



# HERITAGE & PLACE PROGRAMME TRADITIONAL SKILLS TRAINING & MATERIALS GUIDANCE



HISTORIC  
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SCOTLAND

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## INTRODUCTION

As part of the Heritage & Place Programme (H&PP), there is a requirement to produce and deliver skills and materials audits and traditional skills training activities as part of your scheme which will be set out in your **Traditional Skills Training Plan**.

For the H&PP, traditional skills can be defined as those that are required to manage, protect, maintain, and repair historic environment assets. You must be able to demonstrate how the activities included in your plan will benefit the historic environment sector, and ideally at a local level in relation to your scheme area.

Where there are more than two schemes being delivered within the same Local Authority area, audits which cover wider areas may be considered. A final version of this plan will need to be produced during the H&PP Development Phase to support your Delivery Phase application.

Whilst the main **H&PP Guidance** sets out what information needs to be submitted in respect of these activities and when, this supplementary guidance is to provide you with more information on the types of projects and activities that will either need to be or could be delivered as part of your scheme.

With the exception of the materials and skills audits which are required to be undertaken during the Development Phase, there are no specific requirements for what training activities should be included in the Delivery Phase of your scheme. The only expectation is that your training plan will be developed in response to local needs and skill gaps and will support and deliver activities for the duration of the scheme that will help to strengthen and embed traditional skills knowledge, workmanship, and capacity in your local area for the longer term.

## MATERIALS AUDIT

Most conservation and heritage areas were built using distinctive, often locally sourced building materials which are a defining part of their character. A materials audit which identifies these materials is a required output of the work carried out during the Development Phase in relation to your scheme.

For your Development Phase application, you should consider including a summary of the materials used to construct the historic assets in your scheme area if this information is readily available (perhaps from the Area Character Appraisal) and could include:

- Typical materials used in the area
- Distinctive or significant materials
- Significant local materials sources or quarries (historic and current)

You should also explain in your Development Phase application the intended approach for undertaking a detailed materials audit during the Development Phase. This may include the procurement of a specialist consultant to undertake this work and, if so, the brief for this should be included with your application.

If your application is successful, a detailed materials audit should then be undertaken at the start of the Development Phase so that the findings from this can help to inform your Delivery Phase application. Although material audits often focus on stone and slate, they can be adapted to other materials to suit the types of historic environment assets in your particular scheme area. Stone and slate related data should be compiled in a format which can be uploaded to the Building Stones Database for Scotland. Please contact [grants@hes.scot](mailto:grants@hes.scot) for more details on this.

**There are two approaches which can be taken in carrying out your materials audit, or you may choose to deliver both.**

### Materials Audit Option 1: Resource Evaluation

This audit should build on knowledge already gathered during your Development Phase application. It should document both historic and current material resources (this can focus on one or multiple materials) and identify any areas of economic potential for material resources in the region. It should also identify current sources of suitable material for repairs. Data your audit could compile includes:

1. Relevant material(s) and their sources (within an agreed area)
  - Identification of historic and current material sources (for example historical and current building stone and aggregate quarries or areas where thatching materials are currently harvested).
  - Maps showing locations and distributions.
2. Sources of appropriate commercially available alternatives (UK and overseas)
 

If the material cannot be sourced locally or in Scotland, where can suitable alternative materials be sourced and what are they? (e.g., different types of stone, pantiles, or thatching materials)

3. Shortlist of material sources with potential to be brought to market
  - Identify local or regional sources of the material with potential to be extracted or harvested.
  - Shortlist sources with the most potential.
4. Additional specialist research can be commissioned to further scope, evaluate, or develop potential sources of stone, slate, or other material resources in the area.

### Materials Audit Option 2: In-building materials & sources for repair

This audit records and assesses materials found in-situ in buildings and recommends appropriate materials available on the market for repairs. It can focus on one or more materials. Below is a list of topics and outputs that can be included - this example focused on stone and slate.

- Identification of the material types and varieties used to construct historic assets in the scheme area (e.g., stone, or slate types).
- Testing / analysis of the material ideally from the repair and resilience projects to be included in your scheme.
- Identification of where the material may originally have come from (e.g., quarry).
- Recommendations for matching the material from currently available sources for repair (e.g., currently active quarries which supply a close stone match).
- A condition survey of the material type, such as the stone masonry of buildings within a defined area.
- Recommendations for repair/maintenance.

The final audit report should set out the objectives, scope, methodology and outcomes of the project and will form part of your Delivery Phase application. The findings from the report should be used to inform the specifications for the repair and resilience projects included in your scheme and the procurement of materials to meet with our grant eligibility criteria set out in our **Guidance for Repair Grants**. You may also wish to discuss the findings with HES during the Development Phase if, for example, there is new potential for extracting or growing materials in the region.

## TRADITIONAL SKILLS AUDIT

As part of your Development Phase application, you will need to provide a general overview of what the current situation is in your local area in relation to sourcing experienced and skilled heritage contractors and professionals (e.g., conservation accredited architects) to work on historic environment assets and highlight any issues around this. You will also need to explain in your Development Phase application your intended approach for undertaking a traditional skills audit during the Development Phase. This may include the procurement of a specialist consultant to undertake this work and, if so, the brief for this should be included with your application. You will be required to use our **Skills Audit Questionnaire Template** to carry out this work. Please contact [grants@hes.scot](mailto:grants@hes.scot) for further details on this.

If your Development Phase application is successful, a traditional skills audit must be conducted early on in the Development Phase. This audit will take our **Skills Audit Questionnaire Template** as the starting point and will identify the needs, gaps, and existing resources for traditional skills training in your area and should be used to inform the activities in your traditional skills training plan to be submitted with your Delivery Phase application.

Gaining a sufficient number of responses from those invited to participate in the audit can sometimes be challenging. We would therefore recommend that you speak to companies and individuals either in person or by phone to explain the purpose of the audit and encourage participation.

## TRADITIONAL SKILLS TRAINING PLAN

If your Development Phase application is successful, a **Traditional Skills Training Plan** must be produced during the Development Phase with the final version of this to be submitted with your Delivery Phase application.

The final plan should be developed in collaboration with relevant areas of your local authority (e.g., Education, Economic Development and Employability) and be informed by the findings of your materials and traditional skills audit. Understanding the needs and preferences of your area and the local contractor and professional community is essential if you want to encourage attendance and maximise the impact of your events and activities. Although it is acceptable to include training topics that have not been identified as problematic to source in the skills audit, we would expect to see these as a lower priority within the plan.

## Target Audience

We recommend that the training activities are targeted to local educational establishments and local contractors and other professionals or those known to work in the area. However, we realise that, depending on the location of your scheme and also on the number and availability of local contractors, these activities may need to be extended to participants from out with the local area. If this is the case, you should explain in your Delivery Phase application why this approach is necessary and also how it will still benefit the scheme area.

## Training Providers

Training should be delivered by a suitably qualified and experienced individual or organisation such as:

- A college or university
- A recognised specialist training provider, preferably which awards an industry-recognised certificate
- A professional organisation such as RIAS, RICS, IHBC etc.
- Training providers that deliver training which counts towards professional CPD quotas endorsed by RIAS, RICS, IHBC etc.

## Reporting

Consistent recording and reporting of the delivery of the training activities included in your scheme is required throughout the Delivery Phase and will also be used to inform the final scheme evaluation report to be submitted at scheme completion. We would also encourage you to gather feedback from training participants which can be used to inform this.

## TRADITIONAL SKILLS TRAINING ACTIVITIES

The traditional skills training itself can be delivered in a wide variety of ways. It could be classroom based, workshop or site-based or even virtual or game-based and could include work placements or taster events. Topics can be directly or indirectly related to historic environment assets but must have relevance to the historic environment. For example, it would be acceptable to deliver topics such as working at height, energy efficiency, sustainable procurement or general maintenance and repairs. The activities can also help to address recognised skills gaps at a national level.

When you are developing your applications for both the Development and Delivery Phases, you will need to investigate the potential for attracting funding from other organisations whose remit is to support skills training. The HES funding being sought for the traditional skills training activities should be additional to this to deliver specific benefits for the historic

environment and your scheme area in particular and for the duration of the scheme only.

The table below recommends the type of activities that could be considered under the H&PP for your scheme. This is not an exhaustive list, and you should adapt and expand the activities you deliver according to the needs of your local area.

| <b>SKILLS</b>  |            |
|--|------------|
| Skills audit   | Required   |
| Traditional Buildings Forum                            | Optional   |
| Up-skilling Colleges and accredited training providers | Optional   |
| Qualification Verifier and Assessor training           | Encouraged |
| Continuing Professional Development                    | Encouraged |
| Contractor training / bursaries                        | Encouraged |
| Conservation Accreditation                             | Optional   |
| Build Your Future (schools)                            | Encouraged |
| Learning in the classroom (schools/ National 4)        | Encouraged |
| Pre-apprenticeships                                    | Encouraged |
| Apprenticeship(s)                                      | Encouraged |
| <b>MATERIALS</b>                                       |            |
| Detailed materials audit                               | Required   |

### Traditional Building Forums

Traditional Building Forums have been established across Scotland to raise awareness of the challenges facing traditional buildings and to deliver schools outreach, awareness, and training events to help promote traditional skills and materials. These forums are made up of local suppliers, colleges, contractors, and professionals. If your region does not have a Traditional Building Forum, establishing one could be an action for your Training Programme. These forums can work in partnership with your H&PP to plan and deliver outreach and skills training activities.

### Supporting Colleges

Funding can be used to help training providers to up-skill staff or gain Assessor/Verifier qualifications. This supports the longer-term sustainability of traditional skills training nationally.



## Continuing Professional Development (CPD)

Workshops and seminars can be an excellent platform to deliver training but the topics you choose should be informed by the findings of your skills audit to ensure adequate take-up of places. This type of training is usually targeted at construction and heritage sector professionals (architects, technicians, surveyors, engineers, and other occupations). This training should preferably be endorsed by organisations such as IHBC, RIAS and RICS to count towards professional CPD hours.

## Contractor Training

Specialist training for contractors and their employees could be offered to address any skills gaps identified in the skills audit and ideally should be accredited. This means that the training should deliver a qualification or certificate endorsed by either the Scottish Qualifications Authority (or other qualifications regulator), or by an industry-recognised national organisation, such as:

- A college or university
- A recognised specialist training provider such as the Scottish Lime Centre
- A trade body such as the Lead Sheet Association

## On Site Assessment and Training (OSAT)

This training helps experienced but unqualified construction workers (with at least 3 years on-site experience) to gain an accredited qualification. A programme of on-site training (where they are working) and assessments enable them to gain an NVQ level 2 qualification in a variety of topics. You should also check with CITB about this as they may be able to help you identify training organisations and private training providers in Scotland who can deliver this training.

## Experienced Worker Practical Assessment (EWPA)

This training was set up by CITB to provide a quick, simple, and convenient means of checking somebody has the skills and capabilities to work in a trade. A number of private training providers deliver this training which is for experienced construction workers who have at least 5 years on-site experience but have not managed to gain an accredited qualification. The process uses their experience as the evidence for gaining a level 2 VQ qualification and their CSCS card. The most relevant traditional skills covered by this scheme is slating and tiling. 4 workers can be accommodated at a time with the process taking 2 days.

## CSCS cards

Individuals entering a construction site should have the relevant CSCS card, and Heritage Skills CSCS cards are also available. H&PP funding may be able to support contractors and their employees to gain a CSCS card where a clear case is presented for how this will benefit the historic environment sector. More information about this can be found on the [CSCS](#) website.

## Contractor Bursaries

Offering a bursary is a useful incentive to encourage contractors and their employees to attend training courses being offered by offsetting their loss of earnings. Bursaries can be offered as a “per day” rate, normally ranging from around £100 per day. Bursaries can also be offered to support travel and accommodation costs if training is not available locally.

You should also check with the Construction Industry Training Board (CITB) and Skills Development Scotland (SDS) for any bursaries that are available. If HES funding is being sought to support bursaries for contractors to attend courses relating to the historic environment, this should be additional to funding that can be sourced from other organisations.

## Conservation Accreditation

We encourage the appointment of a conservation accredited professional adviser to oversee the development and delivery of the repair and resilience projects included in your scheme, and this is a requirement for grant being approved and awarded in some circumstances. If the skills audit has indicated that there is a lack of conservation accredited professionals in the local area, H&PP funding may be able to support part of the cost of professional advisers to gain this qualification during the Delivery Phase.

## Educational Training

There are a number of different ways in which you can engage with local schools and further education establishments to deliver traditional skills training activities. These are often a great way to get new audiences considering job opportunities and a career in the historic environment. You are encouraged to deliver these activities in partnership with your local Traditional Building Forum, or through the Build Your Future programme.

## Build Your Future (Developing the Young Workforce)

You are encouraged to engage with Developing the Young Workforce (DYW) and local schools to explore opportunities to deliver the Build Your Future programme and fringe activities. Build Your Future is a programme of learning designed for S2 pupils to help them explore careers within the built environment. It has been developed by Developing the Young Workforce and industry partners with support from HES. A toolkit of resources is available to support educators to deliver the BYF programme.

A range of fringe events can also be delivered through the programme, supported by Developing the Young Workforce. These include traditional skills sessions and a repurposing challenge: a six-week course (half day the first week, next five weeks a double period) where pupils are encouraged to come up with creative ways to reuse a local redundant building, have also been developed to support learning. Find the 'Penicuik Repurposing Challenge' on YouTube as an example of what can be delivered in partnership with your local school.

School craft taster sessions are another popular option which give school pupils the opportunity to try a variety of traditional skills. These can be delivered over one or two days, or as a series of day-long taster sessions (one day per trade) for smaller groups over a longer period of time. Your local Traditional Building Forum may be able to help you deliver these sessions.

Craft taster events are more effective at attracting young people into the construction sector if there is an identified pathway in place for interested individuals. Being able to refer them to a pre-apprenticeship scheme or local apprenticeship opportunities is an important link to put in place to maximise the impact of these events.

For further information on Build Your Future and associated activities, please contact your DYW regional group.

### Construction Craft and Technician National 4 Level Qualification

The National 4 level qualification in Construction Craft and Technician is a school-based qualification. It is designed to give S3 and S4 students an introduction to a career in the construction sector and equip them with the basic skills to meet the competency test for an apprenticeship interview. The H&PP funding may be able to support the delivery of this qualification in several ways including contributing to the teacher training costs, cost of materials or the cost of the SQA fees where this funding cannot be secured from elsewhere. If you are interested in setting up this course, you will need to:

1. Speak to your local Developing the Young Workforce co-ordinator as they develop this type of activity and may have additional resources they can offer.
2. Check if school/s in your local area have all the facilities and resources in place to support the delivery of this course.
3. Consider what employment opportunities there are for young people. This may be informed by your skills audit. The specific skills delivered through this course should be tailored to local skills needs.
4. Speak to local employers to see if they would be interested in participating.

## Apprenticeships

### Pre-Apprenticeship training

Foundation apprenticeships are available to young people who are still at school and help them to gain industry knowledge and experience. Students are awarded an SCQF Level 5 qualification which can support their application for an apprenticeship or other further education.

Strategic or financial support could be offered to your local college or school to assist with the delivery of either a Level 5 Foundation Apprenticeship or a Level 4 National Progression Award. There should be a project-focused or live build element embedded within the outputs. Strategic support could include for example helping the school/college to identify a live project. Financial assistance could support the college to bring in specialist trainers for a particular module where they may not be able to secure a local trainer (e.g., Stonemasonry) as part of the live build.

### Apprenticeships

Supporting apprenticeships is an effective way of improving the availability of traditional skills in your area. Locally delivered apprenticeships also provide a potential pathway for participants attending craft skills taster events and other school-based learning delivered through your H&PP.

There are three main types of apprenticeship:

- [Foundation Apprenticeships](#) are for S5 and S6 pupils to work with an employer and a college over a school year. Participants gain the equivalent of a Scottish Higher qualification.
- [Modern Apprenticeships](#) are where participants learn on the job, get paid and work towards a qualification.
- [Graduate Apprenticeships](#) are where participants learn on the job, get paid and work towards a degree level qualification.

Skills Development Scotland has a dedicated apprenticeship website providing further guidance and explains how each type of apprenticeship is funded. The H&PP can support and encourage employers to take on apprentices in a variety of ways, including part-funding apprenticeship placements (for one or more years), or making apprenticeships a requirement of building projects above a certain value.

Your skills audit may identify particular skills gaps and opportunities as well as a contractor willing to take on an apprentice. Skills Development Scotland can also help you identify a suitable contractor. Other sources of funding to help support the cost of apprenticeships may also be available and we will expect you to have looked into this either at Development Phase application stage or during the delivery of the Development Phase activities.

## HES SUPPORT

HES may also be able to provide some support in the delivery of your training activities the details of which are set out below.

### Speakers

We may be able to provide specialist speakers for a limited number of bespoke seminars where this need has been highlighted in your skills audit. If possible, we would encourage that you consider teaming up with local professionals or ask your local Traditional Building Forum to help you identify potential speakers.

### Curriculum-based workshop kits and learning resources

We have developed a series of activities and handling boxes on a range of conservation, engineering and science principles which can be easily adapted for a range of audiences and geographical locations. We can share these resources and equipment with you, or you may wish to become a “hub” to store resources for schools in your area to borrow over the duration of your scheme. We have also developed some online curriculum-based learning resources for primary school pupils (P5-P7).

### Technical Publications and resources

HES have a wide range of technical publications for homeowners, professionals and contractors which may be useful for your activities. Visit our Engine Shed Website to see the full range available. The Historic Environment YouTube channel also includes useful videos and resources, including recordings of our 'Inform Friday' sessions.

## QUESTIONS

If you have any questions about this guidance or about developing your traditional skills and materials activities then please contact [grants@hes.scot](mailto:grants@hes.scot) or, if you are in your Development or Delivery Phases, your Grants Manager.

Historic Environment Scotland is the lead public body established to investigate, care for and promote Scotland's historic environment.

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