

Heritage Skills in Education..

... through education, understanding; though understanding, protection



Evaluation Report 2012-15

Susan Priestley, June 2015

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Executive Summary

Heritage Skills in Education (HSed) focuses on the craft and professional skills required to conserve, restore, renovate, adapt and maintain the fabric of historic buildings within the North East of England, by engaging a new generation.¹

The HSed programme was developed in response to a growing concern around the loss of traditional skills and the resulting impact on the heritage sector, coupled with reduced training and employment opportunities within this field. The programme engaged with a total of 515 participants from *“schools, colleges and universities to enable collaboration between: education professionals, craftspeople, construction and conservation professionals and heritage managers to deliver meaningful and memorable learning in a real-world context.”*² HSed was designed and delivered by the North of England Civic Trust (NECT) and funded by the Heritage Lottery Fund, with additional in-kind support from a wide range of heritage specialists and craftspeople.

This report has been produced by freelance consultant Susan Priestley as an independent evaluation of the HSed programme. The report has utilised information and data supplied by NECT, along with extensive consultation with people who have engaged with HSed as participants and specialist deliverers over the 2012-15 project period. The main evaluation findings are set out below:

- The quality and content of HSed has scored highly amongst both student participants and their teachers and tutors: the mean average score from 76 students in relation to how much they enjoyed and were inspired by HSed was 8.26 (out of 10); the mean average score from 12 teachers and tutors in terms of its contribution to teaching was 8.75 (out of 10).
- The breadth and scope of the project has been extensive in terms of the participants, the historic buildings and the range of project content and activity. Groups and teams have engaged from across the formal education sector, from children in schools from Year 8 upwards, to colleges of further education, to university undergraduate and postgraduate students. The HSed programme has embraced this broad participant base and course content has met the widest range of needs and abilities, from students pursuing vocational courses, to the more academic Gifted & Talented, to older students studying specialist courses within heritage and the built environment. Feedback across all groups has been equally positive in terms of how much they have gained from the programme and the quality and content of the activities they have engaged with.
- An assessment of the programme’s impacts and achievements shows that it has met its original aims and targets:
 - 80 student teams across 14 schools, 5 colleges and 3 universities engaged with HSed over the course of the three year programme – significantly over the original target of 51 teams.

¹ Heritage Skills in Education Activity Plan 2012-15

² Heritage Skills in Education Activity Plan 2012-15

- Participants have fed back that their engagement with HSed has increased their awareness of heritage and conservation and in many cases has changed their attitudes towards historic buildings; they now place a higher importance on preserving heritage buildings and acknowledge their relevance in a modern day context;
- HSed has enriched and enhanced formal learning programmes for participants and has offered students from schools, colleges and universities opportunities to take part in activities and learn skills they would not normally be able to engage with in their usual learning environments. As a result, students on all levels have gained a deeper understanding of the materials, skills, working methods and specialist professions required to restore and conserve historic buildings: school students have developed a new awareness and understanding of heritage; college students have been able to apply their practical skills to a range of real-life situations; and university students have had the opportunity to develop new skills, particularly around developing Conservation Management Plans, that are not currently covered within their courses.
- Teachers and tutors have highly rated what they have learned during their involvement with the programme and are committed to feeding any new knowledge and skills into their future teaching programmes;
- Students have developed a significant amount of transferable skills in terms of working as a team, problem solving, interview and consultation techniques and presentation skills that will be of great use to them within both their careers and their own personal development.
- Students have gained new knowledge and information relating to viable career options in the heritage sector and have engaged with 'real-life' hands-on workshops which have, in some cases, opened up new options and opportunities within further study and/or work.

In addition to the impacts and achievements outlined above, HSed has left behind an important legacy in terms of:

- increased awareness of heritage amongst young people and with it, a greater appreciation and respect for the historic built environment;
- a greater interest in heritage for a significant proportion of students and an intention from some to pursue the subject in terms of work, a personal interest and/or as a volunteer;
- new skills and knowledge across heritage and traditional skills and crafts that can be passed on in terms of peer-to-peer learning as well as from teachers to future student cohorts; and
- a change in attitude amongst some participants which has led to a new sense of ownership and a recognition that heritage and historic buildings belong to everyone and are relevant in a modern day context.

***"I now view conservation work as a community task, not something only professionals do."**³*

³ School pupil participant.

Introduction

The HSed programme worked *“with schools, colleges and universities to enable collaboration between: education professionals, craftspeople, construction and conservation professionals and heritage managers to deliver meaningful and memorable learning in a real-world context.”*⁴



*“HSed has raised awareness of heritage and conservation with young people. Feedback when we have visited individual schools suggests that it has got them thinking about buildings in their area and how these can be improved, which is positive.”*⁵

Background and context

The Heritage Skills in Education (HSed) project was designed and led by the North of England Civic Trust and funded through the Heritage Lottery Fund, with additional support from a wide variety of crafts, heritage and conservation professionals. The project was developed in response to a growing concern around the loss of traditional skills and the resulting impact on the heritage sector, coupled with reduced training and employment opportunities within this field. The primary objective was to deliver learning in a real-life context to students from schools, colleges and universities to result in a better understanding of the historic built environment and the wide range of career opportunities in the heritage sector. School, college and university student teams took part in year-long programmes between 2012 and 2015, each team working with an historic building (pre 1919) in their area to: research the specialists and careers required in its repair; carry out community consultation around potential reuse/s of the building; undertake practical workshops, lectures and visits carried out by crafts and heritage specialists; draw up plans and make a model to illustrate the reuse of the chosen

⁴ Heritage Skills in Education Activity Plan 2012-15, Andie Harris, Learning & Skills Manager, North of England Civic Trust.

⁵ Heritage professional and member of the HSed judging panel.

building; and produce and present the proposal in a competition judged by a panel of specialists. The competition winners across a range of categories were announced at an annual Awards Ceremony.

The aims of the HSed project were:

- to increase the numbers and knowledge of young people interested in a career in historic building conservation;
- to reduce risk to heritage sites by increasing understanding and enjoyment of the local environment and increasing knowledge of appropriate materials and techniques;
- to evidence the success of an exciting, engaging and innovative approach to heritage conservation;
- to provide a strong informal learning programme which enhances formal study skills and qualifications;
- to increase accessibility of entry routes into the heritage sector;
- to offer 'real situation' training opportunities on local projects;
- to integrate students, educational establishments with those who manage and maintain the historic built stock; and
- to supply hands-on activities at all levels.

Programme evaluation

The aim of the evaluation process has been to assess and present the impacts and achievements of the HSed programme against its original aims and targets. This document has been informed by information and data provided by NECT as well as consultation carried out by the consultant with a good representative selection of people involved in the programme, including: NECT staff involved in the project design and delivery; participants across the schools, colleges and universities; teaching staff and tutors from the participating schools and colleges; and heritage, conservation and other specialists who have delivered practical sessions, taken on a mentoring role and acted as judges on the HSed Awards panel. Consultation took place over May/June 2015 and took the form of:

- Focus group sessions with two secondary schools and one college;
- E mail feedback from other schools and colleges unable to take part in face-to-face consultation;
- Face-to-face and e mail feedback from teachers and lecturers;
- Telephone and e mail feedback from university students; and
- Telephone and e mail feedback from a representative selection of heritage and other professionals who have contributed to HSed over the three year programme.

In order to collect consistent information and feedback, participants across the programme were asked for their responses in relation to the same six areas:

- the extent to which participants had enjoyed and been inspired by their engagement in HSed;
- the extent to which participants felt their knowledge and understanding across relevant areas had increased as a result of taking part in HSed;
- what participants had learned and what skills they had gained;

- whether participants had changed their attitudes at all towards heritage and conservation over the course of the project;
- whether – and how - participants saw themselves using what they had learned during HSed in the future; and
- to what extent involvement in HSed had increased participants' awareness of jobs in the heritage sector as a viable career option.

The evaluation report is set out in four sections:

1. An overview of the programme content.
2. A summary of feedback from participating students, teachers and tutors, and heritage professionals.
3. An assessment of the programme's impacts and achievements against the original aims and targets.
4. The legacy left by the HSed programme.

SECTION 1: The Heritage Skills in Education programme

A total of 515⁶ students engaged with the HSed programme over the three years 2012-15 from a total of 14 schools⁷, 5 colleges⁸ of further education and 3 universities.



The HSed programme facilitated collaboration between students, education professionals, craftspeople, construction and conservation professionals and heritage managers within a programme of activity delivered over a total of five days within a year-long period, which included:

- The identification of empty, disused buildings at risk local to the educational establishments.
- Increasing understanding of why some old buildings become disused.
- A tailored delivery of talks, lectures and site visits led by heritage professionals.
- An investigation of materials and their properties making up the built structures, extending to how and why they are used.
- Practical hands-on training activities to develop students' skills and understanding of materials and techniques.
- Recognition of both the professional knowledge and practical skills required to repair historic buildings to the appropriate specification.
- Creating connections between heritage professionals and local educational establishments.
- Developing students' employability through experience in research, questioning and presentation skills and understanding of the historic environment.

Project participants

HSed worked with young people mostly aged 16-24⁹ across a range of abilities drawn from:

- School groups across Years 8 to 13 (but predominantly Years 9 and 10);

⁶ A further 103 students started but did not complete the programme.

⁷ A further 2 schools started but did not complete the programme.

⁸ An additional college started but did not complete the programme.

⁹ A small number of mature students were involved from Sunderland and Newcastle Colleges.

- College students studying built environment vocational courses at NVQ Level 2 to 4, mainly aged 18-21;
- Students studying undergraduate and postgraduate degrees specialising in the built environment, archaeology, planning, surveying, heritage and architecture, mainly aged 18-24; and
- Course leaders and teachers for the above groups.

The programme content was tailored to the needs and abilities of the different student groups:

- **School students were required to complete four tasks:**
 - Heritage careers research into the training, career background and jobs of the heritage professionals and craftspeople involved in restoring historic buildings.
 - Community canvassing to ascertain local community opinion about the restoration and re-use of the historic building the group were working on.
 - Prepare and present plans for the repairs and re-use of the historic building.
 - Make a model of the building showing the proposed repairs and re-use.
- **In Year 1, college students (both Technical and Professional and Practical) were expected to:**
 - Identify a pre-1919 building listed building in the college vicinity and research the planning and listing laws and professionals and organisations who would need to be consulted.
 - Identify types of work, materials and methods to be undertaken in repair.
 - Undertake practical activities and academic lectures and visits with architects and other professionals.
 - Draw up and price a set of specifications with detailed drawings and photographs.
 - Write up and present to panel.
- **Please note: From Year 2 onwards** college students were split into two groups: one group was made up of students on Technical and Professional courses; and another included students on practical courses. The change came about in recognition of the very different skills and outcomes associated with each course in relation to the judging and awards element of the HSed programme.
- **University students were expected to:**
 - Identify and research a pre-1919 building on the English Heritage/Historic England¹⁰ or Local Authority at Risk register and research the listing and planning laws and professionals and organisations who would need to be consulted.
 - Research, write a brief and delegate amongst the team the work to be undertaken towards the Conservation Management Plan.
 - Undertake (where possible) the work required as identified in the Conservation Management Plan (e.g. bat survey, fieldwork, etc).
 - Undertake practical activities and academic lectures and visits with architects and other professionals.
 - Write up a full and comprehensive Conservation Management Plan for the identified building.

¹⁰ English Heritage was split into two organisations in 2015: up until April 2015 it was English Heritage; it is now Historic England.

- Write up and present to panel.

The judging and awards

A panel of experts judged the projects submitted each year. Eleven judges took part across the three year programme, all of whom had a background in the heritage sector. Student teams submitted their project work to the judges in written form, and then presented their project to a panel of 2 or 3 a week later, usually giving a ten minute presentation followed by a discussion of their work.

Each year, an annual awards ceremony was held to celebrate the work of the students involved in the project. Students, teachers, families, and those from the heritage sector attended the event, and winners in each category were announced to recognise achievement.

Heritage Skills Festival

The Heritage Skills Festival took place each year over the course of the HSed programme, at both Tynemouth Station and the Old Low Light, North Shields. . The aim was to raise awareness of traditional heritage skills and the formal and informal training opportunities within the conservation and traditional skills sector, and to promote the North East's rich built, craft, engineering and cultural heritage.

"It's great for children to meet people doing these kind of jobs, it really broadens horizons" Teacher at the 2013 Heritage Skills Festival.

Filming and documentation

North East based film maker Alan Fentiman (alanfentiman.co.uk) was commissioned to film the HSed programme over the course of the three years to document the projects, participants and activities to a broad range of people. Four short films were produced; these are now available on youtube and on the NECT website.

Section 2: Consultation feedback

“This project has been an excellent awareness raising exercise. Many who have become involved had no idea what opportunities were available and how interesting this subject area could be. The most positive message has been that the past is not necessarily a foreign country where only the professional or expert can tread – it belongs to everyone and we can all go there, enjoy it and contribute to its repair and protection.”¹¹



The consultation process

A comprehensive consultation process was undertaken by the consultant across the schools, colleges and universities who have engaged with the programme over the past three years. Where relevant, teaching staff were able to feed back their views across more than one year, but as student groups from 2012/13 and 2013/14 have moved on, consultation took place mostly with students who have engaged with the 2014/15 programme. Feedback was collected from: 58 school pupils across 6 schools and 12 from their teachers; 18 responses from students and 3 from tutors from two Colleges of Further Education; and 5 responses from university students.

Consultation was carried out:

- through face-to-face focus group sessions in two schools (Queen Elizabeth High School, Hexham; and St Thomas More R.C. Academy in North Shields) and one college (across two different courses at Sunderland College);
- by way of separate questionnaires for students and teaching staff which gathered consistent information around the impact of HSed on: enjoyment and inspiration; increased levels of

¹¹ Specialist on HSed judging panel.

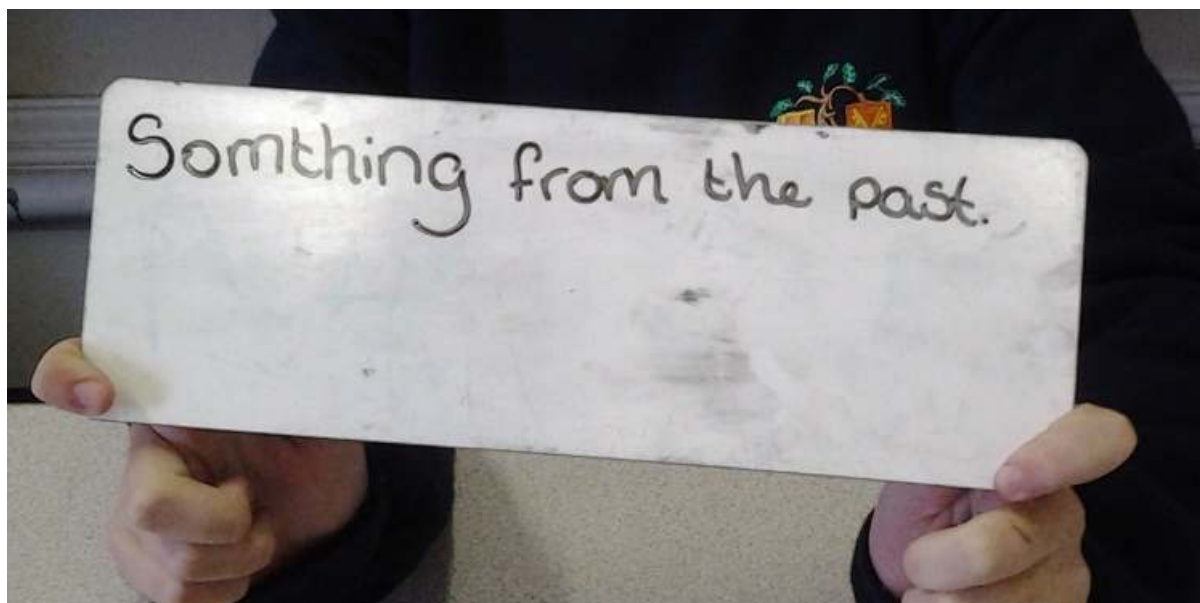
knowledge and understanding; teaching and learning; new skills gained; any changes in attitudes and values in relation to heritage and conservation; and progression – how students and teaching staff intend to use what they have learned in the future;

- through e mail and telephone interviews with university students; and
- e mail and telephone consultation with heritage and conservation professionals who have delivered practical skills sessions and/or taken on the role of judges within the Awards element of the programme.

A summary of the feedback is presented on the following pages.

Consultation Feedback: Schools

“I can make stained glass windows; I can make things out of wood; I can work with clay; I can interview people I don’t know; I am more confident; I can follow instructions.”



A total of 266 students from 14 schools¹² engaged with HSed over the period 2012-15. Feedback was predominantly gathered from students who have taken part in the 2014/15 HSed programme as it was not possible in most cases to consult with students from previous years who have moved on. 58 students provided feedback in all: 8 from 2013/14; and 50 (out of a total of 90) from 2014/15, as well as 9 teachers.

Enjoyment and inspiration: When asked to rate HSed on a scale of 1 to 10 (where 1 is very poor and 10 is excellent) in terms of how much they had enjoyed and been inspired by the programme, the mean average score from 58 students was 8.41

Learning progression: Students were asked to rate their knowledge and understanding of what is required to conserve, restore, renovate, adapt and maintain the fabric of historic buildings on a scale of 1 to 10 (where 1 is very little and 10 is a lot) before and after taking part in HSed:

- the mean average score in relation to students’ knowledge and understanding **before** engaging with HSed was **4.10**; and
- the mean average score **after** taking part in HSed was **8.18**

¹² An additional 74 pupils from 2 schools did not complete the programme.

Student feedback

Responses from students were very positive in relation to both enjoyment and learning. Feedback and comments clearly illustrate increased knowledge and understanding around the historic built environment, the importance of conserving old buildings and what is required to do so. The main findings can be summed up as:

- **Students have changed their attitudes towards heritage and now have a greater awareness and appreciation of historic buildings as a result of taking part in the HSed programme.**

“I used to look at buildings and think they were useless. However, after the heritage project, I think of how much you can do with them.”

A number of students fed back that they are now aware of historic buildings, particularly those in their local area, in a way that they had not been before taking part in the project. Furthermore, students said that they now have a greater appreciation of the importance of preserving historic buildings and the skills and professionals required to do so.

“...it has given me a greater appreciation of historic buildings.”

“I now think a lot more about the old buildings and history of the area.”

“I have changed the way I think about historic buildings and heritage due to the project. It has made me respect them a lot more than beforehand and I am more interested in them now.”

“... before I thought that historic buildings were boring but now I see that they can be very interesting.!”

“...I think they are more important now.”

- **Students have gained new or increased knowledge** in relation to: what heritage is; what listed buildings are; the different grade listings; who you have to consult before changing a building's use; and the specialists and skills needed to restore and conserve historic buildings.

“I have learned what listed means and the importance of buildings (listed).”

“(I have learned) that when people renovate historic buildings they try to keep the building as original as possible... I have also learnt all of the people's jobs that would need to repair a building.”

“Learning how much attention all buildings need and the materials that have to be used.”

“I believe I have the knowledge now on what is needed to convert a historic building.”

- **Students have gained an understanding about the skills and materials needed to restore and conserve historic buildings.**

Comments and feedback from students clearly shows that they are now aware of what's involved in restoring and conserving old buildings and are able to relate this new knowledge to jobs and careers.

“It has helped me find out more about possible career paths.”

“I've always been interested in interior design – it has just interested me further.”

“It has made me consider possible job opportunities for the future in working with older buildings and given me knowledge of the industry.”

- **Students have gained new practical skills across a range of heritage crafts, including stained glass, stonemasonry, green woodworking skills and pole-lathe turning.**

All of the students consulted fed back that they have benefited from being introduced to – and trying out – a range of heritage skills and crafts.



“We have learnt how to make stained glass, how to do pole turning and stone masonry.”

“Joiners was the most interesting.”

“I learned stone masonry, stained glass window making, joinery and mapping out a building.”

Furthermore, in addition to practical skills relating to heritage, a significant proportion of the students consulted said that they had learned additional skills that are transferable to other areas of their lives, school work and future careers.

“I will use my presentation skills...”

“It has helped me work as a group as I am used to working independently. It helped me to rely on other people to work with me.”

“In the future I can use the skills such as teambuilding, presentation skills and good communication in any jobs that I may get as it covers a lot of aspects needed for a good employee.”

- **HSed has opened participating students’ minds to the heritage sector as a viable career option.**

A number of comments made by students illustrate the ways in which HSed has had an impact on their thoughts and intentions for the future, sometimes directly relating to work and career choices, but also in terms of other aspects of their lives.

"I think it has made me think about a job/career in areas I have worked on during the project as I would not have thought about stained glass windows which I really enjoyed."

"I thought at the start it was rubbish about old building but now I love it as I want to work in a job working with historical buildings."

"I think it will help to influence me towards supporting heritage in the future."

"I may help with conservation projects in the future."

"It does show you how many jobs are around that sort of thing... if you didn't want to go into building, you could go into renovation or interior design or things like that, so it's really different."

"I have learned that I would like to be a joiner when I leave school."

Programme Highlight: St Thomas More Academy & Cullercoats Watch House

Awards: Winner of Best Heritage Careers Research (Team: Bake My Day Bakery), 2015; Winner of Best Model Building (Team: Smoothie Bar & Sweet Shop) 2015; Highly Commended for Best Plan for Re-use (Teams: Bake My Day Bakery & Watch House Community Walking Centre) 2015.



“It’s quite an iconic feature on the seafront and people would recognise it with the clock on the top, but how many people really take notice of it?”¹³

Three teams of students each worked on drawing up a proposal to put forward a new use for Cullercoats Watch House. Students undertook site visits and community consultation before drawing up plans and presentations for: an artisan bakery; a sweet shop; and a community walking centre.

“We asked people what they needed in Cullercoats and the bakery had just shut down...”¹⁴

“We came up with the idea of having a walking and jogging centre base for organised walks for different kinds of people, like pensioners and mothers with prams. It’s a lovely place to walk around there and there’s nothing else like it.”¹⁵

“Having to present to the judges...anyone coming from outside of school gives the project a little more kudos... when they were actually presenting to the judges you could see the literacy levels develop and the confidence in delivering a presentation as well as all the teamwork skills.”¹⁶

¹³ Teacher, St Thomas More RC Academy

¹⁴ Student, St Thomas More RC Academy.

¹⁵ Student, St Thomas More RC Academy.

¹⁶ Teacher, St Thomas More RC Academy.

Consultation Feedback: Colleges

“Definitely changed my view on historic buildings – I am now very interested in historic buildings and English history – I have also volunteered for the Churches Conservation Trust.”

123 students from four colleges took part in HSed over the three year programme (an additional 20 students from a fifth college did not complete the course).



The college element of HSed was changed from the second year of the programme to allow for a fairer judging system within the awards as it was recognised that projects could not be effectively compared and judged across the different skillsets. From year two onwards colleges were split into two areas: practical courses; and technical and professional courses.

Consultation feedback was collected from two colleges:

- Newcastle College provided tutor feedback only; and
- Sunderland College provided face-to-face student feedback from 18 students (12 from a technical and professional course and 6 from a practical course) as well as 2 course tutors.

Enjoyment and inspiration

When asked to score how much they had enjoyed and been inspired by HSed on a scale of 1 to 10 (where 1 is very poor and 10 is excellent) the mean average score from students was **8.72**.

Learning progression

Students were asked to rate their knowledge and understanding of what is required to conserve, restore, renovate, adapt and maintain the fabric of historic buildings on a scale of 1 to 10 (where 1 is very little and 10 is a lot) before and after taking part in HSed:

- the mean average score in relation to students' knowledge and understanding **before** engaging with HSed was **4.74**; and
- the mean average score **after** taking part in HSed was **8.33**

"I feel before this project I knew very little about historic buildings, but I have a basic understanding of how important it is to look after and restore these buildings."¹⁷

Feedback from technical and professional course students

"Heritage projects are ones that should be admired and funded... the skills to maintain this work are hard to perfect but are ones that need to be kept alive."

Feedback from a focus group session with twelve Year 2 students on the HNC Construction and Built Environment course can be summed up as:

- **Students gained a good understanding of the differences between the modern and historic built environment.**

Technical and professional students fed back that they had gained a better understanding of the implications of listed status, the specialist skills and materials needed to restore listed buildings and the importance of preserving buildings of cultural and historic value.

"I believe that we have a duty to preserve our history and culture, to benefit and enlighten our communities and future generations."

"I value the importance of historic buildings now more than I ever did."

- **Some students fed back that they will use the knowledge and skills they have gained within their further education and/or future career.**

"This acquired knowledge will definitely aid my future studies at university... restoration of old and ancient buildings will be an interesting career for myself."

"I am going to pursue a career in building surveying and would like to look into historic building surveying."

"Going on to university and can use it for future design knowledge for older buildings and conversion."

- **Some students have developed a deeper interest in heritage and conservation that they would like to pursue outside of work.**

"... I would be interested to getting more involved."

"I am now very interested in historic buildings and English history. I have also volunteered for the Churches Conservation Trust."

¹⁷ Student, technical and professional course.

- **Students have gained invaluable transferrable skills.**

Students also fed back that they had gained confidence and other valuable transferable skills as a result of putting together and presenting their final project to the judges.

“(It has) improved my confidence and skills regarding presentations in general.”

“No specific skills just general understanding and more in depth research.”

Feedback from practical course students

“I’ve learned the need to preserve our history and skills in woodworking.”



Six students from the Year 2 Level 2 Carpentry and Joinery course took part in face-to-face consultation. Feedback can be summed up as following:

- **Students already had a good awareness of the historic built environment at the start of their involvement with HSed.**

Student comments indicate that they had higher levels of existing interest in historic buildings at the start of the HSed project than their technical and professional counterparts. Responses to a question about whether they had changed their attitudes towards heritage and historic buildings as a result of taking part in the programme included:

“Not really, I’ve always had a respectful attitude and valued historic buildings quite a bit.”

“No, I’ve always respected heritage buildings.”

“Not really, as I’ve always had an interest in heritage sites.”

- **Students all fed back that they had gained a much better understanding of the differences between traditional and modern methods.**

The comments received from students indicate that they had increased their knowledge and understanding of the differences in working methods across historic and modern buildings.

“A lot of this was done without using machines... we had to chisel a lot of it out and we don’t really do that much normally... that was new for me.”

“I knew a little bit before but I didn’t think that the work would have to be made to this standard and I didn’t know that you had to use the same stuff – I thought that you just put new stuff in... you have to keep everything authentic.”

- **Students reported that they have gained new skills as a result of HSed, particularly working with hand tools and making joints.**

“My skills with chisels have improved as well as producing many joints.”

“I have learned traditional skills.”

“A different way to create and secure a mortice and tenon joint.”

- **Students varied in their responses to a question about whether HSed has encouraged them to consider a career within heritage and restoration.**
- All students reported that they had gained an understanding of different working methods and some have used the experience to make decisions about their future working paths. A number of students said that working with more traditional methods may be something they return to in later life.

“Yes, interesting to work on old buildings and keep them the same as the original.”

“I work for a factory and everything’s done by machines – not by hand and that’s where it’s different – doing it by hand. I wouldn’t do it... it’s too fiddly... I haven’t got the patience for it.”

“I didn’t know that there was a specific kind of job that does heritage... I wouldn’t do it now, but maybe when I’m older.”

Programme Highlight: Sunderland College & Holy Trinity Church

Sunderland College students were split into three groups: one group of Practical students; and two groups of Technical and Professional students (Teams 1 and 2).

Awards: Winner for Best Practical Piece, 2015 (Practical); Winner for Best Condition Survey of a Listed Building (Team 2); Highly Commended for Best Condition Survey of a Listed Building (Team 1); Winner for Best Understanding of Craftspeople and Professionals involved in heritage Construction (Team 1); Winner for Best Understanding of Materials and Technology (Team 1); Winner for Best Understanding of the Listing Process and Statutory Obligations (Team 2); Winner for Best Overall Project (Team 1); Highly Commended for Best Overall Project (Team 2).



Students from Sunderland College worked on proposals for the reuse of Holy Trinity Church in Sunderland as a new community facility. The project involved three groups: one group of Practical students from the full-time Diploma in Carpentry & Joinery course; and two groups (Teams 1 and 2) of Technical and Professional students from the HNC Construction Module (Refurbishment & Adaptation).

Outcomes:

Students gained new knowledge about listed status.

“I learned about restrictions on listed buildings and the high level of detail required to restore listed buildings.”

Students increased their awareness, appreciation and understanding of historic buildings and their restoration.

“I feel I understood the historic buildings reasonably well prior, however I now understand the extent and detail.”

Students learned about differences between traditional and modern construction methods.

“I’ve learned that there are a lot of joints to be done and many are hidden.”

Students will use what they have learned in their future study and/or careers.

“This acquired knowledge will definitely aid my future studies at university.”

Consultation feedback: Universities

“I liked being involved in HSed as it made me look more into the ideas of re-use, preservation and intervention architectural ideas, which aren’t covered in much detail through my degree. It gave me a whole new interest in architecture that was new to me, and was exciting to learn about in an ongoing project.”

116 students from three universities took part in the programme (a further 19 students did not fully complete the course)

Gathering feedback from university participants has proved difficult due to a combination of students moving on from the course they were enrolled on at the time they took part in HSed and demands on the time of those studying now. This section has therefore been informed by 5 students representing Newcastle, Durham and Northumbria Universities. The main findings arising from the consultation can be summed up as follows:

- **Not all university students completed the full HSed course.**

Students consulted reported some difficulty in retaining the group numbers which was largely due to time constraints - many found the additional workload in terms of the HSed project on top of final year dissertations too much to cope with. It should be noted though that all of those who originally signed up attended a minimum of two 2-hour lectures on Conservation Management Planning and Breathable Buildings. This was teaching that they wouldn’t have had as part of their university courses.

- **Students increased their leadership and team work skills.**

Three of the five students consulted said they played a lead role in terms of the teams they were a part of, indicating that they are perhaps natural leaders and good at organising and managing their time. This would seem to be a key marker of success for university students.

“I had quite a bit of prior knowledge about heritage and conservation planning and a few months into the project, the group asked me to take a lead as they felt it wasn’t organised. From there, our group formed smaller pairs/threes... I helped each group with bits they were struggling with... I then pulled all together”

- **Students gained skills and knowledge outwith the scope of their university course.**

particularly in terms of conservation plans which none had covered at university. *“Although I had quite a bit of prior heritage knowledge, I had never written a full conservation plan so that was definitely something I learned.”*

“... taking part in this project allowed me to explore the heritage in a different way. It taught me that conservation is not the same as preservation...”

- **Students valued the benefits they gained from learning in a real-life context.**

Students reported that the real-life and hands-on elements of HSed were of great value in adding to their university-based learning and allowed them to see aspects of their course from a different perspective.

“The way of learning through this project was helpful to me as you learn in what is in some ways a real-life scenario.”

“Through my degree I was taught ways of refurbishing damaged masonry. Nevertheless this presentation was exploring the conservation of masonry building more in depth and from a practical point of view, which gave me an opportunity to explore the topic from another perspective.”

- **Students are using – or will use - what they have learned during HSed within their future careers.**

Students fed back that the knowledge and skills they have developed during HSed will be invaluable in their future careers in a number of ways: presentation skills will be used throughout their careers, from job interviews to contract pitches; skill areas learned that are not covered within their course work, in particular, developing Conservation Management Plans, will give some a head start in the next step of their career; and heritage-specific lectures, practical and hands-on skills have encouraged some students to think about working in this area in the future.

“HSed offered interesting lectures, workshops and more hands-on tasks which were specific to the heritage sector, which is a potential area I would like to continue being involved with in future life. The programme also allowed me to gain information and contacts in this area, which I am hoping will benefit me when looking for jobs...”

Programme highlight: Keelmen's Hospital & Northumbria and Newcastle Universities (Architecture)

Awards: Winner for Best Understanding of Materials & Technology; Highly Commended for Best Overall Conservation Management Plan; Highly Commended for Best Understanding of Significance.



The Keelmen's Hospital was built in 1701 and paid for by the keelmen (boatmen who transported coal on the River Tyne) to house poor and aged keelmen. Architecture students from Newcastle and Northumbria Universities worked on a Conservation Management Plan for the building as part of the HSed programme.

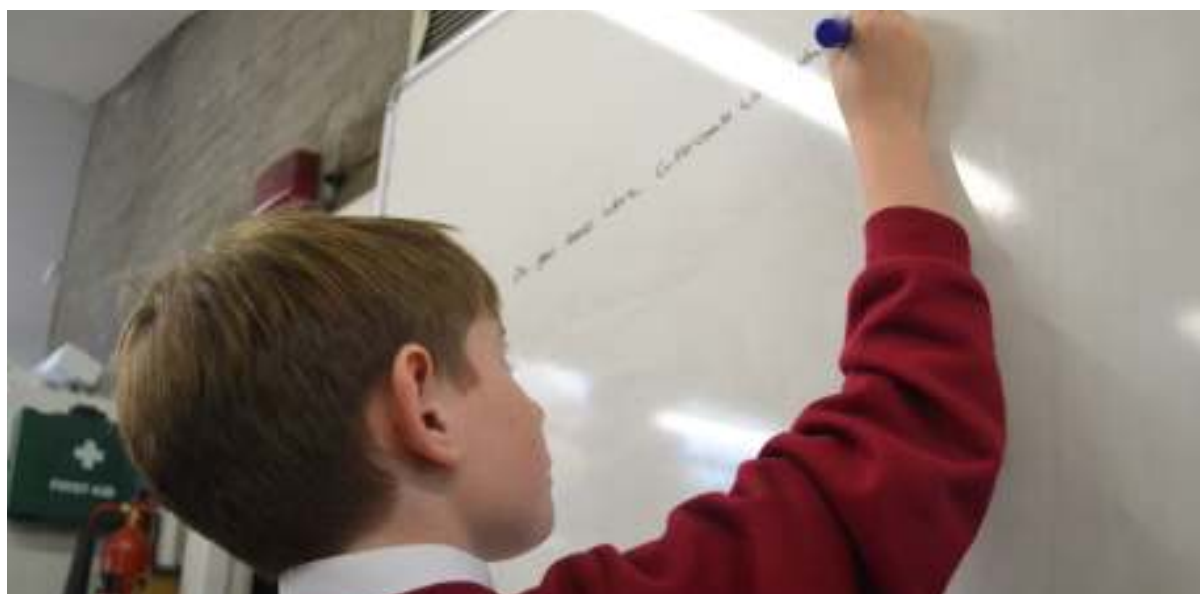
Outcomes:

- Students explored areas of work not included within their degree course.
"My degree does not teach me about ways of completing a Conservation Management Plan or outlining the significance of a building..."
- Students gained experience in real-life working situations.
"The way of learning through this project was helpful to me as you learn in what is in some way a real life scenario."
- Students will use what they have learned in their future careers.
"HSed offered interesting lectures, workshops and more hands-on tasks which were specific to the heritage sector, which is a potential area I would like to continue being involved with in future life."

Consultation feedback: Teachers and lecturers

“This experience will be critical with the change in GCSE as there is a greater focus on history within the local community. The links and skills that have been developed during the course should be transferable to this new GCSE.”

12 teachers and tutors responded to a question asking them to score the HSed programme on a scale of 1 to 10 (where 1 is very poor and 10 is excellent) in terms of its contribution to their respective teaching programmes. The mean average score was 8.75



Feedback from teachers and tutors from the schools and colleges who have engaged with HSed has been overwhelmingly positive, both in terms of the content and quality of the programme and the additional knowledge and skills participants have gained in other areas. Feedback also suggests that the project has left an important legacy in relation to feeding the knowledge and skills gained by teachers and tutors into future teaching and learning programmes. The main findings of the consultation can be summed up as:

- **The programme has meaningfully engaged with students across a broad range of abilities.**

This has been particularly apparent in schools where groups have engaged across a wide range of abilities, from Gifted & Talented to students pursuing more vocational routes and those outside of mainstream education. The feedback from all concerned has been consistently positive, indicating that the HSed model is equally relevant and an effective learning resource across the breadth and scope of formal education.

“We’ve engaged in various programmes across the years, most often with Gifted & Talented so this was nice as it was a mixed ability ‘run of the mill’ students.”

"We have run the programme with our top set of Year 9 students through the Technology department."

"It has reinforced my ideals that students who are tactile kinaesthetic learners should have access to appropriate facilities to develop their skills... I believe that the HSed experience was inclusive... it was aimed at students of all abilities."

"I have seen and enjoyed watching students who are not ideally suited to academic subjects blossom and be inspired by the HSed programme."

"The particular type of student who has been involved in this programme all benefit from this type of teaching, being in a small group and having the opportunity to learn using different methods,"

- **The real-life learning situations have been particularly beneficial.**

Teachers and tutors fed back that a major strength of the whole programme is that it has offered students of all ages opportunities to relate what they are currently learning to real-life situations. This has been evidenced in a number of ways:

- School-based students have been able to relate classroom-based subjects to jobs and careers and to see them in a new light.

"HSed has broadened student's perceptions of history and what they can do with it. Many pupils have that perception of history that it is just a classroom based subject... they don't see the application of history in other applications."

"It has provided an insight into the business aspect of history and an opportunity to analyse historical properties."

- College based students have been able to related their classroom learning to real-life situations.

"Useful 'live' project."

"The benefit to me was to inspire the learners to appreciate the value of heritage buildings and to see how a number of learners became driven in the research of the Tyne Bridge."

"I would like to have the opportunity to get more Carpentry and Joinery groups involved in real heritage projects."

- The practical sessions have made an important contribution to student's understanding of heritage skills and careers.

"The judges said afterward that students elaborated about what they've learned during the practical sessions - they haven't just enjoyed people coming in and making things. There's lots of careers information there too."

"Pupils gained practical sessions in areas not available in school and a glimpse into times gone by at the same time, while realising they are still relevant skills. This meeting with professionals and other adults is great for pupils own character building and whole day sessions allow us the time to do it in depth."

- **Students have gained a significant amount of transferable skills.**

In addition to knowledge and skills relating to heritage and the built environment, teachers and tutors have reported that students have gained other, transferable skills which will be valuable in

terms of their work and personal development, including team working and organisation and responsibility. The competition and awards element of the programme has been particularly valuable in this respect. It has not only elevated the importance of the programme and celebrated achievement, but has also resulted in significant transferable skills around putting together and delivering presentations.

- **Suggestions for future programme planning.**

When asked about any areas that might be improved upon when developing future, similar projects, very few issues were raised:

- Timing was identified by some, both in relation to fitting the project in around other work areas and, in one case, the time of the year the project took place.

“Timing was tight at the end as the project ended during GCSE exams when school was at most stretched/busy. This was needed though as it allowed pupils the whole year to go on a bit of a journey in that time.”

“The only thing I feel could be improved was the time of year it ran. It was very cold for some of the students carrying out the practical outdoor tasks through December, January and February.”

- One teacher suggested that teachers could have perhaps benefitted from being more involved in the planning of delivery sessions.

“If you were doing it again with a new school... it’s nice when schools are working with outside agencies if there’s an element of joint planning... whether they’ve got time to come in to talk about what’s happening the next week, then teachers can support it a little bit more.”

- One teacher suggested that more ways to involve whole schools in terms of awareness raising would be beneficial and commented on the importance of projects like HSed in providing a progression route for students who are less academic.

“HSed has impacted greatly on the students in the Horticulture department but sadly not many other departments were aware of what we were doing... I think the government needs to have a big shift. Vocational pre-16 courses are demeaned and belittled. Programmes such as HSed (which is brilliant) are not often recognised as they strive for higher GCSE/A level results.”

Feedback from heritage professionals

“HSed has made a substantial contribution – it’s not just about a monetary contribution, it’s profile raising, awareness, a sustainable approach and fun! Value can be measured in many ways.”

Some 34 professionals across a wide range of heritage crafts and conservation were involved in delivering practical sessions and judging the final student projects, 11 of whom have fed their views into this report. Consultees were asked consistent questions in relation to: their involvement with the programme; their views as to HSed’s contribution to heritage, conservation and heritage crafts and trades; and whether they think there is a need for projects like HSed. The consultation findings highlighted a number of observations, key impacts and areas of success over the three-year period, including:

- The ‘real life’ application of knowledge and skills has been a major benefit to participants not only whilst they were engaged with the programme, but also in relation to their future, in both a career and a personal sense. This has been the case across the programme: for schoolchildren in terms of an introduction to the jobs and specialist skills required within the heritage sector which added to the careers advice offered in schools; and to college and university students who have already embarked on their career journey within construction, the built environment and/or heritage.

“The experience of being able to work on projects involving real buildings and sites with experts and specialists to guide and advise. This provides a glimpse of the opportunities that could be open to pupils/students in the future if they want to pursue a career in this field and of course those all important role models are there to reinforce the fact that they can do this to because here are people they can relate to already doing it.”

“The benefits are really wide, both in terms of generating a spark of interest leading to a future career, but also in a personal sense – some of the participants may well end up owning an older building.”

This ‘real-life’ benefit extended to the practical sessions and heritage crafts participants engaged with, which included stonemasonry, stained glass and green woodworking.

“It has given students the brief opportunity of ‘having a go’ and perhaps made them aware these skills are still alive and kicking.”

- A number of heritage professionals referred to the role HSed has played in terms of sustainability: in terms of contributing to the future workforce in the repair and re-use of historic buildings; and in awareness raising and reinforcing to people *“that it matters”*.

“I hope that that many of the schools and colleges that have taken part will continue to provide some of this training to their students in the future because they are the future of sustaining and developing heritage skills.”

- The competition and awards element of the programme was raised as something which was hugely important in motivating students, encouraging a high standard within projects, elevating the status of the projects, and celebrating achievement. This view from the judges and other specialists has been reinforced by both participants and their teachers and tutors.

“The formal awards made the whole project more memorable and significant; they elevated the sense of importance attached to the programme as well as being a way of celebrating achievement.”

Perhaps the strongest impact highlighted with regard to the competition and awards aspect of the project though has been the high level of skills that students have gained, both in terms of those needed for future careers and other, transferable skills that they will use in other areas of their work and lives. Again, this has been echoed by students, teachers and tutors, many of whom have fed back that the presentations have increased their confidence, research and consultation, team-working and presentation skills.

“The presentations for the awards replicates something that students will have to do in the world of work.”

“I think the final presentation of the work is important as it allows us as judges to get an understanding of how the students have experienced the project. For them, I would suggest that the opportunity to do a presentation and talk about their work is probably useful for their own personal development skills.”

- A number of the judges talked about the legacy HSed has left beyond the lifetime of the programme. There was a general feeling that the project has undoubtedly increased awareness, knowledge, understanding and skills, but that the real legacy will become apparent as time moves on and the students progress with their, lives, jobs and careers.

“It’s difficult to judge the impact of the programme at this stage – that will only emerge in years to come. It’s planted a seed that will hopefully grow.”

“I often find with young people that they don’t appreciate it as much... once they’ve been in the trade a while, they’re probably more likely to get into it more... they’ll realise the value of this, not now perhaps, but maybe in years to come.”

Areas to be taken into consideration for future programmes

When asked about any points and issues they would like to raise about how HSed might have been improved, few issues were raised and those identified were suggested purely to inform and future, similar projects. These included:

- There was great recognition for the NECT team working on HSed and their input and support throughout the programme. Some professionals did stress, however, the need for additional commitment from teachers and tutors working with participating groups.

“A key requirement for success is that there is at least one tutor in each college that is really enthusiastic, engaged and committed to the programme.”

- There was a suggestion that the legislative framework training might be delivered differently, either by having a recap for students at the end of the project or by leaving the whole element until the end to better understand the context in which it’s delivered.

“The work around the legislative framework is quite dry – before they have the practical application it’s quite hard to get students interested in it.”

Programme Highlight: Heritage Professionals



“Heritage Consolidation is a family business which prides itself on high quality restoration, conservation and refurbishment of historic and ecclesiastical buildings and monuments.”¹⁸

Following the delivery of a practical stonemasonry workshop as part of the HSed programme, Heritage Consolidation recruited one of the participating students as a trainee. The experience has been very positive for both the company and the trainee; as a result, Heritage Consolidation has changed its recruitment policy; the company now proactively seeks to recruit younger trainees to pass on heritage skills.

“McCauley¹⁹ is doing really well; he’s doing his NVQ level 2 in Stonemasonry this year and will do his Level 3 next year – then he’ll be a qualified stonemason. The whole experience has changed my opinion as to how to recruit; I now believe it’s important to set the work ethic for young people before they develop any bad habits. We’ve just taken another young person on... HSed is making a real difference to young people – it’s telling them that they can make a good living out of a heritage craft; no one tells them that at school or college.”²⁰

¹⁸ Company website.

¹⁹ Trainee appointed as a result of HSed)

²⁰ Gary Simpson, Heritage Consolidation.

Section 3: Meeting the programme aims

“The skills I have got from doing this will help me in the future because I am more confident now. I believe in myself and know that I can achieve most things if I am prepared to work for them.”²¹

HSed engaged with a total of 80²² teams across 14 schools, 5 colleges and 3 universities over the course of the three year programme – significantly over the original target of 51.

The breakdown against annual targets is shown below.

2012/13			
EDUCATIONAL ESTABLISHMENT	TARGET	ACTUAL	VARIANCE
Schools	10	10	0
Colleges	5	5	0
Universities	2	3	+1
TOTALS	17	18	+1
2013/14			
Schools	10	19	+9
Colleges	5	10	+5
Universities	2	3	+1
TOTALS	17	32	+15
2014/15			
Schools	10	15	+5
Colleges	5	7	+2
Universities	2	8	+6
TOTALS	17	30	+13

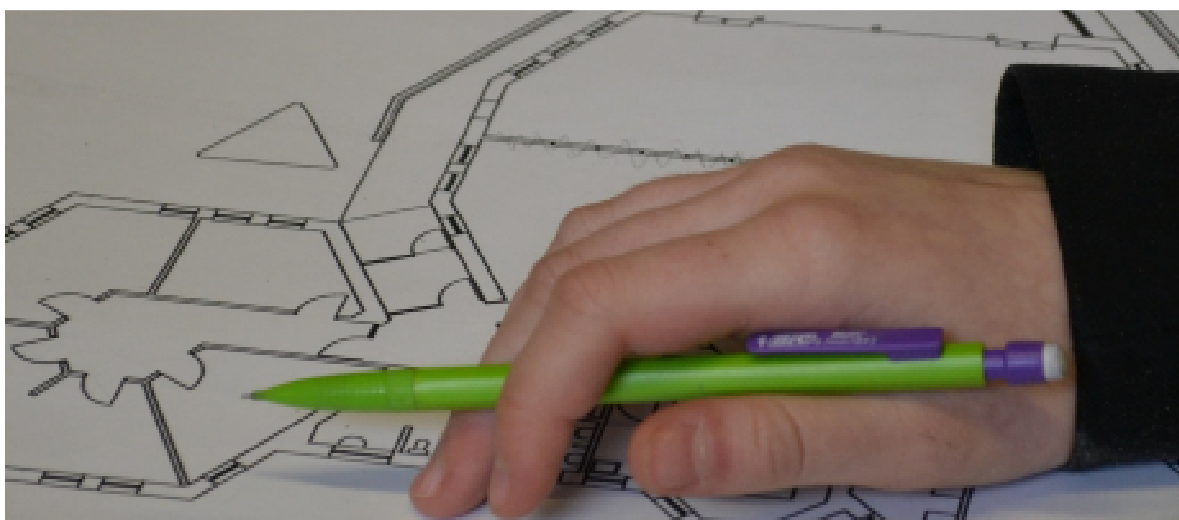
Research and consultation for this report has identified a number of valuable impacts in relation to: increased awareness of heritage; new knowledge and understanding around the restoration, conservation and re-use of historic buildings; new practical skills; and other valuable transferrable skills students will be able to use within their future lives and careers. The ways in which the HSed programme has achieved the aims set at the start of the programme are set out on the following pages.

²¹ School student.

²² 11 out of the 81 teams started but did not complete the programme.

1. Increase the numbers and knowledge of young people interested in a career in historic building conservation.

“HSed has been the most amazing opportunity for us. We feel so privileged to have had the opportunity over the past two years... we sat and discussed this as a group and this was the general feeling. Ben was the one who was keen to make it known he wants to be a joiner as a result of this.”²³



The HSed programme has engaged with a total of 515 young people over the course of 2012-15, from schoolchildren only just starting to think about jobs and careers through to college and university students who have already embarked on their chosen career path. Consultation feedback from 81 students across the programme (primarily from the 2014/15 cohort) indicates that HSed has made a strong impact on participants across a range of ages and abilities in terms of raising awareness of historic buildings and the skills, crafts and processes needed to conserve and restore them. Students have clearly made links between what they have learned during their engagement with HSed and future career opportunities.

“Restoration of old and ancient would be an interesting career for myself.”²⁴

“It has potentially opened doors into historic restoration.”²⁵

“...it also showed me jobs that I didn’t know were involved. It has definitely opened my eyes in the future.”²⁶

“I haven’t decided on a career yet but I will certainly think about heritage/conservation.”²⁷

“...I think conservation is very interesting and I think there are some opportunities for me within this field. Therefore this project was an interesting start and opportunity for my future career in conservation.”²⁸

²³ Teacher from participating school.

²⁴ College student.

²⁵ College student.

²⁶ School student.

²⁷ School student.

²⁸ University student.

2. Reduce risk to heritage sites by increasing understanding and enjoyment of the local environment and increasing knowledge of appropriate materials and techniques.

The mean average score (out of 10) from 58 students in relation to their increased knowledge and understanding about the conservation of historic buildings increased from 4.10 before their engagement with HSed to 8.18 after the end of their year-long projects.



“They have a better knowledge of (heritage) now... it’s increased their understanding of heritage and they have a wider appreciation of what heritage is and how to preserve it and the debates and issues that go on around it.”²⁹

Participants across all educational establishments have fed back that they have gained new or increased knowledge and understanding of the specialist materials, skills, trades and techniques required to restore and conserve older buildings. Furthermore, a large proportion of students have reported that taking part in the HSed programme has changed their attitudes towards heritage and that they now place a higher value on historic buildings and recognise the importance of their restoration and/or re-use. This change in attitudes and increased appreciation extends to the teaching staff supporting the students.

“I have changed the way I think about historic buildings, I think more about the way they were repaired and constructed.”³⁰

“... (I have) a better understanding of how old buildings were made.”³¹

“I now think that old, historic buildings are to be kept and not ruined.”³²

“Makes me look at older heritage buildings in a different light through the architecture to the skills of all trades involved in construction.”³³

“... taking part in this project has allowed me to explore heritage in a different way. It taught me that conservation is not the same as preservation. If the cultural heritage lost its purpose as a dwelling it should be transformed in order to have a new function.”³⁴

“The knowledge I have gained has made me have great respect and admiration for the skilled craftsmen we have met”³⁵

²⁹ Teacher from participating school.

³⁰ School student.

³¹ School student.

³² School student.

³³ College student.

³⁴ University student.

³⁵ Teacher from participating school.

3. Evidence the success of an exciting, engaging and innovative approach to heritage conservation.

The mean average score (out of 10) from 76 participating students in relation to how much they enjoyed and were inspired by the programme was 8.26.

There is much evidence that participants and others engaged with HSed have enjoyed and been inspired by their engagement with the programme.

*"I want to build a house and a garden shed. I also enjoy stone carving. It is my passion now because it is good. I am honoured that I was part of this programme because it was good."*³⁶

*"... I have used my creativity for a building."*³⁷

*"The way of learning through this project was helpful to me as you learn in what is in some ways a real life scenario. This alongside the amount of help, support and contacts offered throughout the project allowed it to be a very easy learning environment which didn't seem like work, more a hobby."*³⁸

The four films documenting the HSed programme provide a valuable insight into the programme and evidence the enjoyment and inspiration, and increased knowledge and understanding developed by participants and others who engaged with the project. The films have received 466 online views in total to date. They will remain on the NECT website as part of an extensive set of resources for teachers and tutors wishing to teach heritage skills in schools and colleges, and in addition have been shared via youtube to reach a wider audience.

In 2014, students submitted images of their experience of the Heritage Skills project to a tumblr blog at www.heritageskills.tumblr.com

The films, the resources, and the tumblr blog will provide an important legacy beyond the life of the programme.

4. Provide a strong informal learning programme which enhances formal study skills and qualifications.



³⁶ School student.

³⁷ School student.

³⁸ University student.

“Taking part in an enrichment programme like this gives you the opportunity to do something different with the students and contribute to their personal development.”³⁹

Consultation feedback from both student participants and their teachers and tutors strongly indicates that HSed has contributed to formal teaching and learning in a number of ways:

- **School pupils** were able to engage with a completely new area of work which linked with school subjects but offered opportunities to increase their awareness, knowledge, understanding and skills, both in heritage related areas and other transferable skills.

“The sixth formers involved were able to experience something completely out of their curriculum area and develop skills within teamwork and their own personal creativity.”⁴⁰

“I don’t intend on pursuing a career within heritage but the skills I have learned have helped in practical work, decision-making, etc.”⁴¹

“It has helped me to be more able and confident to work with a team on a group project and then present my ideas, which are skills that can be used and are needed in most jobs.”⁴²

“A great experience – feeds well into parts of my everyday teaching.”⁴³

- **College and university students** have been able to use HSed to reinforce their formal course work with real-life learning opportunities, which have resulted in new knowledge and skills. University students, in particular, have fed back that HSed has offered them valuable experience in areas not covered on their formal learning courses.

“It’s been a useful ‘live’ project – encourages team work and presentation skills... and the practical days were great.”⁴⁴

“Off the back of taking part in this we have taken part in stone carving, stain glass making and other trades. So from that have a brief understanding of how these work.”⁴⁵

“My degree does not teach me about ways of completing a conservation management plan or outlining the significance of a building, therefore the lectures were a good opportunity to learn something different and new.”⁴⁶

5. Increase accessibility of entry routes into the heritage sector.

“From talking to the students during the judging you do get the impression that if it wasn’t for project they wouldn’t be familiar with many of the professions that make up the heritage sector.”⁴⁷

³⁹ Teacher from participating school.

⁴⁰ Teacher from participating school.

⁴¹ School student.

⁴² School student.

⁴³ Teacher from participating school.

⁴⁴ College tutor.

⁴⁵ College student.

⁴⁶ Architecture student, Newcastle University.

⁴⁷ Heritage professional and member of the judging panel.

The vast majority of student consultees have fed back that HSed has increased their knowledge and opened up opportunities in relation to heritage related careers, both in terms of the historic built environment and traditional crafts. Teachers and tutors have also reported a greater understanding of heritage career opportunities, which they can pass on to future student cohorts.

“Appreciate traditional crafts much more and the apprenticeship opportunities within them.”⁴⁸

“... I intend to become a building surveyor, so this could help me with this.”⁴⁹

“...I would like to look into historic building surveying.”

6. Offer ‘real situation’ training opportunities on local projects.



The practical hands-on site visits and sessions have been a really important aspect of the programme for both participants and those leading the sessions. For participants, the sessions have enabled students to ‘have a go’ at activities they may not encounter otherwise. This has been particularly valuable for some students in terms of identifying potential career opportunities; indeed, one student who took part in the Year 1 HSed programme is now training as a stone mason as a result of taking part in a practical session and others are now thinking of pursuing traditional crafts in the future.

“Knowledge of joints and techniques used 300 years ago.”⁵⁰

“Working with wood. I would love to become a joiner when I leave school.”⁵¹

“I think it was all set out really well because we all enjoyed the practical days... it was a lot more like real life than what we do in DT... and it gave us more idea about careers that are out there that don’t need as much of a qualification.”

⁴⁸ Teacher from participating school.

⁴⁹ College student.

⁵⁰ College student.

⁵¹ Student participant.

Specialists leading the visits and workshops have also reported benefits in terms of the practical hands-on elements of the programme, particularly around reinforcing learning and highlighting heritage crafts and skills as a way to earn a living.

“The students were very responsive to the images and maps I showed them... and enjoyed hearing about the life of the building that is now their school. Being physically involved with the garden seemed to help in their absorption of the subject, i.e. proactive conservation of ‘their’ historic structure which has undergone changes of use over 150 years or so.”⁵²

“It has given students the brief opportunity of ‘having a go’ and perhaps made them aware that these skills are still alive and kicking.”⁵³

The **Heritage Skills Festival**, which took place in the summer of each year of the programme, has also provided an important opportunity to promote awareness of HSed, conservation and traditional skills to both project participants and a wider audience. In 2013 and 2014, a specific day was set aside at the Tynemouth Station Heritage Skills Festival for school groups to attend. Craftspeople and professionals provided hands on heritage skills activities and talked about heritage skills careers with students. In 2013, 213 students attended from 5 schools and in 2014, 309 students from 7 schools attended.



“Year 6 were very lucky to take part in the Heritage Skills Festival... they had the opportunity to talk to craftspeople and professionals about traditional skills such as archaeologists, conservation archaeologists, stone masons, blacksmiths, woodworkers, spinners, potters, bee-keepers and many more. Pupils were able to try these skills for themselves and thoroughly enjoyed pointing a wall;

⁵² Heritage professional.

⁵³ Heritage craftsperson.

piercing leather with traditional tools to make a waistband; decorating ceramic tiles; chiselling stone; sitting in a traditional boat; and even tasting honey...⁵⁴

7. Integrate students, educational establishments with those who manage and maintain the historic built stock.

“I now view conservation work as a community task, not something only professionals do.”



The mentoring, skills and knowledge exchange elements of the programme have been viewed particularly positively from all concerned, particularly in relation to making heritage more accessible to a wider audience.

“Really enjoyable for all, Students loved people coming in and trying something different.”⁵⁵

“A pleasure to be associated with dedicated and professional individuals and rewarding to see the knowledge gained by so many and to have an opportunity to share the knowledge.”⁵⁶

“The experience of being able to work on projects involving real buildings and sites with experts and specialists to advise... provides a glimpse of the opportunities that could be open to pupils/students in the future... and of course all those important role models are there to reinforce the fact that they can do this because there are people they can relate to already doing it.”⁵⁷

8. Supply hands-on activities at all levels.

The HSed programme has provided opportunities for students across a wide range of needs and abilities to engage with hands-on activities. Teachers, in particular, have fed back that the inclusiveness of the programme has allowed participants to gain valuable knowledge and skills, regardless of their academic ability. Feedback from student participants suggests that they appreciated and benefited from trying out activities that they may not otherwise have a chance to engage with, particularly within the heritage craft and traditional skills areas.

⁵⁴ Wellfield Middle School

⁵⁵ Teacher from participating school.

⁵⁶ Heritage professional.

⁵⁷ Heritage professional.

*"I learned... what a listed building is, the art of carving stone, how to work as a team."*⁵⁸

*"I have gained skills in the complex use of joints."*⁵⁹

*"In this programme I have learned stained glass window making, stone masonry and joinery."*⁶⁰



In addition to heritage-related skills, a large proportion of students have also referred to other skills and knowledge they have gained that they will be able to utilise whether or not they pursue a career in heritage.

*"I have developed my teamwork skills which I could use throughout my life for lots of jobs or tasks I might do. I have also developed my technology skills because I have been using them to create the model."*⁶¹

*"I do think that it's great that it's not necessarily the academic entries that always win but students are often recognised for practical achievements such as the model making or the skills they have learned as part of the hands-on craft days."*⁶²

⁵⁸ School student participant.

⁵⁹ College student participant.

⁶⁰ School student participant.

⁶¹ School student.

⁶² Heritage professional and member of the judging panel.

Programme Highlight: Queen Elizabeth High School & Walled Kitchen Garden



Queen Elizabeth High School in Hexham has participated in HSed over all three years of the programme, focussing their project on the Walled Garden, a Victorian kitchen garden with a glasshouse, originally built to supply the Hexham Hydropathic Hotel, which is now part of the school.

Outputs and outcomes:

“I have seen and enjoyed watching students who are not ideally suited to academic subjects blossom and be inspired by the HSed programme.”⁶³

- 26 horticulture students have engaged with the programme over the three year period.
- The school was awarded the Best Model prize in 2012/13; Best Engagement in Craft Skills Award in 2015; and was Highly Commended for Best Model in 2015.
- HSed has provided a valuable additional learning experience for students enrolled on a vocational course.
- One of the students in 2013/14 was offered employment following a practical stonemasonry session.

“They had sessions where they used lime mortar to restore some of the walls in our walled garden. One of our students was so good at it he was offered a job. Two years down the line he is completing his stone masonry qualifications. That experience has been life changing for him.”⁶⁴

⁶³ Teaching Assistant, Queen Elizabeth High School, Hexham.

⁶⁴ Teacher, Queen Elizabeth High School, Hexham.

Section 4: Legacy

“A lot of young people have been introduced to heritage and why it matters through the HSed programme. That’s a really important legacy.”

The consultation findings presented within this report clearly show the impacts and achievements of the HSed programme across the participant groups over the course of the three year period 2012-15. In addition to the benefits the programme has offered to participants during the project period, HSed has left an important legacy in terms of its contribution to awareness raising and learning around heritage for the future.

HSed has raised awareness amongst young people of heritage and the historic built environment.

There is clear evidence that the young people who have engaged with HSed have a greater awareness and appreciation of historic buildings and why they are an important part of their local heritage. Many students – and a number of teachers and tutors – reported that engaging with HSed has changed their attitudes towards heritage – and particularly historic buildings in their local area. Comments clearly show not only that people now place greater importance on the need to conserve and celebrate historic buildings, but that they recognise the relevance of heritage to modern day society and the role and responsibility we all share in this respect.

“There are a lot of historic buildings on my doorstep... I now think that old, historic buildings are to be kept and not ruined”

“I now view conservation work as a community task and not something only professionals do.”

The HSed programme has made a significant contribution to teaching and learning which can be used and passed on in the future.

The vast majority of student participants and their teachers and tutors have fed back that they have gained a significant amount of knowledge, understanding and skills over the three year period. It is clear that there is potential for much of this learning to be shared, particularly in terms of teachers and tutors passing on knowledge to future student groups. An extensive educational resource to enable teachers and tutors to do this has been created and is freely available on the NECT website. The resource includes a full Scheme of Work, with links to qualifications and useful websites, links to short films about heritage skills, activity sheets, powerpoints, and information sheets.

“Pupils and myself have learned patience and that problems lead to solutions.”

“It has developed my interest in traditional skills and has enabled me to use the tasks to stretch and challenge the students.”

“(I’ve learned) to allow pupils more freedom to experiment and fail by themselves as this helps give new skills to them.”

“We have been so fortunate to have this programme available in Year 9 as this has helped us to decide on the best way to provide for these students in Year 10 and 11.”

“Lessons learned will feed into the construction syllabus of the 2015/16 construction cohort at Newcastle College.”

“I will always make links between traditional and modern skills.”

“HSed has personally made me more aware of the need to preserve our heritage and to do it sympathetically using heritage skills. I will continue to feed this into my teaching as there is a unit in the Environmental Land Based Science GCSE on conservation and preservation.”

HSed has increased knowledge and understanding of heritage related careers.

The vast majority of the young people consulted said that HSed has made them aware for the first time of careers and work-related opportunities within the heritage sector. At a time when careers advice within schools is limited, HSed has made an important contribution to raising awareness and increasing knowledge and understanding of jobs and careers within heritage and traditional crafts.

“We can now give examples of jobs from the tasters and also what the jobs entail. Thinking about heritage and restoration in the local and wider area and also linking the world of work to aspects of the curriculum.”

“At school, we don’t really get told about as many careers as we would like so it gave us a chance to hear about things that we hadn’t really thought of before.”

The HSed films are an important record of the HSed programme and will be available to view on the NECT website.

Film maker Alan Fentiman recorded the three years of the HSed programme on film and an edited version will remain on the NECT website as an overview of the project.

“Alan has helped us demonstrate the projects to audiences who don’t work in the sector who could not get access to the projects and has helped us demonstrate real value and worth to funders and supporters.”⁶⁵

⁶⁵ Andie Harris, Learning & Skills Manager, NECT.

Appendix 1: Project participants and historic buildings

School/college/university	Historic building	Year 1	Year 2	Year 3	Awards
Ashington High School	The Rocket House, Newbiggin by the Sea			X	Winner for Best Engagement in Craft Skills, 2015. Highly Commended for Newbiggin Rocket House 'Rocket Racers' Bike Repair shop, 2015.
Ashington High School	St Mary's Church, Woodhorn		X		Highly Commended for Best Plan for Re-use, 2013/14.
Burnside College	The Buddle, Wallsend		X		Highly Commended for Best Overall Project, 2013/14
Burnside College	Wallsend Library			X	
Bydales School, Teesside	Saltburn Mortuary	X			Highly Commended for Best Plan for Re-use, 2012/13.
Cramlington Learning Village	St Mary's Church, Woodhorn		X	X	Highly Commended for Best Heritage Careers Research, 2015. Highly Commended for Best project 2013/14. Highly Commended for Best Community Canvassing, 2013/14. Highly Commended for Best Model, 2013/14.
Darlington College	Hopetown Carriage Works, Darlington	X			Winner for Best Team 2012/13
Durham High School for Girls	2 The College, Durham	X			Best Heritage Careers Research, 2012/13.
Durham University (Archaeology)	South Street Mill, Durham	X			Winner for Best Overall Conservation Management Plan, 2012/13 Winner for Best Understanding of Significance, 2012/13

School/college/university	Historic building	Year 1	Year 2	Year 3	Awards
Durham University (Archaeology)	The Old Fulling Mill, Durham			X	
Durham University (Archaeology)	Head of Steam, Darlington	X			
Durham University (Archaeology)	Ushaw Farm Piggeries, Co. Durham		X		Highly Commended for Best Conservation Plan, 2013/14.
Durham University (Masters students, Heritage Management courses)	Galilee Chapel, Durham Cathedral			X	Winner for Best Overall Conservation management Plan, 2015. Winner for Best Understanding of Significance, 2015.
Framwellgate School	Durham Observatory			X	Winner of Best Community Canvassing, 2015. Best Team, 2015. Highly Commended for Best Plan for Re-use (Stargazer's Restaurant). Highly Commended for Best Overall Project, 2015.
Meadowdale Academy, Bedlington	The Laird's House, Bedlington	X			Winner, Best Community Canvassing, 2012/13. Winner, Best Plan for Re-use, 2012/13. Highly Commended for Best Model, 2012/13.
Meadowdale Academy, Bedlington	The Old School, Bedlington		X		Winner, Best Heritage Careers Research 2013/14. Winner, Best Community Canvassing, 2013/14.
Meadowdale Academy, Bedlington	Bedlington Masonic Hall			X	
Newcastle College & Northumbria University	Tyne Bridge, Newcastle Tower			X	

School/college/university	Historic building	Year 1	Year 2	Year 3	Awards
Newcastle University (Architecture) & Northumbria University (Architecture)	Keelman's Hospital, Newcastle			X	Winner for Best Understanding of Materials & Technology, 2015. Highly Commended for Best Overall Conservation Management Plan, 2015. Highly Commended for Best Understanding of Significance, 2015.
Newcastle College	Belsay Castle, Northumberland		X	X	Winner for Best Practical Built Piece (Bricklayers) 2013/14. Winner for Best Overall Project (Technical & Professional) 2013/14. Winner for Best Understanding of Materials & Technologies (Technical & Professional), 2013/14. Winner for Best Understanding of Craftspeople & Professionals involved in Heritage Construction (Technical & Professional) 2013/14. Winner for Best Overall Project, 2015. Winner for Best Understanding of Materials and Technology, 2015. Winner for Best Understanding of Craftspeople and Professionals involved in Heritage Construction, 2015. Highly Commended for Best Options appraisal for a Listed Building (Team B), 2015.

School/college/university	Historic building	Year 1	Year 2	Year 3	Highly Commended for Best Understanding of Craftspeople and Professionals involved in heritage Construction (Team A), 2015
Newcastle University	St James' Church, Benwell	X			Awards Winner for best Understanding of Materials and Technologies, 2012/13
Newcastle University (ICCHS) post-grads	Monkwearmouth Station, Sunderland			X	
Newcastle University (ICCHS) post-grads	St Chad's Church, Gateshead			X	Highly Commended for Best Understanding of Materials & Technology, 2015.
Newcastle University (Archaeology)	Marsden Lime Kilns			X	
Northumbria University (Architecture)	All Saints Cemetery Chapel, Newcastle		X		Winner for Best Conservation Plan, 2013/14.
Newcastle College & University of Northumbria Architects	St John's Cemetery Chapel, Elswick		X		
Queen Elizabeth High School, Hexham	Hexham Hydropathic Glasshouse & Walled Garden	X	X	X	Winner for Best Model, 2012/13. Winner for Best Engagement in Craft Skills, 2015. Highly Commended for Best Model Building, 2015.
Redcar & Cleveland College	Middlesbrough Old Town Hall	X			
Seaham School of Technology	Seaham Masonic Hall	X	X		Highly Commended for Best Model, 2012/13. Winner, Best Plan for Re-use, 2013/14. Winner for Best Model, 2013/14.
Seaham School of Technology	Dalton Tower, Seaham			X	Winner, Best Overall Project, 2015. Highly Commended for Best Model

		Year 1	Year 2	Year 3	Building, 2015.
School/college/university	Historic building				Awards
St Thomas More RC Academy	Tynemouth Coastguard Station		X		Winner of Best Heritage Careers Research, 2015.
St Thomas More Academy	Cullercoats Watch House			X	Winner of Best Model Building (Smoothie Bar & Sweet Shop) 2015. Highly Commended for Best Plan for Re-use (Bake My day Bakery & Watch House Community Walking Centre) 2015.
Sunderland College	Phoenix Masonic Hall, Sunderland		X		Winner for Best Overall Project (Joinery & Carpentry), 2013/14. Winner for Best Understanding of Materials & Technologies (Joinery & Carpentry) 2013/14. Winner for Best Specification for Work (Technical & Professional), 2013/14.
Sunderland College	Holy Trinity Church, Sunderland			X	Winner for Best Practical Piece, 2015 (Practical). Winner for Best Condition Survey of a Listed Building (Team 2), 2015. Highly Commended for Best Condition Survey of a Listed Building (Team 1), 2015. Winner for Best Understanding of Craftpeople and Professionals involved in heritage Construction (Team 1), 2015. Winner for Best Understanding of Materials and Technology (Team 1), 2015.

Wellfield Middle School	Cullercoats Watch House				Winner for Best Understanding of the Listing Process and Statutory Obligations (Team 2), 2015. Winner for Best Overall Project (Team 1) 2015. Highly Commended for Best Overall Project (Team 2) 2015.
				X	Highly Commended for Best Overall Project, 2015. Winner, Best Plan for Re-use, 2015.

Appendix 2: List of Consultees

Schools

Ashington High School: 1 student and 1 teacher (Christine Coleman).

Burnside Business & Enterprise College: 10 students and 1 teacher (Odette Kenny).

Bydales: 1 teacher (Sarah Wing).

Cramlington Learning Village: 1 teacher (Elaine Thornton).

Framwellgate School: 3 students and 1 teacher (Catherine Purvis-Mawson).

Queen Elizabeth High School, Hexham: 7 students and 2 teachers (Emma Thompson & Diane Whitfield).

Seaham School of Technology: 11 students and 1 teacher (David Spence).

St Thomas More RC Academy: 6 (Year 10) and 10 (Year 9) students and 1 teacher (Ged Stanton).

Wellfield Middle School: 5 students and 1 teacher (Anna Foster)

Colleges:

Sunderland College: 12 (HNC Year 2 Construction & Built Environment) & 6 (Level 2 Carpentry & Joinery) students and 2 tutors (Gerry Ruffles and Bill Kirkbright).

Newcastle College: 1 tutor (Greg Wood)

University students

Alistair Galt (Archaeology, Durham University)

Justyna Jaroszewicz (Architecture, Newcastle University)

Jennifer Marriott (Town Planning, Newcastle University)

Bethany Scott (Architecture, Northumbria University)

Jamie Davies (Archaeology and Heritage Management, Durham University)

Heritage professionals

Jules Brown, Conservation Planner, North of England Civic Trust.

Alan Gardner, Building Surveyor, Alan Gardner Associates.

Tom Gledhill, Historic England.

Fiona Green, Garden Historian.

Helen Grierson, stained glass artist.

Andie Harris, Learning & Skills Manager, North of England Civic Trust.

Nev Kirby, Building Surveyor.

Sarah Scarr, Heritage and Countryside Manager, Hartlepool Council.

Gary Simpson, Heritage Consolidation.

Kate Wilson, Principal Advisor Heritage at Risk, Historic England.