a decline, with 42% of employers (24 employers) indicating that it covers 1% to 39% of their employees, contrasting with the 2019 data where 47% (19) reported it accounting for 80% of their workforce. It is unclear whether this is a shift in behaviour, or due to differences in respondents between the two surveys.

A noteworthy addition is the consideration of qualifications or memberships, revealing that 75% (42) of the workforce acquires skills through personal training, Figure 23. Notably, a smaller percentage of employers, 13% (7) in 2023 reported having employees with no formal qualifications compared to 2019, where this figure was 53% (10).

In Figure 24, other qualifications are qualifications gained through transfers from other sectors.

It is also important to note that some employers were unable to answer the qualification-related questions for the entire organization, possibly due to the size of their organisations and the many varied pathways into some roles.

Figure 23: Number of employees with Qualifications or Memberships

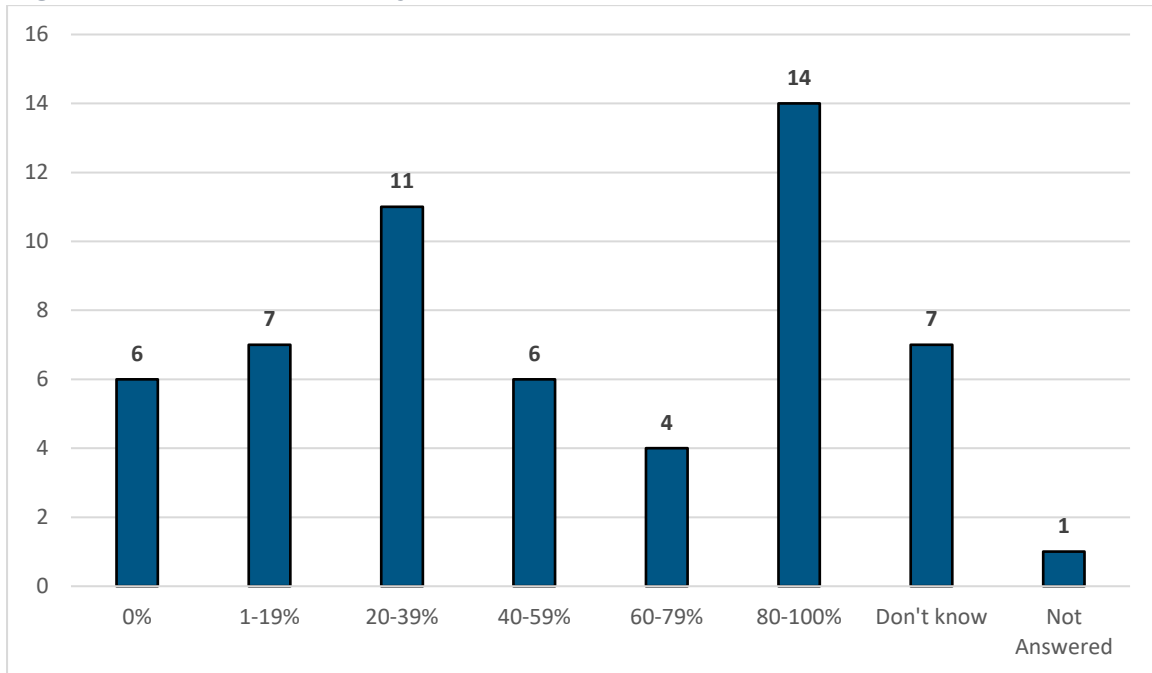
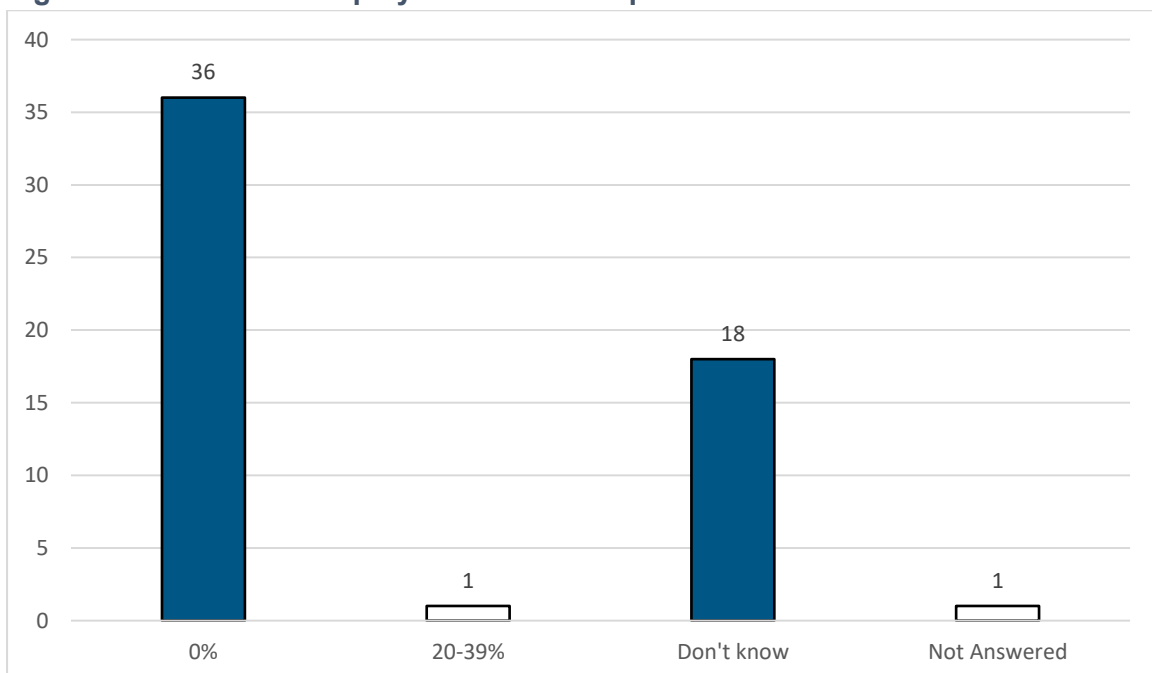


Figure 24: Number of employees with other qualifications



N=56

Skills Shortage

Most employers (68%, 38 employers) anticipate skills shortages in the next five years. Meanwhile, 21% (12) are uncertain about the possibility of skills shortages, 9% (5) do not expect such shortages, and 2% (1) did not provide a response.

Skills Gap

Regarding current and future skill gaps identified, 34% of employers (19) highlight the considerable impact of Traditional/Specialist skills on growth with 30% identifying a huge impact on sustainability. Leadership and management skills are deemed considerably impactful by 29% (16) of respondents, while 30% (17) believe IT and digital skills also have an impact but are manageable. For business and entrepreneurship skills, 30% (17) see no impact, and the same percentage perceives education and outreach skill gaps as manageable despite having an impact. Regarding policy and advocacy skills, 41% (23) report no impact, and 38% (21) see no impact in customer service skill gaps. Only 2% (1) note significant impact in other skill gaps, specifying industrial skills shortage.

Table 47: Perceived impact of skills gaps on business growth and sustainability

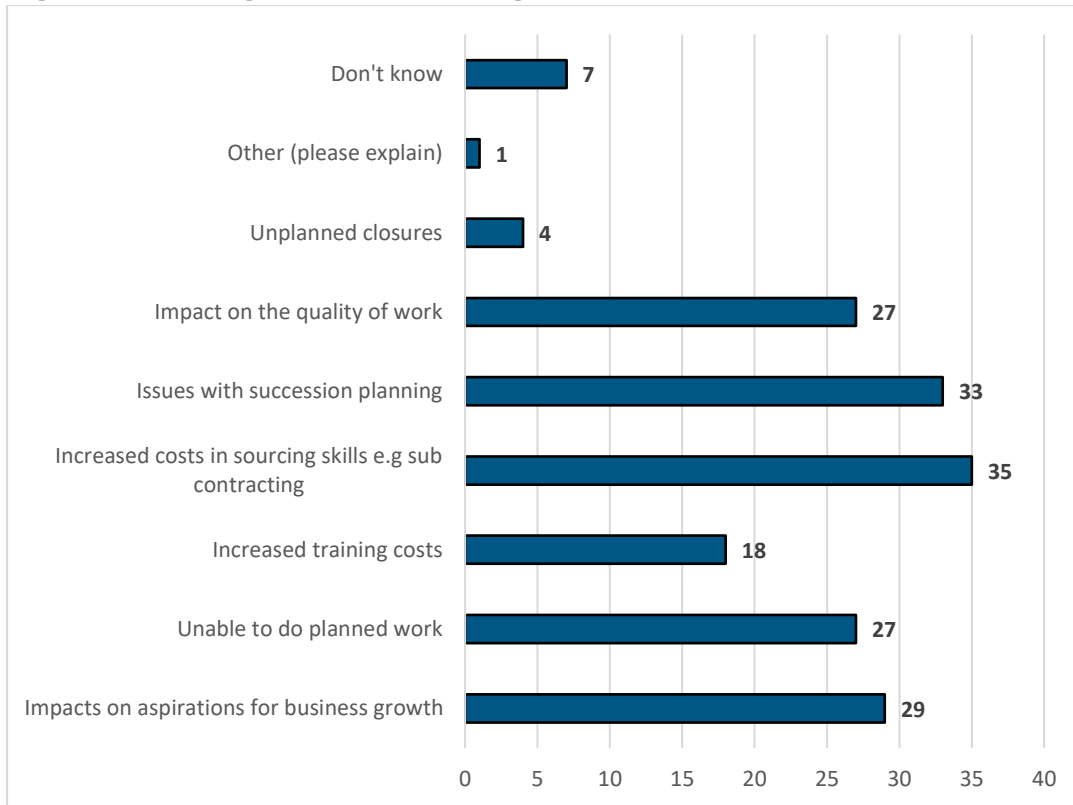
Skills Gap	Not answered	Unsure	No impact	Little impact but manageable	Huge impact	Considerable impact on growth
Traditional/ Specialist skills	2%	9%	5%	20%	30%	34%
Leadership and management	2%	13%	25%	29%	4%	29%
IT and digital	2%	13%	25%	29%	4%	29%
Business and entrepreneurship	2%	18%	30%	23%	4%	23%
Education and outreach	2%	14%	30%	30%	9%	14%
Policy and advocacy	2%	20%	41%	21%	4%	13%
Customer service	2%	16%	38%	27%	2%	16%

Note that the percentages may not sum to 100 due to rounding.

Skills Gap Impacts

The skills gaps in businesses have multifaceted impacts, according to the survey. For 63% (35) of employers, these gaps result in increased costs, especially in sourcing skills through subcontracting. Succession planning is affected for 59% (33) of respondents, while 52% (29) report impacts on their business growth aspirations. Additionally, 48% (27) note repercussions on the quality of work and the ability to execute planned work due to these gaps. Training costs increase for 32% (18), and 7% (4) mention unplanned closure. The remaining 2% (1) highlight uncertainties in the market and the macro-environment as additional challenges.

Figure 25: Skills gaps impacts on organisation



N=56

Apprenticeship

Engagement with Apprenticeship

27%, (15) of employers are aware of apprenticeships but do not currently offer them, while 14% (8) express a willingness to provide apprenticeships but face challenges in finding suitable pathways. A notable 11% (6) of respondents admit to being unaware of apprenticeships altogether. On the implementation side, 9% (5) engage in apprenticeships on an ad hoc basis, and an equal percentage manages multiple apprentices simultaneously. Another 7% (4) have integrated apprentices into their workforce structure, and an identical proportion is actively expanding their apprenticeship programs. Conversely, 5% (3) are in the planning stages of initiating apprenticeships, and another 5% currently have a single apprentice. In terms of reduction, 4% (2) are decreasing their apprenticeship offerings. Finally, 2% (1) did not provide a response.

It is understood that there are specific challenges SMEs encounter in engaging with apprenticeship funding schemes and pathways.

Type of Apprenticeship

In terms of apprenticeship preferences, surveyed employers expressed their interest in hosting various types of apprenticeships.

- 39% (22 employers) are interested in hosting foundation apprenticeships in the future.
- 52% (29 employers) express interest in modern apprenticeships.
- 50% (28 employers) are open to hosting graduate apprenticeships.
- 52% (29 employers) indicate interest in other work-based learning opportunities.

The employers' interest in a range of apprenticeship types, including foundation, modern, graduate, and other work-based learning opportunities, suggests a diverse set of preferences. This diversity indicates a focus on early skill development, possibly to shape the workforce for the long term. Modern and graduate apprenticeships demonstrate a commitment to nurturing skills at different levels. The interest in "other work-based learning opportunities" could suggest employers' openness to flexible and adaptable training formats or that current frameworks aren't suitable. This highlights a recognition among some employers of the value of apprenticeships and work-based learning in tailoring training to meet their specific needs.

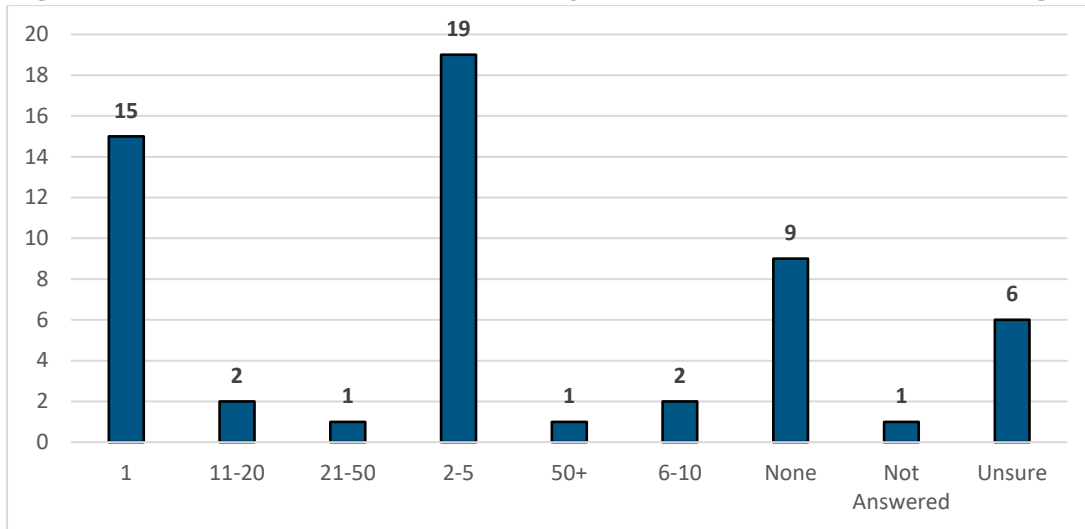
Other apprenticeships were also mentioned, including:

- Traditional skills, heritage policy, equality work, customer service, administration, HR, and IT.
- Interest in hosting foundation apprenticeships in heritage construction as part of local school provision.
- Interest in apprenticeships supporting project management and community engagement roles.
- Conservation and conservation technician apprenticeships
- Interest in apprenticeships related to building surveying, architectural conservation, and stonemasonry.
- Interest in apprenticeships in horticulture, digital fields, and business management.

Number of Apprentices employed

The largest employer response, constituting 34% (19), are open to hosting multiple apprentices simultaneously. A significant portion, 27% (15), expressed a preference for having only one apprentice and 16% (9), indicated a preference for having no apprentices, Figure 26. This is due to various reasons such as the size of the organization, current workforce dynamics, and specific operational considerations.

Figure 26: Number of apprentices employers would be interested in having



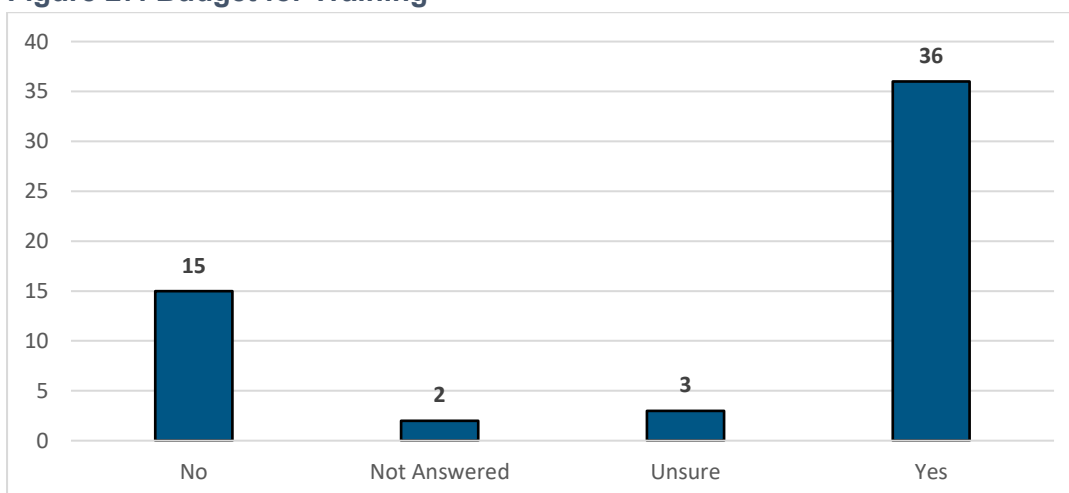
N=56

Budget for Training

Among the respondents, 64% (36) indicated that they have a budget allocated for training purposes. In contrast, 27% (15) responded negatively, stating that they do not have a budget for training. The remaining percentage either expressed uncertainty or chose not to provide an answer, Figure 27.

The existence of training budgets among a significant portion of respondents underscores the perceived importance of ongoing employee development. This aligns with the evolving nature of industries where continuous learning and skill development are essential for adapting to changes in technology, regulations, and market demands.

Figure 27: Budget for Training



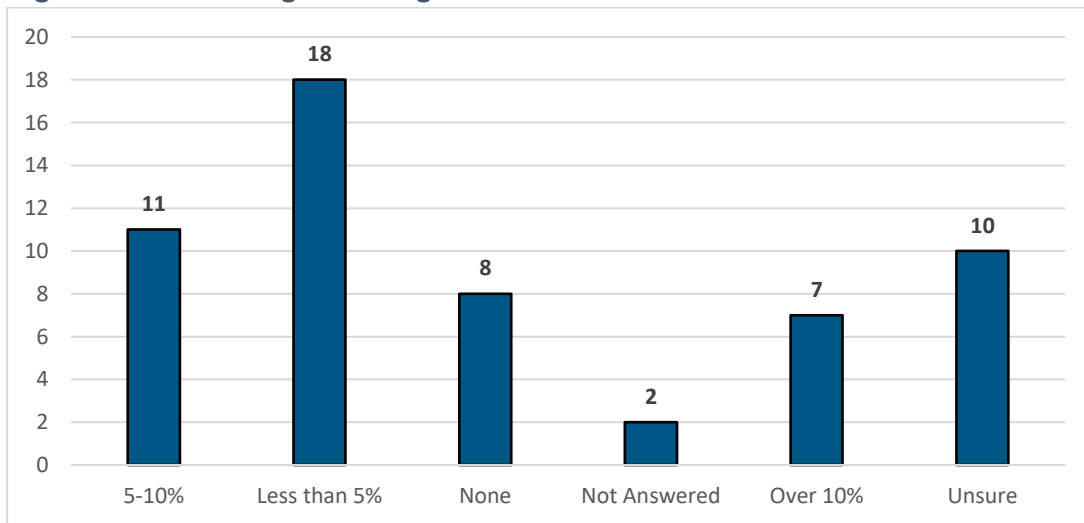
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Percentage of Budget

Among the respondents, 32% (18) indicated that the percentage of their budget allocated to workforce development and/or training was less than 5%. Another 20% (11) specified that it fell between 5 and 10%. Additionally, 18% (10) expressed uncertainty about the budget allocation in this range. Notably, 14% reported having no budget for workforce development or training, while 13% (7) allocated over 10%. A small percentage (4%, 2 employers) did not provide a response.

The findings reveal a diverse landscape in budget allocation for workforce development and training. While some employers allocate a substantial portion of their budget to training, others may face challenges in this regard. The analysis underscores the level of importance given to workforce development compared to other priorities.

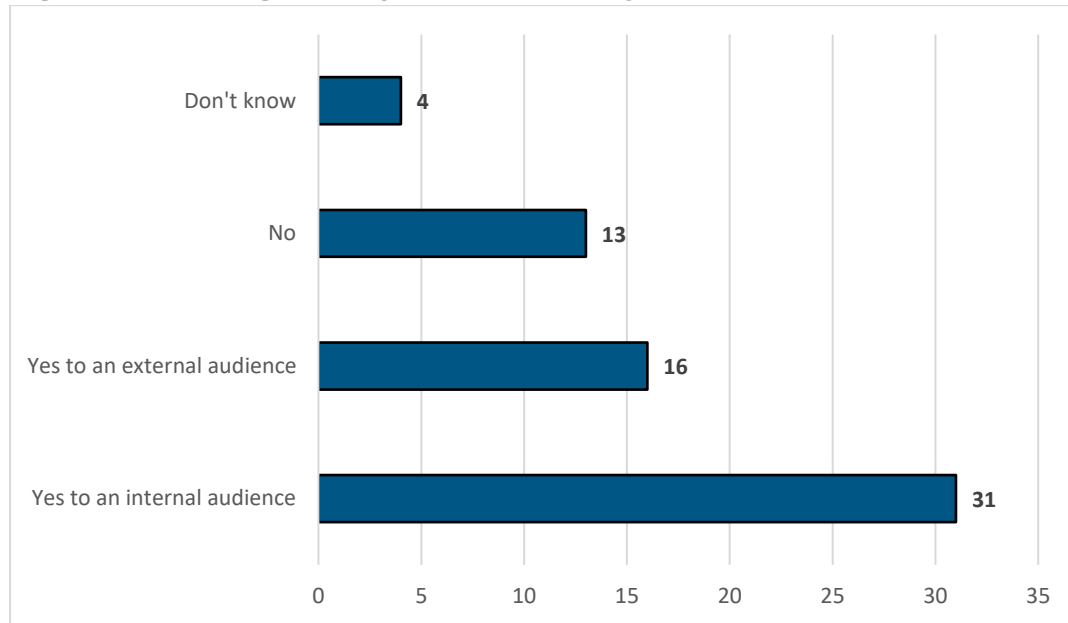
Figure 28: Percentage of Budget



Continuous Professional Development

Among the respondents, 55% (31) identified the delivery of training as a key business activity for an internal audience, indicating a focus on developing the skills of their existing workforce. Additionally, 29% (16) considered training a key activity for an external audience, suggesting an emphasis on providing training services beyond their organization. However, 23% (13) stated that training was not a key business activity, and 7% (4) expressed uncertainty regarding its status, Figure 29.

Figure 29: Training as a key business activity



Types of training delivered

Regarding training delivery, respondents reported employing various approaches. The most prevalent method was informal peer-to-peer training, identified by 70% (39) of respondents. Mentoring followed closely, with 54% (30) incorporating it into their training strategies. Furthermore, 48% mentioned utilizing professional development awards (PDA's) or other one-off Continuous Professional Development (CPD) accredited qualifications. Other approaches included formal peer-to-peer training (34%, 19), apprenticeships or vocational training (32%, 18), qualification development (20%, 11), and National Progression Awards (NPA's) or other one-off entry-level qualifications (7%). Some respondents indicated no training delivery (7%, 4), and 5% (3) mentioned other types of training, including:

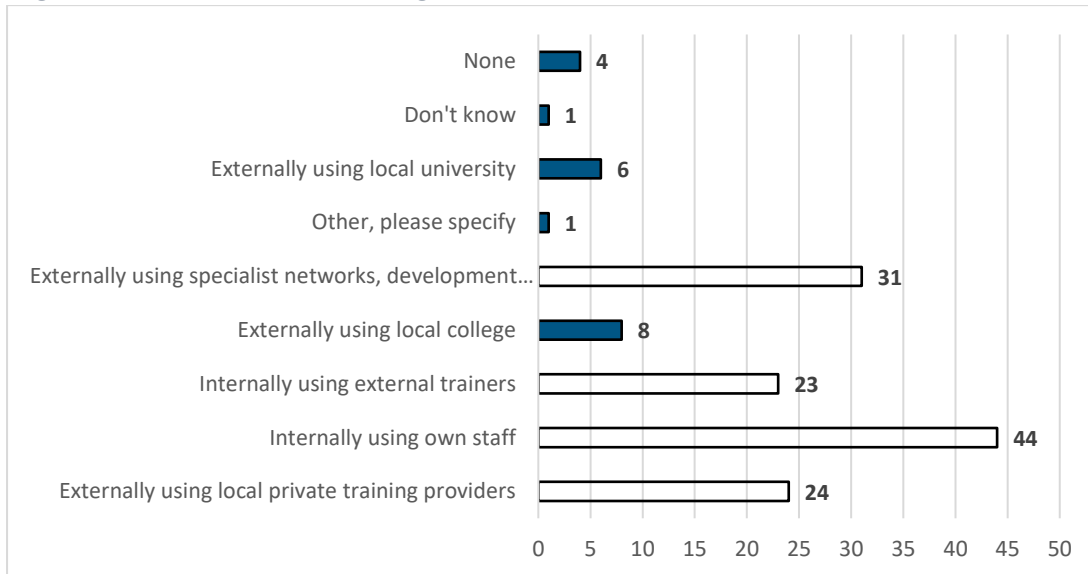
- Employability and work experience, including University internships.
- Central Skills log

Sources of Training

Respondents access a mix of internal and external training resources. The majority of organisations (79%, 44) conduct training internally, utilizing their own staff as trainers. External training is facilitated by various means: 55% (31) use specialist networks, development bodies, or professional bodies, 43% (24) engage local private training providers, 41% (23) opt for internal training conducted by external trainers, 14% (8) utilize local colleges, and 11% (6) involve local universities. Some respondents (7%) do not deliver training, 2% (1) are unsure, and the remaining 2% (1) employ alternative methods, including: distance-learning/blended work-shadowing, Figure 30.

Organisations benefit from leveraging internal expertise, tapping into external networks, collaborating with educational institutions, and exploring alternative methods.

Figure 30: Sources of Training

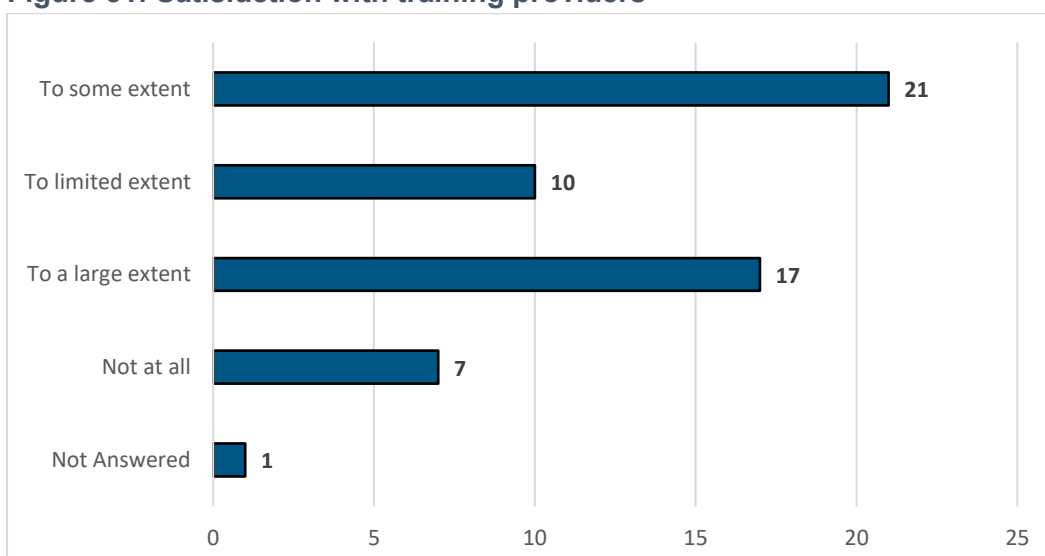


Satisfaction with training providers

Concerning satisfaction with training providers, 38% (21) of respondents expressed satisfaction to some extent, 30% (17) to a large extent, 18% (10) to a limited extent, 13% (7) not at all, and 2% (1) did not provide an answer, Figure 31.

The spectrum of satisfaction levels indicates that organizations have diverse experiences with training providers. Factors such as the relevance of content, training delivery methods, and post-training support contribute to this variability. Some respondents said their dissatisfaction was coming through challenges to find the right external trainer who can deliver within their budgets as well as the cancellation of stonemasonry apprenticeships by Edinburgh College.

Figure 31: Satisfaction with training providers



Barriers to Training

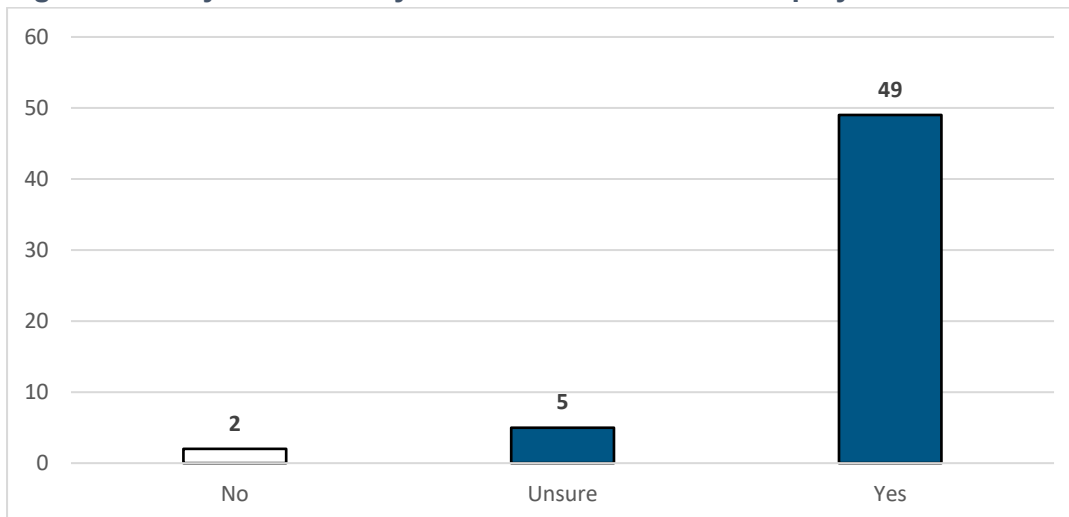
Among the surveyed respondents:

- 63% cited financial constraints as a barrier to training employees.
- 59% reported a lack of time
- 38% identified a lack of appropriate Continuing Professional Development (CPD) or training.
- 34% faced challenges accessing suitable CPD or training provision.
- 16% were unaware of available training opportunities.
- 13% mentioned other barriers, including:
 - Poor quality training,
 - Distance to training,
 - Staff-frontofhouse-transport/accessibility-
Externaltraining/locations/distance/cost-backfilling,
 - Lack of training budget for some local authorities.
- 11% stated they had no one to train.

Fair Work

Almost 90% of the employers considered themselves to be fair work employers which is positive, in contrast to 2 responses considering themselves not to be fair work employers. Notably, 5 employers were unsure whether they were fair work employers or not, indicating a minor portion of employers might lack awareness on fair work, Figure 32.

Figure 32: Do you consider yourself to be a fair work employer?



N=56

Potential Solution

Respondents shared various potential solutions to address current and future skills issues, encompassing mentoring schemes, guidance, collaboration, increased government investment, flexible training provision, awareness campaigns, innovative recruitment, financial solutions, and strategic partnerships. They highlighted the importance of preserving

traditional skills, recognizing the value of stonemasonry, making salaries more attractive, and supporting online training opportunities.

Suggestions also included the need for funding, accreditation, and collaboration among organizations to deliver meaningful training. Some respondents emphasized the significance of governmental recognition, industry events, and the establishment of alternative models for apprenticeship delivery. The need for accessible and meaningful training in specific sectors, such as heritage conservation, archaeology, and architectural education, was also emphasized.

Appendix F: Acknowledgements

We would like to thank the following partner organisations for supporting and leading the consultation process:

- Archives and Records Association (ARA)
- Built Environment Forum Scotland (BEFS)
- Chartered Institute for Archaeologists (CIfA)
- Chartered Institute of Library and Information Professionals in Scotland (CILIPS)
- Construction Industry Training Board (CITB)
- Highlands and Islands Enterprise (HIE)
- Historic Environment Scotland
- Heritage Trust Network
- Industrial Museums Scotland/ Go Industrial
- Institute of Conservation (ICON)
- Landscape Institute
- Museums Galleries Scotland (MGS)
- National Galleries of Scotland
- Scottish Tourism Alliance
- Skills Development Scotland (SDS)
- South of Scotland Enterprise (SOSE)

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- Archaeology Scotland
- Architecture Design Scotland
- Archives and Records Association
- ARPL architects
- Association of Cultural Enterprises
- Association of Local Government Archaeological Officers (ALGAO)
- Association of Scottish Visitor Attraction (ASVA)
- Auchindrain Museum
- Balfour Beattie
- Ballast Trust
- BARD
- Borders College
- British Association of Friends of Museums
- British Geological Survey
- Building Futures Galloway
- Built Environment – Smarter Transformation (BE-ST)

- Cameron archaeology
- Chartered Institute of Building (CIOB)
- City of Edinburgh Council
- City of Glasgow College
- City of Edinburgh Museums and Galleries
- Clackmannanshire Heritage Trust
- Cluny Midmar and Monymusk Community council
- Compass Roofing
- Complete Works
- Creative and Cultural Skills
- Creative Stirling
- Cultural and Business Scotland
- Developing the Young Workforce
- Devil's Porridge Museum
- Digital Preservation Coalition
- Discover Scottish Gardens
- Dumfries and Galloway Council
- Dundas: Scottish wall painting conservators
- Dundee and Angus College
- Dundee City Council
- Dundee Heritage Trusts
- Dunkeld Archive
- Edinburgh Museums & Galleries
- Edinburgh World Heritage Trust
- Energy Skills Partnership Scotland
- European Route of Industrial Heritage (ERIH) Scotland
- Federation of Archaeological Managers and Employers (FAME)
- Fife College
- Fife Council
- Fife Historic Buildings Trust
- Gatehouse of Fleet Development Initiative
- Glasgow Caledonian University
- Glasgow City Heritage Trust
- Glasgow Clyde College
- Glasgow Life
- Glasgow School of Art
- Govanhill baths community trust
- Great Tapestry of Scotland
- Green Space Scotland
- Greyfriars Kirk
- GUARD Archaeology Limited
- HB conservation

- Headland archaeology
- Heriot Watt University
- Highland Archaeology Services
- Highland Folk Museum
- Highlife Highland
- Historic England
- Historic Houses Association
- HMS Unicorn
- Hopetoun House
- Hutton Stone
- ICE Panel for Historical Engineering Works
- Information and Records Management Society
- Institute of Historic Building Conservation
- John Rae Society
- Keep Scotland Beautiful
- Kerr Roofing
- Kirkcaldy Old Kirk Trust
- Laidlaw Associates Building Surveying Ltd
- Lantra
- LDN architects
- Live Borders
- Loch Ness by Jacobite
- Loch Ness Centre
- Mackintosh at the Willow
- Mccoll Masonry
- Mercat Tours
- Mid Steeple Quarter
- Museum of Scottish Railways
- Museums Galleries Scotland
- MVGLA Ltd
- Napier University
- National Heritage Science Forum
- National Libraries Scotland
- National Lottery Heritage Fund
- National Museum Scotland
- National Records Scotland
- National Trust for Scotland
- Nature Scot
- Network Rail
- Old Plean Roofing
- Orkney Research Centre for Archaeology (ORCA)
- Paxton House

- Perth and Kinross Heritage Trust
- Peterhead Prison Museum
- Phoenix Conservation Ltd
- Prospect
- PVOTAL Consultancy
- Rainbow Glass Studio
- Rathmel archaeology
- RG Bushell
- Rosslyn Chapel
- Royal Botanic Gardens
- Royal Institute of Chartered Surveyors (RICS)
- Royal Town Planning Institute (RTPI)
- Sarah Gerrish Conservation
- Sash and Case Ltd
- Scone Palace
- Scotland's Gardens and Landscape Heritage
- Scottish Border's Council
- Scottish Canals
- Scottish Conservation Studio
- Scottish Football Museum
- Scottish Founding Castle
- Scottish Glass studios
- Scottish Government
- Scottish Lime Centre Trust
- Scottish Maritime Museum
- Scottish National Mining Museum
- Scottish Showmen's Guild
- Scottish Strategic Archaeology Committee
- Scottish Traditional Building Forum (STBF)
- Scottish Universities Environmental Research Centre (SUERC)
- Skelmorlie Secret Bunker
- Society for Protection of Ancient Buildings
- Society for the Protection of Ancient Buildings
- South of Scotland Destination Alliance
- Society of Antiquaries of Scotland
- St Giles Cathedral
- Stirling City Heritage Trust
- Stirling Council
- Surgeon's Hall Museum
- The Ridge CIC
- The Scottish Crannog Centre
- Tickety Boo

- Tour Guides Association
- Trimontium Trust
- University Highlands and Islands
- University of Aberdeen
- University of Dundee
- University of Edinburgh
- University of Glasgow
- University of Strathclyde
- University West of Scotland
- University of York
- V&A Dundee
- Visit Scotland
- Whithorn Trust
- Zero Waste Scotland