

Thinking about...

Training

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1 Introduction

The Heritage Lottery Fund (HLF) was set up in 1994 to distribute money raised by the National Lottery to heritage projects throughout the UK. In our first 12 years we awarded over £4 billion in grants to over 26,000 projects, from multi-million-pound investments in well-known sites and buildings to small grants making a big difference to community groups. We have a range of grant programmes for projects of different types and sizes – see the Appendix for more information.

We have designed this guidance to help you think about creating new training opportunities in your project.

We can offer advice **before you apply**, but first please use our website www.hlf.org.uk to:

- read the guidance in the application materials for the grant programme you are interested in;
- decide broadly what you want to do and roughly how much money you are likely to ask us for;
- fill in a pre-application enquiry form online or in hard copy; and
- send it through our website or send it to your country or regional HLF team who will then contact you to offer advice on your project.

2 Our aims

HLF gives grants to support a wide range of projects involving the local, regional and national heritage of the United Kingdom.

We have three main aims which relate to learning, conservation and participation.

To receive a grant your project must:

- help people to learn about their own and other people's heritage.

Your project must also do either or both of the following:

- conserve the UK's diverse heritage for present and future generations to experience and enjoy;
- help more people, and a wider range of people, to take an active part in and make decisions about heritage.

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2.1 Meeting our aims

There are a number of ways you can meet the two aims that focus on people. We have described these below with a link to the guidance on each.

Help people to learn about their own and other people's heritage

We call this our **Learning** aim. There are three main ways you can meet this aim:

- provide information about your heritage and interpret it for people – for further information see *Thinking about interpretation*;
- create opportunities for people to gain new or increased skills – this guidance will help you think about such training; and
- hold events or activities to help the general public or particular groups of people learn about your heritage – for further information see *Thinking about learning*.

Your project might do one of these things or a combination of them depending on its size and scope.

Help more people, and a wider range of people, to take an active part in and make decisions about heritage

We call this our **Participation** aim. There are three main ways you can meet this aim:

- create opportunities for people to volunteer in your project – for further information see *Thinking about volunteering*;
- help your community to take an active part in your project, including helping people make decisions about heritage – for further information see *Thinking about community participation*; and
- develop new and/or wider audiences for your heritage – for further information see *Thinking about audience development*.

Your project might do one of these things or a combination of them depending on its size and scope.

Although you do not have to meet our Participation aim if you are carrying out conservation work to your heritage, we encourage you to think about how the public can take an active part in your project, for example in the conservation itself.

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3 What do we mean by training?

By training we mean formal or informal courses or on-the-job tuition which provide people with knowledge and specialist skills to sustain heritage to the highest standards. Our own research and that of other heritage organisations has pointed to a widespread skills shortage in the UK heritage sector and an urgent need to promote traditional and generic skills in order to look after our heritage in the future.

We encourage the projects we fund to include training activities in order to:

- support the development of skills among current heritage workers and volunteers;
- encourage new employees and volunteers into the heritage sector; and
- increase awareness amongst the public of the heritage skills which have created and continue to maintain our heritage.

There are three main ways you can include training in your project and help to address the skills shortages there might be in your own local community.

Train staff and volunteers to look after your heritage

You can provide training to help staff, volunteers and subcontracted workers to manage and maintain heritage, making sure that tasks are carried out to a high standard and that your heritage is cared for when the project has finished. If your organisation is responsible for heritage such as a historic building, a museum or archive, a park, an archaeological site or a landscape, you will need a range of skills to care for it, including:

- specialist heritage skills such as stone carving, historic vehicle and vessel restoration, biological recording, using lime mortar, dry-stone walling, paper conservation, and traditional industrial processes, for example, the production of wrought iron;
- maintenance skills, for example, clearing gutters on a building, care of planting in a park, coppicing of ancient woodland or cleaning of artefacts; and
- management and project delivery skills, such as developing high quality learning or interpretation, managing a project as a Trustee, managing volunteers, specialist communication skills such as British Sign Language, or developing accessible websites.

Create new opportunities for people to train on your project

You can maximise the opportunities that arise from your project to support on-the-job training, especially in large capital schemes. Examples include taking on apprentices, offering graduate internships or extended work experience placements to college students and offering work placements for local firms to develop specialist conservation skills.

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Raise the profile of heritage skills with the public

As part of your project, you can involve more people in appreciating heritage skills and help them to learn about careers and training opportunities that exist in the sector. For example, you can offer taster sessions to school pupils and organise heritage skills days for visitors and your local community.

Obviously, the scope of project you want to do will influence the type of training opportunities you can offer. A lengthy capital project might be able to support a full apprenticeship, for example, while projects smaller in scale might offer targeted one-day courses for volunteers.

The level of training activity you are planning should be commensurate with the size of grant you are requesting: the greater the investment from us, the higher the level of activity and the greater the impact we expect to see from your project. The level and type of training activity should also reflect the size and nature of your organisation: we expect more of you if you have a national remit or if you are supported by a much bigger organisation (for example, you are part of a local authority). We also expect more of you if you are experienced and have a successful track-record.

4 Important points about our funding

We encourage all applicants to think about including training costs in their project for the benefit of people and heritage but there are some important things to note when planning your project.

- If you are asking us for a **grant of £1 million or more** you must include some training activity in your project as part of meeting our Learning aim.
- We will only fund stand-alone training projects (i.e. where the only activity is training) where the people being trained are **volunteers**.
- We will not fund the core work of educational institutions or professional bodies, for example, the development and testing of new courses or the infrastructure needed to create or pilot a new qualification.
- We do not fund general training for paid staff which could form part of an organisation's core continuing professional development costs. For example, we will not pay for staff to go on full-time courses or for general management qualifications, such as Master of Business Administration (MBA) programmes.

No matter what size your project we fund training for a range of people who might be involved.

Your paid staff – we fund training and development for your paid staff which is needed because of, and is clearly linked to, a wider heritage project we are funding. We do not fund projects that are entirely focused on the training needs of paid staff.

Your volunteers – we fund training for volunteers to help them to learn more about and to take an active part in heritage. Where appropriate for your organisation, a project can be entirely focussed on training volunteers to look after heritage.

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New trainees or subcontractors – we fund trainee placements as part of a wider heritage project and training in specialist heritage skills for local contractors, such as builders and carpenters, who could benefit from any on-the-job training opportunities your project might offer.

You can include course fees and the fees of external trainers in your project costs.

5 Delivering training

There are many ways of building training into your projects, some of which use the skills and expertise within your organisation and are relatively low cost, and others which require you to create partnerships with local organisations and will have more significant cost implications for your project. A number of approaches to training are listed here.

Apprenticeships

Any apprenticeships you create as part of your project should be part of the Apprenticeship Scheme. The Sector Skills Councils have developed Apprenticeship frameworks for the industries they represent. If you want to take on an Apprentice, you can get financial support from the local Learning and Skills Councils in England (LSCs), the Department for Children, Education, Lifelong Learning and Skills (DCELLS), Welsh Assembly Government, the Local Enterprise Councils in Scotland (LECs), and from the Department for Employment and Learning in Northern Ireland (DELNI) – see Section 10. You should consider including training for supervisors so that they are able to carry out work-based assessment (internal assessment and verification). For example, in a nature conservation project there may be an opportunity to take on an apprentice in environmental conservation and to train a member of your staff as a workplace assessor.

See: www.apprenticeships.org.uk (Apprenticeships lead to NVQ Level 2 qualifications and Advanced Apprenticeships lead to NVQ Level 3 qualifications; there is also a Young Apprenticeship programme for 14–16 year olds, who spend two days a week in the workplace, and Apprenticeships for Adults for those over 25). For Modern Apprenticeships in Scotland see: www.scottish-enterprise.com/modern-apprenticeships

Community events

Many projects offer opportunities to help local people develop an understanding of heritage skills through taster days and other activities. For example:

- in a project involving work to an historic landscape you could work with a professional organisation, such as the Institute of Field Archaeologists, and a local branch of the Young Archaeologists' Club to offer a community dig;
- in a building conservation project, you could offer local homeowners workshops with professionals on how to look after older buildings; and

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- in woodland conservation projects, local craftspeople could demonstrate crafts such as making hurdles as part of an activity day for families.

Continuous professional development (CPD)

CPD is used to refer to a systematic and planned approach to maintaining, improving and developing knowledge, skills and expertise. Training continues throughout a professional's career and benefits the individual, the employer, professional organisations and society as a whole. It is a condition for some professional qualifications. There may be opportunities for your project to offer this kind of training to staff through a series of short courses or 'master classes'. You might also be able to offer ongoing development to people who work in related fields. For example, your project might offer:

- on-site training days for local building firms in the use of specialist materials such as lime mortar;
- training in surveying and monitoring particular habitats and species for nature conservationists; or
- the opportunity for museum or archive conservators to try out new techniques.

Diplomas (England only), Higher National Diploma (HND) and National Diploma (ND)

These are vocational qualifications that combine academic and practical elements and often involve work experience. They are available at further and higher education colleges and other training providers. For more information see DCELLS, Welsh Assembly Government, SQA for Scotland and DELNI for Northern Ireland in Section 10.

For Diplomas see: www.dfes.gov.uk/14-19 (follow qualifications link)

For HNDs and NDs see: www.developments.edexcel.org.uk/nationals

Foundation degrees

These are employment-related higher education qualifications. They provide students with the specialist technical knowledge and skills needed by employers at associate professional and higher technician level. See:

www.findfoundationdegree.co.uk

Graduate apprenticeships

This is a framework for work-based learning for higher education students or new graduates. The aim is to provide complementary hands-on work experience that is linked to National Vocational Qualifications (NVQs). For example, a museum might partner a local higher education college to support a series of graduate apprenticeship placements for the length of a project. As with standard apprenticeships, you should take account of training for supervisors in overseeing graduate apprentices.

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Internships

These are similar to work placements (see below), but relate to an extended period of time spent within an organisation. In the heritage sector they are most commonly offered to postgraduates and people making mid-career changes. They can be paid or voluntary.

Peer support

Sometimes known as mentoring, this is learning support provided between colleagues. There may be opportunities within your project to set up a system of internal training where employees work with more experienced colleagues on particular tasks to develop their skills. The operation and monitoring of the scheme should be agreed by the staff concerned and evaluated as part of your staff appraisal process.

Skill-sharing

This is a system where staff with different skills work together for set periods of time to exchange their skills with one another. Skill-sharing schemes often operate between partner organisations (or between departments in large organisations) and may involve a formal placement. The aim is to build understanding of different roles as well as to develop complementary skills. For example, an education officer of a museum might skill-share with an ecologist from a Wildlife Trust with the aim of developing a new joint environmental education programme.

Volunteer development

All volunteers will benefit from training, whether they are trustees with high levels of expertise, or those with no specialist knowledge but with the enthusiasm and commitment to learn how to care for heritage. Volunteers come from all sectors of society and will have a wide range of reasons for committing their time – for some it may be a stepping stone to a career change or entry into their first job. With this in mind, where possible, volunteers should have the opportunity to gain qualifications during their training – either formal qualifications such as NVQs (for example, in cultural heritage) or certificates that reward particular skills, such as handling power tools safely, or the general aspects of volunteering, such as the Certificate in Community Volunteering awarded by the Award Scheme Development and Accreditation Network (ASDAN).

Proper management and support for volunteers is crucial and you may need to provide training for those who will carry out these roles. Accredited awards for volunteer management training structures are available through a number of organisations. See our guidance *Thinking about volunteering* for more information.

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Work experience

This is a period of time spent in the workplace, usually for young people in school or college. All school children in the UK do work experience as part of their curriculum. This usually takes place at age 14 or 15 and lasts for one or two weeks. Students gain insights into the world of work and develop their personal skills. University and college students studying on degree courses may also benefit from a time-limited work experience placement. If you think your project can offer work experience to young people you should think about creating a partnership with a local school, college or university, who will be able to advise you on the kind of tasks you should be setting and other relevant issues such as child protection.

Work placements

These are a more formal period of practical study than work experience, and usually form part of a vocational course, enabling trainees to gain practical on-the-job knowledge and skills. By forming a partnership with a school, college, university or work-based learning provider, you may be able to offer extended work placements for students. To supervise this type of work, your staff may need training in appropriate skills and you should include these costs in your budget. Trainees could come from a wide range of courses depending on your project, for example, conservation, construction, horticulture and leisure and tourism. There may be opportunities to link with retraining or back-to-work schemes to help improve local people's employment prospects, for example, through New Deal partnerships (see Section 10).

6 Providing accredited training

Where possible, trainees, including unpaid volunteer staff, should be able to gain accreditation as a result of completing their training. Accreditation is the formal recognition by an outside organisation of the training programme, offering the possibility of awards and formal certification to trainees who meet a certain standard.

Whether you decide to offer accredited courses will depend on the needs of your trainees. If the people you want to train are young people, career changers or people keen to develop their skills to a new level, it is possible that they will be more motivated to get involved with your project if you can offer them accreditation. It may be that retired people will prefer to take up informal training opportunities and will be less motivated by qualifications. It is hard to generalise and you should consult the people you want to work with when planning your project.

Possible awards include:

- Scottish and National Vocational Qualifications (S/NVQ);
- Open College Network credits (OCN);
- City and Guilds qualifications;

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- 14–19 Diplomas (in England from September 2008);
- Certificates offered by professional organisations;
- Courses offering credits towards a higher education award such as a degree or diploma; and
- the Professional Accreditation of Conservator-Restorers (PACR).

If training is not accredited it should, where possible, match the occupational standards for the relevant sector (you can get copies of occupational standards from the Sector Skills Councils). Skill-sharing and mentoring schemes, for example, should follow good practice, that is, be negotiated with everyone involved, have clear objectives and be monitored and reviewed.

7 Training subcontractors in capital projects

It may be that you plan to subcontract the delivery of some or all of your project work. In this case you will need to show how you will make sure that subcontracted staff are suitably qualified and have the necessary experience. We encourage you to review tendering arrangements to take account of this, for example, by including a qualification or accreditation requirement. If the project is large enough, you may also want to include a requirement for the creation of a trainee opportunity as part of a tender. By advertising a 'Training and Works Contract' you will be highlighting to local contractors the importance you place on heritage training.

Alternatively, you may want to include subcontracted staff in training activities you are organising for your staff and volunteers. It is likely that you will apply to us before you appoint a subcontractor, and we recognise that in this case you may have to confirm the detail of your training at a later date.

8 Types of training activities we fund

There are lots of ways to build training for your staff and volunteers into your project. Organised by heritage sector and beginning with a general section applicable across all heritage areas, here are just a few ideas.

General

- Training on up-to-date legislative requirements for volunteers, for example, data protection, equality and diversity, health and safety, and child protection.
- Customer care training, for example, disability awareness and specialist communication skills such as British Sign Language, and working with young people.
- Volunteer recruitment and management training.
- In-house training in interpretation and learning skills to help people lead workshops or produce learning resources.

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- Technical and creative courses in web design, using digital equipment and film making etc.
- Training for guides resulting in the award of the Blue Badge standard.

Museums, libraries and archives

- In-house training programme for volunteers on repairing interpretation and interactives to ensure they are in working order and have a long life.
- Workshops to help staff set up and run a new museum youth forum.
- On-the-job cataloguing training for volunteers in an archive.
- Skill-sharing between staff of different museums involved in a touring exhibition project.
- Mentoring programme for postgraduates to shadow museum or archive professionals and do hands-on training in conservation and interpretation.

Historic buildings

- Opportunities built into a restoration project for staff and/or volunteers to gain the Heritage Skills NVQ.
- Field workshops for members of the public in archaeological survey techniques, including geophysical surveys.
- Sessions for local builders in specialist heritage skills delivered with a college or small business, including stonemasonry, lead working and bricklaying.
- Informal training for volunteers on how to make an accurate survey of a building.
- Workshops for church wardens on basic buildings maintenance, such as clearing gutters, and development of accompanying training notes.

Land and biodiversity

- One day courses to help people deliver project activity, such as sessions run by the British Trust for Conservation Volunteers on safely handling power tools or those resulting in a Lantra (Sector Skills Council) Award, for example, in general tree care.
- Community taster days in dry stone walling to recruit new volunteers seeking more in-depth training.
- Short courses to equip staff and volunteers to take part in your project, for example, grazing management for nature conservation or bat surveying methods and habitat conservation.

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- Full-time courses run with a local college to give young volunteers and career changers a qualification, for example, Environmental Conservation NVQ Level 2 (with two days in college and three days in the field).
- Training for experienced park staff to be work place assessors and offer on-the-job tuition in horticulture and park maintenance to apprentices.

Industrial, maritime and transport

- Training course for volunteers involved in historic aircraft preservation, leading to a City and Guilds qualification.
- Engineering apprenticeship as part of a project to repair and maintain a steam engine or a historic tram.
- Training in traditional boat building techniques to young people through the New Deal employment and skills scheme.
- Workshops in textile conservation for volunteers interested in restoring seating in historic vehicles.
- Canal-side volunteer taster days to encourage local people to get involved in maintaining narrow boats and towpaths.

Intangible and community heritage

- Short-term courses to help people deliver project activity, such as sessions run by the Oral History Society on all aspects of recording memories.
- Training for volunteers in storytelling techniques to bring local folk tales alive through performance at a historic site.
- Workshops for young people in traditional dance techniques so that the dances can be shared with a wider audience.
- Training for volunteers in understanding dialects as part of a project to record historic place names on parish maps.

9 Planning your project

Your application to us should describe the training activity you want to do and the impact it will have on your heritage and on the people involved. If you are applying under our Heritage Grants programme, we will ask you to outline your proposed activities and estimate your costs in your first-round application. If you are successful, you will need to provide a detailed breakdown of the training activities you will deliver, together with firm costs, in your second-round activity plan.

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Integrate your training activities

You should make sure your training plans fit with the aims of your project as a whole. For example, if an aim of your project is to encourage more people with disabilities or more young people to your site, your staff and volunteers might benefit from training in how to offer the most appropriate welcome to these groups. How you will go about delivering this training should be outlined in your activity plan.

Similarly, you should make sure your activity plan links to any conservation work you want to do. If you are developing a conservation statement or a conservation management plan you will find this useful in helping to map training needs. It will tell you about your asset and why it is important, and will also identify the different skills you will need to manage and maintain your heritage and to deliver your project.

Thinking through your training needs and opportunities

In the early stages of planning training in your project you will find it useful to:

- review **what skills already exist** in your organisation and any partner organisations;
- consider **what extra skills you will** need to deliver and maintain a successful project. For example:
 - * If your project involves capital work to heritage, what specialist skills do you need to carry out that work?
 - * Will you be subcontracting capital work? If so, what specialist skills should your contractors have?
 - * What do you need to do to maintain your heritage? Who will do that? What skills do they need?
 - * What activities need to take place to manage your heritage? Who will be responsible? What skills will they need?
 - * What actions are planned to make sure people can learn about and take an active part in heritage? What skills will be needed to carry out this work?
- assess the **opportunities for training** that the project will provide and prioritise training needs;
- **cross-reference** to your organisation's **policy documents** (such as your equal opportunities policy or learning policy) and **plans** (such as your conservation management plan and maintenance plan);
- consider **what types of training** and development you might offer;

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- **consult potential trainees and potential partner organisations** (for example, Further Education colleges, Higher Education institutions, businesses, local Learning and Skills Councils, economic regeneration agencies, professional organisations such as the Institute for Conservation and Sector Skills Councils);
- decide **who will be trained**;
- identify **how training will be delivered** (for example, through short courses or apprenticeships) and by whom;
- identify what will be the **outcomes of the training**, including whether it will be accredited or linked to standards;
- think about how you will **ensure training is effective** and of high quality. For example, using a training organisation (such as a further education or specialist land-based college) that is inspected by the Adult Learning Inspectorate or similar agency, using specialist trainers who hold relevant training qualifications, skill-sharing with project partners or local businesses linked to learning outcomes etc.; and
- identify **realistic costs** (for example, the cost of a training course, hiring a trainer, using an assessment centre, registering with an accreditation organisation, expenses for skill-sharing visitors to your organisation). If members of your staff are giving time to deliver in-house training as part of your project, you can cost this time as a non-cash contribution to your project.

10 Sources of information and advice

The following list includes Government departments and agencies, Colleges and adult education organisations, Sector Skills Councils, General training organisations, Heritage organisations and Other heritage organisations with an interest in training. For more information on training for volunteers, see our guidance *Thinking about volunteering*.

10.1 Government departments and agencies

England

Department for Children, Schools and Families (DCSF)

www.dcsf.gov.uk

This website links to the schemes of work for each national curriculum subject and explains developments in 14–19 education including new vocational Diplomas.

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Department for Innovation, Universities and Skills (DIUS)

www.dius.gov.uk

This website links to developments in post-16 vocational education and higher education.

Qualifications and Curriculum Authority (QCA)

www.qca.gov.uk

Provides a summary of the frameworks for the national curriculum and 14–19 curriculum.

Learning and Skills Council (LSC)

www.lsc.gov.uk

The national organisation in England which plans and funds all post-16 education and training, except higher education.

Northern Ireland

Department for Education in Northern Ireland (DENI)

www.deni.gov.uk

The government department responsible for education in schools.

Department for Employment and Learning in Northern Ireland (DELNI)

www.delni.gov.uk

The government department responsible for all post-16 education, including Apprenticeships and New Deal placements.

Scotland

Learning and Teaching Scotland (LTS)

www.ltscotland.com

For information on the 3–18 curriculum in Scotland.

Scottish Qualifications Authority (SQA)

www.sqa.org.uk

Responsible for developing, accrediting, assessing and awarding certificates or qualifications other than degrees, including vocational qualifications.

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Wales

Plant, Addysg, Dysgu Gydol Oes a Sgiliau (Children, Education, Lifelong Learning and Skills, Welsh Assembly Government)

www.new.wales.gov.uk/about/departments/dcells/?lang=en

Welsh national curriculum materials can be downloaded from this site. Incorporates the former Qualifications, Assessment and Curriculum Authority for Wales.

Other

National database of accredited qualifications (England, Wales, NI)

www.accreditedqualifications.org.uk/index.aspx

Useful website which allows you to search by qualification, individual unit or awarding body to find details of qualifications that are accredited by the government's regulatory organisations in England, Wales and Northern Ireland.

The UK Commission for Employment and Skills (UKCES)

www.ukces.org.uk

The creation of this new body, set up in April 2008, was a key recommendation of the Leitch report commissioned by government. With a UK-wide remit, it is tasked with raising the UK's skills base.

Development Agencies

For England's Regional Development Agencies: www.englishrdas.com

Department for the Economy and Transport, Welsh Assembly Government:

www.wales.gov.uk

Scottish Enterprise: www.scottish-enterprise.com

Department for Enterprise, Trade and Investment (Northern Ireland):

www.detini.gov.uk

These agencies aim to co-ordinate country and regional economic development and regeneration and a role in promoting vocational skills.

New Deal

www.jobcentreplus.gov.uk/JCP/Employers/index.html

A UK-wide scheme that is part of the government's Welfare to Work strategy. It helps unemployed people aged between 18 and 24, over 25 and over 50 and single parents and disabled people to gain skills and experience and find work.

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10.2 Colleges and adult education organisations

Further education colleges

For a UK-wide list see: www.bubl.ac.uk/uk or www.sixthform.co.uk

Local colleges offering post-16 education programmes such as A-levels, NVQs, and access courses; some also offer higher education courses.

Higher education institutions

www.bubl.ac.uk/uk

Universities and colleges that offer courses leading to Higher National Diplomas, foundation degrees, degrees and postgraduate qualifications.

The National Institute of Adult Continuing Education (NIACE; England and Wales)

For England: www.niace.org.uk

For Wales: visit www.niace.org.uk

This organisation promotes adult education.

The Educational Guidance Service for Adults (EGSA; Northern Ireland)

www.egsa.org.uk

This organisation aims to help those over 19 to access learning.

Workers' Educational Association (WEA)

www.wea.org.uk

For Northern Ireland: www.wea-ni.com

This is a voluntary provider of adult learning opportunities across the UK.

10.3 Sector Skills Councils (SSCs)

SSCs are employer-led organisations which develop the skills and business needs of their particular sector and decide how training is delivered and funded in the UK. There are 22 SSCs and because the heritage sector is so varied its interests are covered by more than one Council. Here are six SSCs that represent heritage industries and interests:

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ConstructionSkills

www.constructionskills.net

The SSC for the construction industry. It manages a construction apprenticeship scheme and is leading on the development of a construction skills academy. For its ConstructionSkills Certification Scheme (CSCS; a card scheme that identifies trained and qualified members of the construction workforce) see:

www.cscs.uk.com/RunScript.asp?p=ASP\Pg0.asp

Creative and Cultural Skills

www.ccskills.org.uk

The SSC for advertising, crafts, cultural heritage, design, music, performing, literary and visual arts. The website has a course search facility.

Lantra

www.lantra.co.uk

The SSC for the environmental and land-based sector, incorporating 17 industries. The website has a course search facility.

Lifelong Learning UK (LLUK)

www.lifelonglearninguk.org

The SSC for lifelong learning, including community learning and development, further and higher education, libraries, archives and work-based learning.

People 1st

www.people1st.co.uk

The SSC for the hospitality, leisure, travel and tourism sector, covering 14 industries.

10.4 General training organisations

Award Scheme Development and Accreditation Network (ASDAN)

www.asdan.org.uk

This organisation awards key skills qualifications and offers a Certificate in Community Volunteering throughout the UK.

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Business Link

www.businesslink.org

This is a national business advice and support service which can put organisations in touch with other businesses and support services.

Chartered Institute of Personnel and Development (CIPD)

www.cipd.co.uk

This is the professional organisation for those involved in managing and developing people. The Institute has an online Training Digest.

Education Business Link

www.dcsf.gov.uk/ebnet/home/aims.cfm

A government sponsored initiative to involve businesses in developing links with education providers, particularly to support work experience placements.

The Guild of Registered Tourist Guides

www.blue-badge-guides.com

Awarded by the Institute of Tourist Guiding, the Blue Badge is the highest guiding qualification in Britain.

Investors in People

www.investorsinpeople.co.uk

This is the national standard which sets a level of good practice for training.

Learndirect

www.learndirect.co.uk

www.learndirectscotland.co.uk

Part of the government's 'university for industry project', it aims to give people access to learning through the internet.

National Open College Network (NOCN)

www.nocn.org.uk

The NOCN offers national qualifications and a 'local, flexible and responsive accreditation service' across the UK. Through NOCNs organisations can access existing learning programmes or design their own.

Thinking about... Training

10.5 Heritage organisations

As well as being employers of heritage skills these agencies can provide research, publications, conferences and advice relating to heritage training in their sectors.

English Heritage

www.english-heritage.org.uk

Museums, Libraries and Archives Council (MLA)

www.mla.gov.uk

Government agency which has developed a national workforce development strategy.

The National Archives

www.nationalarchives.gov.uk

Natural England

www.naturalengland.org.uk

Northern Ireland Environment Agency

www.ni-environment.gov.uk

Government department responsible for protecting the natural and built heritage of Northern Ireland.

Historic Scotland

www.historic-scotland.gov.uk

National Museums Scotland

www.nms.ac.uk

Scottish Natural Heritage

www.snh.gov.uk

Cadw (Welsh Historic Monument Executive)

www.cadw.wales.gov.uk

Thinking about... Training

CyMAL: Museums Archives and Libraries Wales

www.new.wales.gov.uk/topics/cultureandsport/museumsarchiveslibraries/cymall4/?lang=en

Countryside Council for Wales

www.ccw.gov.uk

10.6 Other heritage organisations with an interest in training

British Trust for Conservation Volunteers (BTCV)

www.btcv.org.uk

This is a charity that supports practical conservation work by UK volunteers.

Conference on Training in Architectural Conservation (COTAC)

www.cotac.org.uk

COTAC has a useful list of courses in building conservation (from short courses to post-graduate level).

Council for British Archaeology (CBA)

www.britarch.ac.uk

UK-wide promoting knowledge, appreciation and care of archaeology. Website links to the Young Archaeologists' Club and the Archaeology Training Forum.

Institute for Conservation (ICON)

www.icon.org.uk

Professional Accreditation of Conservator-Restorers (PACR): www.pacr.org.uk

Membership organisation concerned with the conservation of cultural heritage in the UK. See website for information on the professional accreditation of conservator-restorers, a useful list of courses in object conservation and a 'training exchange' section that helps match trainees and employees.

Institute of Field Archaeologists (IFA)

www.archaeologists.net

The professional organisation for archaeologists in the UK.

Thinking about... Training

Institute of Horticulture

www.horticulture.org.uk

Membership organisation with an aim of promoting educational and training opportunities to horticulturists.

International Council on Monuments and Sites UK (ICOMOS-UK)

www.icomos-uk.org

A non-governmental organisation concerned with the world's cultural heritage. ICOMOS-UK draws together professional expertise on training matters and provides lectures and seminars on conservation theory and practice.

Museums Association (MA)

www.museumsassociation.org

Non-governmental organisation which represents the interests of museum and gallery employees. Offers information about training courses, events and conferences; its associateship and fellowship schemes offer opportunities for continuous professional development.

National Heritage Training Group (NHTG)

www.nhtg.org.uk

Promotes recruitment, training and qualifications for the UK's construction workforce in traditional building crafts. The website links to courses and information about qualifications.

Oral History Society (OHS)

www.oralhistory.org.uk

This society is dedicated to protecting spoken history and runs one-day training courses, in association with the British Library National Sound Archive. The website has useful tips on how to record history and good links to other organisations and sites.

Queen Elizabeth Scholarship Trust

www.qest.org.uk

The Trust awards scholarships from £2,000 to £15,000 to fund further study, training and practical experience for craftspeople who can demonstrate they have already developed a high level of skill and are firmly committed to their trade.

Thinking about... Training

Royal Horticultural Society

www.rhs.org.uk/Learning/Education/training.htm

Leading charity promoting horticulture. Offers short courses, accredited training and bursaries at its four garden sites.

Society of Archivists

www.archives.org.uk

Promotes the caring for and protecting of archives. Operates a training scheme, leading to a Certificate in Archive Conservation, and has a registration scheme for qualified archivists.

The Society for the Protection of Ancient Buildings (SPAB)

www.spab.org.uk

Charity providing advice and training on the repair of ancient buildings.

The Wildlife Trusts

www.wildlifetrusts.org

This website links to the 47 local Wildlife Trusts across the UK, many of which offer training courses for nature conservationists, volunteers and members of the public.

Appendix

Our grant programmes

General programmes

Heritage Grants (above £50,000)

This is our main programme for grants over £50,000 for all kinds of heritage, and is open to all not-for-profit organisations. All applications go through two rounds (unless you are unsuccessful at the first round) and you can apply for development funding to help develop your project to the second round. Assessment takes three months at each round and the outcome of your application will then be decided at the next available decision meeting.

Your Heritage (£3000–£50,000)

This is our general small-grants programme for all types of heritage project. It is a flexible programme, open to all not-for-profit organisations, but is particularly designed for voluntary and community groups and first-time applicants, with a much simpler application process and a shorter assessment timetable (10 weeks).

Targeted programmes

Young Roots (£3000–£25,000)

Young Roots is a targeted programme for 13–25-year-olds who want to explore their heritage and develop skills. Young Roots projects stem directly from young people's interests and ideas, harnessing their creativity and energy, building their confidence and helping them work with others.

Parks for People (£250,000–£5 million)

Parks for People supports the regeneration of existing public parks, garden squares, walks and promenades across the UK.

Townscape Heritage Initiative (£500,000–£2 million)

Through our Townscape Heritage Initiative we make grants to help communities regenerate the historic parts of their towns and cities. The programme is designed for areas of particular social and economic need throughout the UK. Partnerships are funded to carry out repairs and other works to a number of historic properties within a defined area, some of which may be in private ownership, and improve the quality of life for all those who live, work or visit there.

Appendix

Landscape Partnerships (£250,000–£2 million)

Landscape Partnerships is our primary vehicle for promoting heritage conservation as an integral part of rural regeneration, delivered by partnerships representing a range of heritage and community interests to tackle the needs of landscape areas that may be in different ownerships. Each scheme is based round a portfolio of smaller projects, which together provide a varied package of benefits to an area, its communities and visitors.

Repair Grants for Places of Worship (£10,000 upwards)

Through this programme we help conserve and sustain heritage at risk through urgent repairs to places of worship. The UK-wide scheme is delivered through four programmes in England, Northern Ireland, Scotland and Wales. Repair Grants for Places of Worship in England and Scotland are awarded up to £250,000 and in Northern Ireland and Wales up to £100,000.

You can get more information by:

- downloading application materials from **www.hlf.org.uk**;
- emailing **enquire@hlf.org.uk**;
- phoning our helpline on **020 7591 6042**;
- contacting us by textphone on **020 7591 6255**; or
- using Text Direct **18001 020 7591 6042**.

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