

# SKILLS ACTION PLAN

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# skills action plan

The immensely dedicated work by the NHTG, ConstructionSkills, national heritage agencies and many other sector partners since the formation of the NHTG in 2003 has provided an excellent foundation for maintaining momentum to achieve the key objective of providing a fully qualified workforce to undertake appropriate work in the wider built heritage sector – the more humble buildings as well as the landmark buildings and those protected as being of historic or architectural importance. This work represents a consolidation of that effort, specifically targeted at the professional sector, and a significant milestone in our progress to date.

The NHTG is confident that progress can be maintained towards providing integrated long-term solutions to overcome the current skills and knowledge gaps clearly identified in this report, but this requires combined resources in terms of funding, person hours, and thinking and planning. It is therefore vital that the actions of this report are delivered in partnership with all relevant stakeholders. Hence, core partnerships required to deliver individual actions are identified within the Action Plan, but there is clear scope for these to be expanded and refined as the actual delivery mechanisms are further clarified. This will require continued dialogue with Sector Skills Councils, professional bodies and other key stakeholders.

On 10 March 2008 the key findings of this research were presented to the NHTG Executive Committee and other sector partners. These included representatives of professional bodies, national heritage agencies, trade federations, building professionals and specialist heritage training providers, who focused upon three key areas:

- deliberating upon, questioning and endorsing the findings of the research project
- discussing and agreeing solutions to address the key issues raised in the report
- contributing to and agreeing the Skills Action Plan.

The research was also peer-reviewed by members of the NHTG Executive, representatives of professional bodies and representatives of national heritage agencies. This consultative process has remained a constant and central part of the NHTG Skills Needs Analysis research since 2005.

This Skills Action Plan embraces the twin aspects of providing an overarching national strategy to create a climate of shared information, advice and guidance for the benefit of the whole sector, and specific deliverable actions with performance measures and key milestones provided to enable progress to be monitored, re-evaluated and where necessary adjusted to meet changing needs. It responds to and provides a cohesive, long-term solution to the current skills issues identified in the report.

The measures in the Skills Action Plan can be delivered and appraised singly, but it is essential that many are pursued collectively, with a read across to ensure coordination on a range of issues from embedment within education curricula to improving career progression opportunities, providing access to relevant guidance and ensuring that a suitably qualified professional workforce is sufficiently developed to be in the right place at the right time.



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This Skills Action Plan provides a number of interrelated measures aimed at:

- stimulating client **demand** for appropriate knowledge and standards relating to work by professionals on historic buildings
- building capacity and expertise within the **supply** chain of building professionals relating to work on pre-1919 buildings
- improvements to the **traditional building materials** supply chain for the benefit of the sector
- refining, improving and expanding the **training and education** infrastructure to meet current and future demand.

## Action Theme 1: Demand

Dissemination of information and awareness-raising to a range of stakeholders to promote demand for appropriate knowledge and standards relating to work by professionals on historic buildings.

1.1	<b>CLIENT DEMAND</b> Increase awareness among pre-1919 property owners and managers of the importance of implementing routine maintenance, the use of appropriate materials and techniques, and the appointment of highly knowledgeable experienced professionals and trades/craftspeople for all aspects of pre-1919 work	
Action	<ol style="list-style-type: none"> <li>1. Develop and implement a UK-wide marketing campaign making fuller use of existing information for clients, such as that developed by Historic Scotland and the Society for the Protection of Ancient Buildings, and ensure that it carries with it clear messages of the importance of maintenance and the use of qualified professionals</li> <li>2. Make the establishment of maintenance plans a condition of grant for work on historic properties</li> <li>3. Encourage familiarity at an early age with the practical needs of our built heritage by expanding dissemination of educational materials and visits to and involvement of schools to promote key messages to future generations of property owners, their parents and teachers etc.</li> <li>4. In line with forthcoming heritage protection legislation, establish credible statistical analysis of public engagement with traditional buildings and historic environment conservation through local government conservation services</li> </ol>	
Performance Measures	<p><b>2008 onwards:</b> Continue annual programme of outreach and dissemination of information to schools</p> <p><b>2008:</b> Key messages and signposting as part of web resource</p> <p><b>2008 onwards:</b> Targeted mail-out to identified stakeholders to drive demand</p> <p><b>2009:</b> Assessment strategy in place for establishment of maintenance plans as a condition of grant</p> <p><b>2010:</b> Establish maintenance agreements as condition of grant</p> <p><b>2010:</b> Secure statistical foundation for evaluating client demand through local government conservation services</p>	<p><b>Stakeholders:</b> NHTG, ConstructionSkills and national heritage agencies, national amenity societies, property owners, The Institute of Maintenance and Building Management (IMBM), Asset Skills, local government conservation services and IHBC</p>

1.2	<b>BUILDING STANDARDS</b> Improve the relevance of national building standards relating to the conservation, repair, maintenance and improvement of the historic built environment	
Action	<ol style="list-style-type: none"> <li>1. Scope current range of guidance available and provide centralised resource, e.g. BRE reports, British Standards, English Heritage and Historic Scotland Technical Advice Notes and practitioners' guides</li> <li>2. Develop a suite of guidance to support the application of the building regulations, and to support interpretation of the Approved Documents (England and Wales), Technical Handbooks (Scotland) and Technical Booklets (Northern Ireland)</li> <li>3. Work with the relevant building standards agencies to influence future revisions of the building regulations and supporting Approved Documents/Technical Handbooks</li> <li>4. Work with major manufacturers and suppliers to clarify the performance characteristics of traditional materials by modern standards</li> <li>5. Evaluate and respond to the impact of the Heritage Protection Reform (England and Wales only) and other significant legislative and policy reform to ensure that professionals in the heritage sector are equipped with appropriate skills and knowledge to meet new demands</li> </ol>	
Performance Measures	<p><b>2008:</b> Evaluate the applicability of Historic Scotland's Conversion of Traditional Buildings (Guide for Practitioners 6, 2007) outside of Scotland and advocate to the relevant agencies as appropriate</p> <p><b>2008 onwards:</b> National heritage agencies to increase engagement with the relevant building standards agencies</p> <p><b>2008 onwards:</b> Continue development of UK-applicable guidance to support the application of building regulations to historic buildings</p> <p><b>2009:</b> Establish annual meetings with All Party Parliamentary Groups and their equivalents across the UK</p> <p><b>2011–13:</b> Repeat research shows reduced skills and knowledge gaps among professionals working in the built heritage sector [see also crossover with 1.1]</p>	<p><b>Stakeholders:</b> National heritage agencies, BRE, British Isles Technical Forum, building standards agencies, Proskills, IMBM, Department of Communities and Local Government, manufacturers and suppliers, IHBC</p>

1.3	<b>LATENT DEMAND</b> Identify where variables in practice, policy or understanding might impact significantly on the future demand for skills and supplies in traditional buildings and drive demand through links to the sustainability agenda	
<b>Action</b>	<ol style="list-style-type: none"> <li>1. Identify UK-wide resource of Buildings at Risk</li> <li>2. Work with national and local government to identify UK needs in traditional building repair and maintenance, e.g. through house-condition surveys</li> <li>3. Review impact – and establish figures for – demand where key changes in policy could increase or decrease needs, e.g. whole-life costing; flat VAT; enhanced carbon taxing; increased waste levies</li> <li>4. Continue to link the development of traditional building techniques and the material supply chain to the wider issues raised in the sustainability and carbon footprint agenda</li> </ol>	
<b>Performance Measures</b>	<p><b>2009:</b> Integrated Buildings at Risk framework for UK</p> <p><b>2010:</b> Potential impact on the sector of major changes in practice, policy or understanding evaluated and risk-managed, e.g. costed scoping of impact of increased climate-change-related levies</p> <p><b>2010 onwards:</b> Sustainability linked to traditional buildings and materials to be recognised as a major factor on the international stage, e.g. climate change summits and treaties</p>	<p><b>Stakeholders:</b> National heritage agencies, IHBC, local government, BRE, IMBM, Asset Skills, manufacturers and suppliers, Proskills</p>

## Action Theme 2: Supply

Attracting people with the potential to become accomplished building professionals working in the heritage sector is essential to achieve an appropriately educated professional sector in the future; ensuring that all building professionals have sufficient knowledge of traditional building standards and needs will secure the broad base.

2.1	<b>SECTOR SUPPORT</b> Secure sector recognition of the knowledge gaps of existing professionals working on historic buildings, and sector support to address the shortage of specialist building professionals	
Action	<ol style="list-style-type: none"> <li>Using this report and its findings, work to ensure support and buy-in from all relevant professional bodies and construction industry stakeholders</li> <li>Review representation of the building professionals sector within the current makeup of the NHTG and expand if necessary</li> <li>Build links to mainstream construction sector to facilitate training, sourcing and specification by non-specialists in traditional building works</li> <li>Develop and agree a national occupational standard (NOS) for professionals specialising in historic environment conservation</li> </ol>	
Performance Measures	<p><b>2008:</b> NHTG Building Professionals Research promulgated to all relevant professional bodies</p> <p><b>2008:</b> Review of Action Plan under consultation with all relevant professional bodies</p> <p><b>2010:</b> Support industry-wide awareness-raising conference on role and potential of traditional buildings within the industry</p> <p><b>2009–10:</b> All relevant professional bodies working to an agreed Action Plan, tied to each individual organisation's development plans</p> <p><b>2010–11:</b> NOS established for historic environment conservation professionals</p>	<p><b>Stakeholders:</b> ConstructionSkills, NHTG and national heritage agencies, with IHBC and other professional bodies (e.g. RIBA, RIAS, RSAW, RSUA, CIAT, RICS, RTPI, ICE, IStructE, CIOB, CABE, ACE, ABE, IMBM)</p>

2.2	<b>RESOURCES</b> Improve access to authoritative advice and guidance relating to traditional building skills and materials, to improve levels of understanding among the building professions, especially with a view to the improvement in standards of specification	
Action	<ol style="list-style-type: none"> <li>Establish a comprehensive, easily accessible, well-publicised 'one-stop' source of information where building professionals can obtain information and performance data on traditional materials, their properties and characteristics, the techniques required to most effectively apply those materials, the types of building on which each can be appropriately used and – with the support of manufacturers and suppliers – how professionals can source traditional materials within the UK. This should be an online resource to take advantage of the high percentage of Internet use for bridging knowledge gaps among professionals that this research has identified</li> <li>Investigate with partners the formation of a technical advice centre or strengthening of existing telephone advice lines, such as those staffed by SPAB and Historic Scotland, to provide general guidance to building professionals on skills and materials</li> <li>Develop a system for creating accessible guidance notes for practitioners based on specific technical queries on topics not covered by other resources</li> </ol>	
Performance Measures	<p><b>2008:</b> New NHTG website to provide interim solution with signposts to existing guidance</p> <p><b>2008:</b> Consultation and scoping proposal for online resource completed</p> <p><b>2009:</b> Funding secured for development of online resource and to meet operational costs</p> <p><b>2009:</b> Core elements of online resource launched</p> <p><b>2009:</b> Development of new guidance notes under way</p>	<p><b>Stakeholders:</b> Building conservation training groups, NHTG, IHBC and national heritage agencies</p>

2.3	<b>QUALITY ASSURANCE</b> Establish and propagate standards of best practice for professionals working in the built heritage sector	
<b>Action</b>	<ol style="list-style-type: none"> <li>1. Work with and support the professional bodies and build upon the work of the Edinburgh Group and COTAC to further promote and increase uptake of conservation accreditation and specialisation, and to consolidate and strengthen existing systems</li> <li>2. Support the professional bodies to establish a UK-wide pan-professional system of accreditation</li> <li>3. Promote wider use of the 'Understanding Conservation' online resource for building professionals</li> <li>4. Promote the relevance of appropriate conservation accreditation and specialisms to property owners and managers, local authorities and funding agencies, and implement through procurement routes</li> <li>5. Encourage government departments, national heritage agencies and major clients such as local authorities to set an example by using appropriately accredited practitioners on historic building projects</li> <li>6. Work with professional bodies, client groups and other relevant organisations to promote the uptake of the Construction Skills Certification Scheme (CSCS) among conservation specialists and building professionals within the heritage sector</li> </ol>	
<b>Performance Measures</b>	<p><b>2008:</b> Secure sector support from relevant professional bodies</p> <p><b>2009:</b> Achieve a 15% increase in the number of accredited individuals on conservation registers</p> <p><b>2009:</b> Secure a 30% increase in IHBC's professional membership (including trainee membership) from 2007 levels</p> <p><b>2009:</b> Pan-professional system of accreditation in place</p> <p><b>2010:</b> All building professionals working on historic buildings to be CSCS carded</p> <p><b>2011–13:</b> Repeat research shows improved recognition of <a href="http://understandingconservation.org">understandingconservation.org</a> as a tool to assist in the achievement of conservation accreditation for building professionals</p>	<p><b>Stakeholders:</b> Edinburgh Group, COTAC with professional bodies, IHBC, national heritage agencies, NHTG, local authorities, funding agencies and property owners such as The National Trust, Historic Houses Association, British Waterways and The Churches Conservation Trust</p>

2.4	<b>POSITIVE IMAGE</b> Improve the image of the built heritage sector among potential new recruits	
<b>Action</b>	<ol style="list-style-type: none"> <li>1. Develop and promote a clear career progression route for building professionals looking to specialise in traditional building work</li> <li>2. Support the delivery of events targeted at 14–19-year-olds to promote careers in building conservation</li> <li>3. Establish a cohort of Heritage Ambassadors for the professional sector, to work with schools, colleges and higher education institutions as part of ConstructionSkills' existing programme</li> <li>4. Identify and promote the positive environmental and social benefits of traditional buildings to prospective specialists, including the more attractive benefits of reducing climate change (through reducing waste), sustainability, quality outcomes and local distinctiveness</li> <li>5. Encourage media and public relations opportunities to promote the image of professional activity in the traditional building and historic environment conservation sectors</li> <li>6. Identify high-profile supporters of good practice in traditional building specialisms and historic environment conservation to help support and promote the sector</li> </ol>	
<b>Performance Measures</b>	<p><b>2008:</b> Undertake full review of current NHTG careers brochure and improve content relating to building professionals</p> <p><b>2008:</b> Relunched NHTG website to carry strong, clear and positive messages to potential new recruits at professional level</p> <p><b>2008 onwards:</b> Continue to expand NHTG-supported events targeted at young people, through the support of Regional Heritage Skills Action Groups in England and similar partnerships in other home countries</p> <p><b>2008 onwards:</b> Potential building professionals targeted as a high-priority group for all events planning</p> <p><b>2008 onwards:</b> Development of IHBC's 'Honorary Associates' programme</p> <p><b>2009 onwards:</b> Roll-out of Heritage Ambassadors Scheme for young professionals</p> <p><b>2011–13:</b> Repeat research shows improved perception of heritage sector among potential new recruits</p>	<p><b>Stakeholders:</b> ConstructionSkills, NHTG and national heritage agencies with IHBC and other professional bodies</p>

2.5	<b>INCREASE NUMBER OF NEW ENTRANTS</b> Maximise the student intake for existing higher education courses and support the development of new providers where appropriate	
Action	<ol style="list-style-type: none"> <li>1. Provide a package of careers information specifically for heritage sector building professionals</li> <li>2. Produce an accessible centralised register of higher education providers supporting the heritage sector</li> <li>3. Target information packs and events towards parents, career advisers and employment agencies to highlight the potential for careers in the heritage sector to command a rewarding salary</li> <li>4. Work with higher education institutions to facilitate greater inclusion of built heritage modules, specialist lectures and seminars directed at undergraduates and postgraduates, so that students have the opportunity to develop their interest in and knowledge of the sector while still in formal education and training</li> <li>5. Work with training providers to develop more courses targeted specifically at building professionals involved in designing and writing heritage work specifications and schedules</li> <li>6. Provide coordinated guidance on grants, bursaries and awards available for building professionals to support uptake of relevant HE courses</li> </ol>	
Performance Measures	<p><b>2008:</b> Undertake full review of current NHTG careers brochure and improve content relating to building professionals</p> <p><b>2008:</b> Scoping exercise of all relevant grants, bursaries and awards available</p> <p><b>2008:</b> Clearly map out current opportunities for progressing in each profession where the discipline has an impact on the historic built environment</p> <p><b>2008:</b> Redesigned NHTG website to include search facility for higher education providers supporting the built heritage sector</p> <p><b>2008–9:</b> Develop and deliver a national programme of lectures by renowned built heritage professionals aimed at raising awareness of the relevance of conservation, restoration, repair and maintenance to the study of the built environment</p> <p><b>2010:</b> Increase to 15 (from 6) the number of conservation courses in the UK fully recognised by the IHBC under its 2005 assessment programme</p> <p><b>2011–13:</b> Repeat research shows increased number of building professionals working in the heritage sector with appropriate skills and knowledge</p>	<p><b>Stakeholders:</b> NHTG and national heritage agencies, existing HE providers, Conservation Course Directors' Forum (CCDF) and professional bodies</p>
2.6	<b>EMPLOYMENT OPPORTUNITIES</b> Strengthen the sector by ensuring that the best potential new entrants have ready access to information on current vacancies	
Action	<ol style="list-style-type: none"> <li>1. Explore improving the current arrangement of signposting for vacancies and provide a centralised resource if necessary</li> <li>2. Establish career development structure/models for professionals to specialise in built heritage sector work</li> </ol>	
Performance Measures	<p><b>2008:</b> Scoping exercise of current sources of information</p> <p><b>2008:</b> Clearly map out current opportunities for progressing in each profession relating to the historic built environment</p> <p><b>2011–13:</b> Repeat research shows decrease in the percentage of companies finding difficulties recruiting into the sector, and an improved perception of the skills and knowledge of building professionals relating to pre-1919 work, from clients and professional bodies</p>	<p><b>Stakeholders:</b> NHTG, national heritage agencies with professional bodies and Urban Design Alliance</p>
2.7	<b>TREND MONITORING</b> Monitor improvements within the sector	
Action	<ol style="list-style-type: none"> <li>1. Carry out a repeat of this initial baseline research in approximately 3 to 5 years' time to identify ongoing trends, changes in priorities and any new emerging skills and training issues among professionals in the built heritage sector</li> </ol>	
Performance Measures	<p><b>2009:</b> Achieve full buy-in from all relevant professional bodies</p> <p><b>2011–13:</b> Repeat baseline research</p>	<p><b>Stakeholders:</b> NHTG, national heritage agencies and associations, professional bodies</p>

## Action Theme 3: Materials Supply Chain

Improvements to the traditional materials supply chain will impact positively on the heritage sector.

3.1	<b>STIMULATE DEMAND</b> Increase awareness of the need to specify traditional materials on pre-1919 buildings in order to stimulate demand	
Action	<ol style="list-style-type: none"> <li>1. Increase awareness within planning authorities of the need to specify traditional materials and techniques in order to stimulate demand</li> <li>2. Use the planning and listed building consent process to propagate best practice</li> <li>3. Support increase in relevant training, education and CPD opportunities for professionals involved in the planning or listing process</li> <li>4. Stimulate client demand for traditional building materials in accordance with Action 1.1</li> </ol>	
Performance Measures	<p><b>2008:</b> Distribute existing guidance on the use of traditional materials to all local authorities</p> <p><b>2008:</b> Identify baseline figures for the sale of benchmark materials (e.g. lime mortars) and monitor on an annual basis</p> <p><b>2008–9:</b> Support development of guidance literature for property owners and their agents, promoting the importance of using appropriately skilled craftspeople and traditional materials for work on pre-1919 buildings</p> <p><b>2009:</b> Guidance on the use of appropriately skilled craftspeople and traditional materials to be issued with every listed building consent application form</p> <p><b>2012:</b> Guidance on the use of appropriately skilled craftspeople and traditional materials to be issued to all planning permission applicants or their agents for work on pre-1919 buildings, as soon as applications are registered with local authority</p> <p><b>2011–13:</b> Repeat research shows higher percentage use of traditional materials on pre-1919 projects</p>	<p><b>Stakeholders:</b> NHTG, Proskills, Asset Skills and national heritage agencies working with IHBC, local authorities and their conservation specialists</p>

3.2	<b>INCREASE SUPPLY</b> Enable greater cross-fertilisation of ideas and practices among traditional building and material manufacturing companies to improve standards	
Action	<ol style="list-style-type: none"> <li>1. Work with Proskills to address the current barriers to the expansion of the traditional materials supply chain, including the development of the requisite skills</li> <li>2. Encourage manufacturers/suppliers to self-help by promoting their products and good practice to building professionals as part of CPD training</li> <li>3. Promote reintroduction of sustainable, low-environmental impact snatch quarrying where appropriate</li> <li>4. Promote key message on importance of using appropriate building materials for conservation, repair, maintenance and restoration to all stakeholders</li> <li>5. Consider means to increase competitiveness and output of locally sourced traditional materials (e.g. stone, slate, timber) over foreign imports linked to the sustainability and carbon footprint agenda</li> <li>6. Encourage links between relevant professional bodies and industry to facilitate improved knowledge transfer between manufacturing and specifiers</li> </ol>	
Performance Measures	<p><b>2008 onwards:</b> propagate and support the work of the Scottish Stone Liaison Group, the English Stone Forum and the Welsh Stone Forum</p> <p><b>2009 onwards:</b> Facilitate regular and dedicated presence of NHTG at key training events delivered by partners, such as IHBC, SSLG and Proskills [see also crossover with 3.1 above]</p>	<p><b>Stakeholders:</b> Proskills, Confederation of British Industry, NHTG and national heritage agencies, SSLG, IHBC</p>

### Action Theme 4: Education And Training

Improvements to the current training and education offers available to building professionals are needed to ensure wider uptake.

4.1	<b>HIGHER EDUCATION</b> Strengthen the traditional building and conservation components of professional courses and higher education study curricula	
<b>Action</b>	<ol style="list-style-type: none"> <li>1. Work with higher education institutions to facilitate greater inclusion of built heritage modules, specialist lectures and seminars directed at undergraduates and postgraduates, so that students have the opportunity to develop their interest in and knowledge of the sector while still in formal education and training</li> <li>2. Deliver a dedicated CPD programme aimed at HE lecturers of built environment degrees, to reinvigorate interest in teaching conservation as part of mainstream built environment degree courses</li> <li>3. Work with providers to develop more courses targeted specifically at building professionals involved in designing and writing heritage work specifications and schedules</li> <li>4. Support the development of Foundation Degrees dedicated to the historic built environment</li> <li>5. Identify and promulgate teaching and training priorities, to ensure that built heritage education and training is appropriate to the workplace</li> <li>6. Expand NHTG mentoring programme to support delivery of built heritage education within mainstream built environment degrees</li> </ol>	
<b>Performance Measures</b>	<p><b>2008:</b> Through the English Regional Heritage Skills Action Groups and similar partnerships in other home countries, identify and establish contact with mainstream built environment higher education providers where the existing teaching environment can be augmented with specialist built heritage teaching and training</p> <p><b>2008–9:</b> Develop and deliver a national programme of lectures by renowned built heritage professionals aimed at raising awareness of the relevance of conservation, restoration, repair and maintenance to the study of the built environment</p> <p><b>2009:</b> Scoping study to identify teaching and training priorities</p> <p><b>2009:</b> Identified teaching and training priorities promulgated to existing and potential education providers</p> <p><b>2010:</b> Deliver bespoke pilot CPD programme for HE lecturers</p> <p><b>2010–12:</b> Embedment of identified teaching and training priorities within existing HE provision</p> <p><b>2011–13:</b> Repeat research shows increased demand for undergraduate and postgraduate courses relevant to the built heritage sector</p>	<p><b>Stakeholders:</b> NHTG, national heritage agencies (including HELM in EH) and IHBC, with professional bodies and professional link bodies (such as Urban Design Alliance), FE colleges and HE institutions (in particular the CCDF) and student societies</p>

4.2	<b>UNDERSTANDING BUILDING CRAFT SKILLS</b> Strengthen understanding among the professions of traditional building craft skills and their application on site	
Action	<ol style="list-style-type: none"> <li>1. Encourage and support the development and delivery of training models geared towards on-site training, such as the National Skills Academy for Construction (NSAFC), to increase flexibility and relevance of training options for building professionals</li> <li>2. Work with higher education institutions to facilitate more opportunities for practical training as part of existing HE programmes, including placements on construction projects and craft demonstrations by NHTG mentors</li> <li>3. Fully engage the emerging National Heritage Training Academy framework with further and higher education institutions to maximise opportunities</li> <li>4. Engage the relevant higher education institutions, professional bodies and training representatives such as the CCDF with regional and home country initiatives relating to the development of training for the heritage sector</li> <li>5. Through the English Regional Heritage Skills Action Groups, the Scottish Conservation Forum in Training and Education (SCFTE) and similar partnerships in the other home countries, encourage liaison with professional bodies to increase access to and numbers of live-site placement opportunities for students of the historic built environment</li> <li>6. Establish greater parity of esteem between vocational and academic training and education routes for the benefit of the sector as a whole</li> </ol>	
Performance Measures	<p><b>2008:</b> Identify all existing education providers for professionals and current placement provision</p> <p><b>2008:</b> Involvement of building professionals in heritage skills taster days and demonstrations</p> <p><b>2009:</b> Increase by 20% the live-site placements delivered across the UK</p> <p><b>2010:</b> Heritage sector and education providers to fully engage with the National Skills Academy for Construction as a primary training delivery route</p> <p><b>2011–13:</b> Repeat research shows increased understanding of traditional building skills and materials among new recruits to the professional sector</p>	<p><b>Stakeholders:</b> NHTG, ConstructionSkills, Asset Skills, National Heritage Training Academy, SCFTE and national heritage agencies with professional bodies, HE and FE bodies and CCDF</p>
4.3	<b>LIFELONG LEARNING AND CPD</b> Improve the knowledge base of professionals already working in the sector	
Action	<ol style="list-style-type: none"> <li>1. Improve awareness among building professionals of the role of professional bodies in accessing, promoting, encouraging and directing CPD for traditional buildings and historic environment conservation specialists, in particular regarding the selection of appropriate CPD courses and additional qualifications and training from the full range available, emphasising the importance to employers of the necessity for such training and supporting them in implementing effective workplace training and development strategies</li> <li>2. Support the development of training programmes to address specific gaps in current training available, such as CPD courses for heritage project managers and THI officers</li> <li>3. Work with professional bodies to increase the number of CPD accredited short courses available to professionals working in the built heritage sector</li> <li>4. Explore and promote as necessary European programmes for exchanges of personnel and experts</li> </ol>	
Performance Measures	<p><b>2008:</b> Scoping exercise on current range of accredited CPD of relevance to the built heritage sector</p> <p><b>2008:</b> Confirmation with partners of critical areas of specific training need and agreement of strategy to address</p> <p><b>2008:</b> Launch training provider search facility as part of redesigned NHTG website</p> <p><b>2008 onwards:</b> Develop links with other home countries, Republic of Ireland and European partners on traditional building skills training</p> <p><b>2008 onwards:</b> Implement generic self-assessment CPD planning resources for specialists in historic environment conservation</p> <p><b>2009 onwards:</b> Survey the CPD needs of specialists based on review of CPD practice and returns</p> <p><b>2011:</b> 25% increase in range of accredited CPD of relevance to the built heritage sector, from 2008 figures</p>	<p><b>Stakeholders:</b> NHTG and national heritage agencies and professional bodies, with Heritage Lottery Fund, CCDF and professional bodies (e.g. IHBC, RIBA, RIAS, RSAW, RSUA, CIAT, RICS, RTPI, ICE, IStructE, CIOB, CABE, ACE, ABE, IMBM)</p>