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A Future in the Past:
Unlocking a Career in Britain's Built Heritage

Alison Buxton

A thesis submitted in partial fulfilment of the requirements of
Sheffield Hallam University
for the degree of Doctor of Philosophy

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"Verily, in the remembrance of God do hearts find rest" (Qur'an 13:28)

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Abstract

A Future in the Past:

Unlocking a Career in Britain's Built Heritage

Alison Buxton

This study is concerned with the skills shortages and gaps that currently exist within Britain's Built Heritage sector. Specifically, the research explores how perceptions, image and culture affect the number of young people entering into professional roles in building conservation.

Qualitative research and a constructivist grounded theory approach were used to collect data through a series of in-depth interviews with a selective sample of young professionals in building conservation, career advisors and university course providers. Detailed analysis through a systematic process of coding, categorisation and theoretical development led to a second phase of data collection in the form of a case study based in a secondary school with year 9 students. The analysis led to findings that are grounded within the experiences of the interviewees and school students.

These findings have highlighted that the sector lacks both visibility and identity which significantly affects the promotion of careers in Built Heritage among young people. It has shown that a lack of identity causes difficulties during information searches and hinders attempts effectively to promote the sector. The findings have also exposed the difference between both the nature of work and more feminine culture that exists within those careers involved in the care for historic buildings and the more masculine culture that exists within the sector's host and current main recruitment route, the Construction Industry. The research has drawn attention to the lack of educational routes and consistent career paths for the Built Heritage sector and offers solutions to improve the situation.

This study has worked closely with professionals in the sector, key stakeholders, and young people in secondary education, in order to address these areas and has produced a strategy to target recruitment into the sector. Further to this, the research findings have been warmly received by specialists within the field who have endorsed the findings considerable contribution and confirmed the value of the research.

Terminology

Built Heritage	The part of a country's heritage that consists of buildings and structures, as opposed to natural or aesthetic assets
Building Conservation	The process of conserving a building or structure
Historic Building Conservation	The process of conserving a building or structure built pre 1919
Built Heritage Sector	The workforce (both voluntary and paid) responsible for the repair and maintenance of building and structures built pre 1919.
Professional Side of Built Heritage Sector	The roles within the Built Heritage sector, such as Architect, Surveyor and Engineer that require professional levels of education and are recognised by professional bodies such as RIBA, RICS and IHBC
Craft Sector Side of Built Heritage Sector	The roles within the Built Heritage sector, including Stonemason, Lead worker and Carpenter, that require a level of craft skill
Construction Industry	One of the largest UK industries, it is concerned with the preparation, construction, repair and maintenance of buildings and other structures
Built Environment	The human made surroundings that provide the setting for human activity, including small scale structures such as lamp posts through to buildings, neighbourhoods and cities.

List of Abbreviations

BRE	Building Research Establishment
CIAT	Chartered Institute of Architectural Technologists
CIB	Chartered Institute of Building
COTAC	Conference on Training in Architectural Conservation
CSkills	Construction Skills
DCMS	Department for Culture, Media and Sport
DfES	Department for Education and Skills
EH	English Heritage
FE	Further Education
HE	Higher Education
HEREC	Heritage Environment Review Executive Committee
HRP	Historic Royal Palaces
IAG	Information Advice and Guidance
ICCROM	International Centre for the Study of the Preservation and Restoration of Cultural Property
ICOMOS	International Council on Monuments and Sites
ICON	The Institute of Conservation
IHBC	Institute of Historic Building Conservation
NHES	Northamptonshire Heritage Education Service
NHTG	National Heritage Training Group
NT	National Trust
QCA	Qualifications and Curriculum Authority
RIBA	Royal Institute of British Architects
RICS	Royal Institution of Chartered Surveyors
SEA	Science and Engineering Ambassadors
SPAB	Society for the Protection of Ancient Buildings
SSC	Sector Skills Councils
STEM	Science, Technology, Engineering and Maths
UCAS	University and Colleges Admissions Service
YAC	Young Archaeologist Club

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CHAPTER 1

Research Introduction

1.1 Introduction

The opening chapter of this thesis introduces the research by setting out the primary concern which leads to the main research questions. The chapter then presents the context within which the study is located and the motivations driving the research. This is followed by a brief outline of each chapter of the thesis.

1.2 Introducing the Research

This research thesis is concerned with the underlying reasons for the skills supply shortage and gaps in the professions within the UK's Built Heritage sector and seeks to explore the viability of a new approach to improve recruitment. Throughout this study the term Built Heritage will be used to describe the sector. A range of other terms relating to Built Heritage such as Historic Building Conservation are also used. These are explained in a terminology table at the start of this thesis. This research draws upon an existing body of knowledge concerned with the skills shortages within the Built Heritage sector. The research adds to the existing body of knowledge by focusing on young people's access to Built Heritage as a career choice. The past decade has seen a major skills shortage within the sector develop and many historic buildings are being subjected to inappropriate repairs and alterations by Architects and Surveyors unversed in the techniques and philosophies required when working on historic buildings (NHTG, 2008a). There is a need to ensure more young people will choose a career in Built Heritage if the skills shortage is to be addressed in a sustainable way.

Research on skills shortages within the Built Heritage sector have mainly focused on craft skills, with very few studies focusing specifically on the professionals who work in the sector. Furthermore, the research that is available on professionals in heritage is broad and largely ignores the idea that the sector's identity and culture could hold a key to increasing the workforce. With this in mind, the current study focuses specifically on attracting a greater amount of young people to the professional careers within the

sector and how looking at the nature and culture of Building Conservation may affect the way young people can be attracted.

The specific research questions driving the study are as follows:

i. How do perceptions, image and culture affect the numbers of young people choosing to enter the Built Heritage sector?
ii. How are young people able to access careers information for Historic Building Conservation professional careers?
iii. What practical actions can be adopted by the sector to attract more young people to a professional career in Built Heritage?

In answering these questions this study aims to make a valuable contribution to the knowledge that currently exists surrounding recruitment into professional Building Conservation roles. From the start of the research process close links were established with major stakeholders from the Built Heritage sector, including representatives from the National Heritage Training Group (NHTG), the Conference on Training in Architectural Conservation (COTAC), and the Conservation Course Directors Forum. These links afford a vital connection to the heart of the Built Heritage sector and ensure the research is current and of value to the stakeholders. In response to the research findings, a series of practical actions aimed at addressing the emerging issues are suggested. These have been discussed with key representatives from within the Built Heritage sector and the Careers sector for feedback before being presented as practical suggestions by which to enhance future recruitment initiatives.

The motivation for this study lies in personal experience, both as a child trying to find a career path in Built Heritage and as an Historic Building Surveyor with firsthand understanding of the skills shortage within the sector. Having experienced the motivations and attractions of working with historic buildings and the culture that exists within this type of work, I had always been intrigued by my initial aversion to the Construction Industry and its perceived culture, before realising that this was to be my path to Historic Building Conservation. This led me to question if other young people were facing a similar situation and if a study of career routes into Built Heritage could serve to inform the sector on how more young people may be encouraged to work with Britain's historic buildings?

1.3 Chapter Outline and Structure of Thesis

Following this introductory chapter, the thesis is presented in three sections. Part I is concerned with the context in which the study is set and comprises chapters two, three, four and five. Chapter Two introduces the Built Heritage Sector as an important part of the fabric of Britain and its part in the British economy. It focuses on the issues that are outlined in current literature regarding the skills gaps and the impact the Historic Built Environment has on young people. The chapter discusses the nature and culture found in Building Conservation and how this differs from the Construction Industry. The literature surrounding how the sector is promoted and the educational provisions within are discussed. Chapter Three focuses on young people and career choices and draws on existing empirical studies to detail how identity, perceptions and image relate to the way in which young people make career choices. The analogy of a careers landscape is explored and a concept is suggested (Built Heritage sector as Mount Heritage) that may help to approach the skills shortages in a holistic way. Chapter Three concludes by looking at a range of initiatives that have been used to promote other career areas, from where inspiration and ideas could be learned. The methodological approach adopted in the study is detailed in Chapter Four with a clear explanation of the research strategy and theoretical perspective that led to adopting a constructivist grounded theory approach. Finally in Part I, Chapter 5 explains the data collection tools and methods and accounts the research procedure and process of data collection and data analysis.

Part II of the thesis presents the research findings and is divided into four chapters. Chapter Six is a personal narrative detailing my own journey into a career in the Built Heritage sector. It serves as an honest account of my own experiences navigating through the sector and is used to help understand some of the experiences of the research participants in context, rather than as data in its own right. Chapter Seven is the first of three chapters presenting the main findings. It is titled 'A Cultural Conflict' after the first of the core concepts that emerged from the data. This chapter examines the key themes extracted from the data and finds that a conflict exists between the culture attracting people to a career working with old buildings, and the perceived culture surrounding how the sector is currently promoted. The second core concept is detailed in Chapter Eight and titled 'A Hidden Destination'. This chapter explores key themes from within the data that suggest the sector lacks visibility and identity, seeking the means to explore the career paths available for those wishing to pursue a professional career with historic buildings. The final chapter in Part II, Chapter Nine,

presents the findings from a small case study used to test some of the key findings from the research.

Part III of the thesis is concerned with the discussions and conclusions of the research and reflects on the overall research project before discussing the research findings from a more abstract perspective. Chapter Ten revisits the research questions and discusses the findings of the study and their implications on the Built Heritage sector. Finally, Chapter Eleven summarises each of the preceding chapters and presents the contribution to knowledge. Further areas of study are identified before final conclusions are drawn.

Part I

RESEARCH CONTEXT

CHAPTER 2

The Built Heritage Sector

2.1 Introduction

This chapter sets the context of the research by introducing the reader to the Built Heritage sector. The growing awareness of an increasing skills shortage is discussed together with how the sector is currently promoted and what courses are available in higher education for Building Conservation. Following this, the chapter reviews the existing literature and information available, highlighting the working cultures present within the Built Heritage sector and the wider Construction Industry, and questions whether culture can influence recruitment.

2.2 The Importance of Britain's Built Heritage

Britain has over 6 million historic buildings, a definition that refers to any building constructed pre 1919 (NHTG, 2008a, p. 3). These include a rich array of domestic, industrial and religious buildings varying from medieval castles to Tudor houses and large country mansions to back to back Victorian terraces. All these buildings from the past play an important role in the future of Britain's Built Environment. Historic buildings act as a portal into the past, encapsulating the social history of past generations lived, representing the history of every community that has settled in the UK (DCMS, 2001). Traditional building techniques and design have stood the test of time and many of Britain's historic buildings provide stimuli and inspiration for creative new architectural design (DCMS, 2001). Much of the current debate surrounds the need to reduce our carbon footprint and increase sustainability. Many historic buildings have levels of energy efficiency that match and sometimes exceed those of some of the most sophisticated modern buildings (NHTG, 2008a). So as well as an aesthetic appreciation many people hold for historic buildings, it makes environmental sense in many cases to reuse historic buildings rather than demolish them and rebuild.

2.3 Accessing Britain's Heritage

Many historic buildings are privately owned, while others are owned and managed on the public's behalf by organisations such as English Heritage and The National Trust. The National Trust was founded in 1895 to *"act as guardian for the nation in the acquisition and protection of threatened coastline, countryside and buildings"* (The National Trust, 2008). They now have 3.5 million members and 52,000 volunteers. Each year over 12 million people pay to visit the Trust's properties, while it is estimated that 50 million people visit its open air properties (The National Trust, 2008). On a more regional level, historic buildings are championed by almost 900 local Civic Societies, highlighting the importance of looking after local heritage as well as co-ordinating the annual Heritage Open days (English Heritage, 2002 and The Civic Trust, 2008). As well as care and maintenance, these organisations are often responsible for making the historic environment accessible to the public. Heritage open days, where over 4,000 properties open their doors to the public free of charge over a four day period, attracted over a million people in 2009 (Heritage Open Days, 2010). Heritage tourism makes a significant contribution to the total output of the UK economy. £7.3billion a year of heritage expenditure is based on historic buildings and museums (HLF, 2010, p. 8). Television and the internet also make the historic environment more accessible. In 2001 there were 114 series and 68 single programmes on terrestrial television related to heritage issues (English Heritage, 2002, p. 2). The BBC's History 2000 project was instrumental in encouraging the public to indulge their interests in art and culture by accessing heritage resources through libraries, museums and historic properties (DCMS, 2001). 2006 saw the launch of History Matters by a partnership of heritage organisations including English Heritage, the National Trust, the Heritage Lottery Fund, Heritage link, Historic Houses Association, the Civic Trust and the Council for British Archaeologists. Over a four month period more than 1.1 million people showed that 'history matters' by taking a badge or making an online declaration (English Heritage, 2007) demonstrating the importance of Britain's historic buildings among the general population.

The upkeep and maintenance of Britain's historic buildings represents a large proportion of the mainstream Construction Industry, with the UK spending approximately £5 billion a year on conservation and restoration within the Historic Built Environment (NHTG, 2008a). A large network of skilled building professionals with the knowledge and understanding of the methods and materials are required to restore, maintain, conserve and repair the UK's historic buildings in line with the strong

conservation philosophy, so these buildings will be around for future generations to enjoy. However, there is concern that not enough people are choosing careers in Historic Building Conservation leading to the demise of traditional skills and inappropriate repairs and alterations.

2.4 What is Historic Building Conservation?

Historic Building Conservation *"is the action taken to prevent decay and manage change dynamically"* in buildings over approximately 100 years old (Feilden, 2003, p. 3). Historic Royal Palaces (HRP) are responsible for the conservation of Britain's five royal palaces. The work they do involves identifying what is most important about each building in their care and then preserving the physical fabric of each building as well as *"the wealth of historical information embodied in it"* (Historic Royal Palaces, 2010). Within the UK, a strong conservation philosophy is adopted by those involved in the care and conservation of historic buildings, monuments and landscapes. The main principles are:

1. **Minimum Intervention:** Conservation is based upon a respect for the existing fabric and should involve the least possible physical intervention.
2. **Maximum retention of fabric:** Conservation should involve the greatest respect for, and involve the least possible loss of material of cultural heritage value.
3. **Reversibility:** The use of reversible processes is always to be preferred to allow the widest options for future development or the correction of unforeseen problems, or where the integrity of the resource could be affected.
4. **Legibility:** Replacements of missing parts must be distinguishable from the original so that restoration does not falsify the artistic or historic evidence.
5. **Sustainability:** Sustainable development (is a key concept) – the point being to make sure that current use of the heritage, which is desirable, does not destroy the chances of handing it down to future generations.

(NIEA, 2009)

Although they may have stood for hundreds of years, historic buildings are all subject to decay. Bernard Feilden (2003) discusses various causes of decay to historic buildings and cites gravity as the most universal cause, followed by the effects of man and climatic and environmental impacts. Historic Royal Palaces (HRP) adopt a dual

strategy to slowing down the rate of deterioration. This involves a programme of constant maintenance alongside long term planned repair and all conservation work is preceded by a phase of investigation and recording (Historic Royal Palaces, 2010).

> *"The building itself, every brick, every stone, give us clues to the materials, the decorative treatments, the craftsmanship and the alterations that have been made to the buildings over the centuries. So, all our work proceeds on the basis of thorough research and investigation and is meticulously recorded for the benefit of those that follow us." (Historic Royal Palaces, 2010)*

Many of the UK's historic buildings are under threat from neglect and demolition and a large number sustain irreversible damage from inappropriate repairs and maintenance. Some historic buildings are protected by law from demolition through a system known as 'listing'. This legislative framework protects almost half a million buildings and structures and only allows alterations that have been approved by conservation specialists in the Department of the Environment (NHTG, 2008a). The listings are defined as:

1. **Grade I:** Buildings of exceptional interest
2. **Grade II*:** Buildings of particular importance and of more than special interest
3. **Grade II:** Buildings of special interest and warranting preservation

(NHTG, 2008a)

Improvements are being made to heritage protection with the aim of creating an integrated system to manage the historic environment within the current planning system. This is to include a national register of protected heritage as well as reforming the current planning procedures to encourage a more flexible and responsive approach to the historic environment (NHTG, 2008a).

2.5 Low Levels of Workforce within the Built Heritage Sector

Since the late 1990s an increasing awareness of the major developing skills shortage within the Built Heritage sector has developed (COTAC, 2000; DCMS, 2001; English Heritage, 2005; NHTG, 2005; NHTG, 2008c; COTAC, 2010). Employment within the sector falls within two main categories, craft and professional. According to the sector

skills organisations, traditional building craft skills such as stone masonry and thatching are in noticeable short supply (NHTG 2005). There seems also to be a distinct lack of traditional building knowledge and awareness within professional practitioners in Architecture and Surveying (NHTG, 2008). Much of the literature available focuses on the awareness of the shortages of craft skills and subsequent efforts to address this. Numerous reports, such as The Heritage Lottery Fund's 'Broadening the Horizons of Heritage' (2002) and 'Traditional Building Craft Skills - Addressing the Need, Meeting the Challenge' (NHTG 2005), have highlighted the issues facing workforce levels within the craft area. In 2005 the NHTG reported that England employed 86,430 people in the craft side of the sector, although it was estimated that over the subsequent 12 months a further 6,500 crafts people were required to meet demand (NHTG, 2005). Many of the main bodies within the Built Heritage sector have identified that, due to a lack of people entering the sector and many people retiring, there is a fear of a major skills shortage in 15-20 years time (Rogerson, 2007). Following these reports, the craft side has seen many initiatives up and down the country aimed at readdressing the balance and improving numbers within the workforce (Building Crafts College, 2007; English Heritage, 2007; HEREC, 2007; NHTG, 2007; NECT, 2010).

The two areas of employment, craft and professional, seem to have different issues in terms of employment and skills shortages. Feedback from the craft side of the sector demonstrates that although building owners and people specifying works to historic properties may realise the need for a specialist, they often struggle to find one or have to wait long periods until someone appropriate is available (NHTG, 2005). However within the professional side of the sector, much of the work to historic buildings is being carried out by practitioners who are not trained in Building Conservation and this can often result in unsuitable works being carried out, sometimes having devastating and irreversible effects (NHTG, 2008). The Society for the Protection of Ancient Buildings (SPAB) highlights an example of this on their Faith in Maintenance website (SPAB 2008), which states;

> *"The issue of inappropriate repairs frequently crops up when dealing with historic buildings. One of the most common is the use of modern cement mortar to repoint old walls. Whilst walls do need to be repointed from time to time to protect them from the weather, using a cement mortar is likely to increase the rate of decay and cause a great deal of*

damage. Such work is usually carried out with the best of intentions but is ultimately harmful to the building fabric".

Although crafts people would be responsible for carrying out these works, it would be an Architect or other professional that would specify the works. This research focuses specifically on the professional side of the sector. Understanding of the skill shortages in this area appear, from available literature to be less well developed than those at craft level. Identifying the skills and knowledge gaps and developing strategies to address them are in urgent need. Over many years the responsibility for the conservation of Britain's historic fabric has evolved from being in the ownership of craftsmen and has expanded and matured *"into a professional discipline with its own body of knowledge, practical methodology and professional community of practitioners and educators"* (Matero, 2007 p.287). When referring to the professionals of the Built Heritage sector, it is important to define of whom this professional community consists of and what their remit is. For the purpose of this research, the professional within the Built Heritage sector includes Architects, Building Surveyors, Building Control Officers, Planners, Conservation Officers, Engineers, Project Managers, Conservation Material Specialists, conservation groups and anyone who works at a professional level and whose role has an impact on works to or affecting historic buildings.

'UK Built Heritage Sector Professionals: Current Skills, Future Training', is the skills needs analysis of the UK Built Heritage sector carried out by The National Heritage Training Group (NHTG) in partnership with English Heritage. The research report highlights that there are approximately 542,000 building professionals within the UK, including Architects, Surveyors, Engineers, Planners and Project Managers. Although it is impossible to accurately quantify, it is understood that a significant proportion of these professionals carry out work on pre 1919 buildings. However, there are only 507 accredited members of Conservation Professional Bodies. This equates to only one conservation-accredited Architect per 14,722 traditional buildings, one conservation-accredited Surveyor per 84,444 traditional buildings and one conservation-accredited Engineer per 276,364 traditional buildings (NHTG, 2008 p.12). These figures do sound alarming when compared to the number of historic buildings in the UK, but conservation accreditation has only been encouraged within recent years. Hence, the low numbers of accredited conservation professionals is hardly surprising and this figure does not seem representative of the number of professionals who have a wealth of experience working with historic buildings, but who may not have the time or see the

need to become accredited or maybe are currently working towards accreditation. What these figures do show is that there are a significantly low proportion of professionals working in Building Conservation who recognise the importance of demonstrating to others that their knowledge and understanding is in line with the accepted methodologies and philosophies that are required in Historic Building Conservation. It is believed that the numbers of accredited conservation professionals is likely to grow as the importance of professional status becomes more widely recognised. The accreditation of professionals becomes very important for historic building owners and other professionals working with historic buildings in identifying practitioners that have the knowledge and experience required. If these specialists are not identifiable, this ideal becomes very difficult to implement.

2.6 Representing the Built Heritage Sector

There now exists a network of organisations that recognise the need to support specialist Building Conservation professionals and to some degree they are involved in increasing the number of professionals working with historic buildings. The oldest of these groups is the Society for the Protection of Ancient Buildings (SPAB), founded by William Morris in 1877 to counteract the highly destructive 'restoration' of medieval buildings being practiced by many Victorian Architects. Part of the society's aim of fighting to save old buildings from decay, demolition and damage involves various education programmes. Homeowners, craftsmen/women and professional Architects and Surveyors are taught the conservation philosophy and practices with an emphasis on the strong link between the professional and craftsperson (SPAB, 2009). In 1956 the Conference on Training in Architectural Conservation (COTAC) was established with the objective of obtaining recognition of the need for specialists in Building Conservation. In the 1990s COTAC was a key player in helping to establish a network of training centres throughout the UK that would serve all disciplines and all levels of Building Conservation (COTAC, 2007). Using training guidelines set out by the International Council on Monuments and Sites (ICOMOS), COTAC also initiated agreement on a national standard for qualifications and training and now acts as an independent UK-wide voice to uphold these standards. There now exist accreditation schemes for Conservation Professionals and the Edinburgh Group is a UK-wide forum under the chairmanship of Historic Scotland concerned with the variety of UK professional body Accreditation Schemes in Built Heritage Conservation that have emerged within the past few decades. Their objective was to introduce a common

framework so that the various processes might achieve a more unified approach and acceptance of resulting standards. These professional bodies include the register of Architects Accredited in Building Conservation (AABC), a specialist group within the Royal Institution of Chartered Surveyors (RICS) and a register for the members of the Institute of Historic Building Conservation (IHBC). The Edinburgh Group also provides web-based support and learning for professionals wanting to gain accreditation in Building Conservation through one of the various bodies (Building Crafts College, 2007).

The Government's response to helping all industries close skills gaps and increase the opportunities for improved recruitment has been to set up a network of 25 Sector Skills Councils (SSC) to represent the majority of the industries that contribute to the UK's economic activity (Parliament, 2010). The Built Heritage sector is covered by a number of these SSC's, the largest of which is ConstructionSkills, which has taken a lead role in covering the Built Heritage sector. Other Sector Skills Councils that currently relate to conservation include, Asset Skills which includes building and facilities management, Summit Skills which is concerned with building services and LANTRA which is the SSC for environmental and land-based industries (COTAC, 2007). In terms of actively promoting Historic Building Conservation and improving recruitment into this sector, ConstructionSkills through a Sector Skills agreement with English Heritage and the other home countries heritage agencies, formed the National Heritage Training Group (NHTG) in 2003. The purpose of the NHTG was to provide assistance with all aspects of recruiting, training, and qualifying the Built Heritage sector workforce of the Construction Industry. Its executive committee is made up of representatives from trade federations, client and heritage bodies, training providers, national specialist offices and unions (NHTG, 2008b). From 2005 onwards the NHTG published a series of research reports into the skills shortages in the Built Heritage sector highlighting the current situations regarding the supply and demand of skills and the training available (NHTG, 2005; NHTG, 2008c).

As a result of this research regional action groups were set up, tasked with addressing the skills shortages in their locality. These regional groups come together to share progress and ideas once a year at the NHTG's Regional Heritage Skills Action Groups Conference. January 2007 saw the re-launch of a careers guide for the Built Heritage sector by the NHTG incorporating for the first time careers in both the craft side and professional careers in the sector (NHTG, 2007). However, on looking through this

guide there is very little detail on the professional avenues available within Historic Building Conservation. The web based careers information from the NHTG is also limited on the potential professional career paths and opportunities available. The website gives little in the way of options for pursuing a professional career in the sector. It suggests young people first gain a degree in a building profession, such as Architecture or Surveying, before specialising into conservation. The website then signposts potentially interested individuals to the Directgov general careers website for information on mainstream Built Environment courses. The Directgov careers website does not distinguish between conservation and mainstream professional areas within the Built Environment (DirectGov, 2010; NHTG, 2010). The NHTG careers information for professions in Built Heritage essentially passes all potentially interested individuals onto the Construction Industry. Although Building Conservation has a place within some undergraduate Built Environment programmes, it is rarely promoted leaving little in the way of clear career path options.

The NHTG research into 'Built Heritage Sector Professionals' set forth an action plan to tackle issues concerned with the skills shortages and gaps amongst the professions in the sector (NHTG, 2008a). The action plan, which can be found in Appendix F, is divided into four key areas: 1. Demand; 2. Supply; 3. Material Supply Chain; and 4. Education and Training. Several of the key recommendations from the NHTG fall within the scope of this research. The action plan highlights the need for the sector to promote a positive image through actions such as developing a clear career progression route through the sector and targeting careers events at 14-19 year olds. The plan also recognises the need to increase the number of new entrants and suggests that a package of careers information specifically for Conservation Professionals should be provided. Yet it gives very little detail on how this should be carried out.

2.7 Experiencing Built Heritage

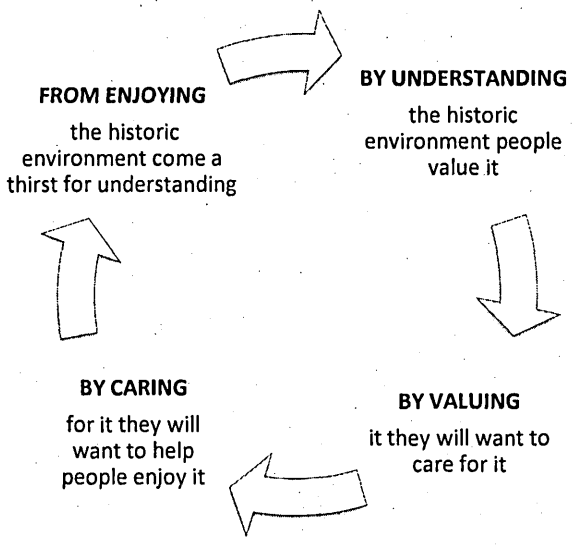
The importance of informing and educating the young about the value of Building Conservation is not a new concept. In 1975 at the end of the Council of Europe's European Architectural Heritage Year, the Amsterdam Declaration emphasised that:

> *"The architectural heritage will survive only if it is appreciated by the public and in particular by the younger generation. Educational*

programmes for all ages should, therefore, give increased attention to this subject." (ICOMOS, 2005)

English Heritage plays a large part in educating the general public, helping them to understand the value and importance of the historic environment with the aim of passing on the desire to care for it. English Heritage's corporate strategy, 'Making the Past part of our Future', aims to create a cycle of understanding, valuing, caring and enjoying Britain's Built Heritage (English Heritage, 2005).

Figure 2.1 Cycle of Understanding, Valuing, Caring and Enjoying



(taken from English Heritage, Strategy 2005-2010: Making the Past part of our Future, 2005, p.3)

English Heritage is promoting the cycle, shown in figure 2.1, using Britain's historic assets to attract school groups, adults and families to interact with the buildings of the past. This is achieved through educational visits, workshops, tours and activity days such as the 'Festival of History' and the 'Heritage Open Days' (Impey, 2006). The Department for Culture, Media and Sport (DCMS) has stressed the importance of the historic environment as an educational resource, being both a valued learning experience and a tool for other disciplines. Their report 'The Historic Environment: *A Force for our Future*' states that *"whether at school, in further and higher education or in later life, the fabric of the past constitutes a vast reservoir of knowledge and learning opportunities"* (DCMS, 2001, p. 17). From September 2008 the secondary school curriculum at Key Stage 3 (11 -14 year olds) was enhanced to provide students with compelling learning experiences by encouraging them to partake in more field trips and

study beyond the classroom in order to help relate subjects to the outside world (Qualifications and Curriculum Authority, 2009). However some literature suggests the impact of school trips to heritage sites and heritage education throughout the curriculum have an insignificant effect on the subject choice of the students at GCSE (HEREC 2007) indicating that potential links may not be made to career options. Similar research regarding the impact of school trips on careers carried out in the arts, suggests that if a negative experience is had or the trip is badly organised it can have a detrimental effect and put young people off for life (DCMS, 2001). The DCMS report goes on to suggest that a more effective approach would be for schools to work closely with heritage professionals, building up relationships through involvement on longer term projects. Although the most obvious curriculum subject to link heritage into is history, there are opportunities to link it with many other subjects. In 2005 the Heritage Lottery Fund (HLF) published the results of an evaluation of 'The impact of HLF funding for curriculum-linked learning for 5-19 year olds' and in 2006 the National Trust published 'Changing Minds*: the lasting impact of school trips'.* These studies reported that heritage education is linked to all areas of the school curriculum although History, Art and Design, Science and Geography were the subjects referred to most.

There is an indication that effort is being made to introduce more vocational style learning into the classroom as well as engaging young people with learning experiences outside the classroom. In September 2008 the Government launched a new set of specialised Diplomas for 14-19 year olds, including a Construction and Built Environment Diploma with a heritage option at level 3 (equivalent to A-level) (HEREC 2007). At GCSE level, an attempt is being made to provide a new history course containing both 'academic' and 'vocational' elements with a core unit in *'medieval history'* and other optional units including *'heritage management and marketing'* and *'an archaeological inquiry'*. This is currently being piloted by the OCR exam board in over 100 schools and colleges across the UK (OCR, 2009). These new initiatives may prove to act as a more effective link between Built Heritage and careers. Aspects of Britain's heritage and the Built Environment can be explored through many different school subjects, however the National Foundation for Education Research (NFER) have identified, through teachers, head teachers and governors, that whilst school staff appreciate the Built Environment as a means of cross-curricular applications, they are often uncertain as to how to integrate it into lessons (HEREC, 2007). English Heritage has produced a range of educational material and plays a key part in promoting Britain's Built Heritage as a resource for use within the school curriculum, including

running courses for teachers. As a member of the Qualifications and Curriculum Authority (QCA), English Heritage advise on material for both the History and Citizenship aspects of the National Curriculum (DCMS, 2001). However, although this kind of material is engaging, analysis suggests that these educational resources for use within historic buildings do not focus on the careers involved in conserving such buildings or explain why such buildings still stand hundreds of years after being built. The idea that the heritage message is not reaching career conscious young people is echoed by the NHTG who report that a:

> *"lack of awareness of the career opportunities, a poor image of the heritage sector, and less than adequate coverage of traditional building techniques in relevant mainstream undergraduate curricula are thought to be responsible for the lack of interest in the sector by new entrants".* (NHTG, 2008, p. 13)

A small undergraduate study in 2004 of young people studying Art, Design and Technology, History or Geography at GCSE level, found that of those who were directly informed about the prospective careers in Built Heritage, 43% said they would consider a career in the area and 49% expressed an interest in participating in a work experience placement in the sector (Buxton A. , 2004, p. 12). Although a relatively small study, the figures indicate that progress may be made by informing young people of Built Heritage as a career choice.

This research has found very few examples of initiatives aimed at young people promoting professional careers in Built Heritage. However, the White Tower at the Tower of London, the Young Conservation Officers Club in Knowsley in the North West and All Souls in Bolton offer young people the opportunity to learn about the Built Heritage sector and the professional careers involved in caring for and maintaining Britain's historic buildings.

2.7.1 The White Tower, Tower of London

The White Tower offers young people an opportunity to experience the roles associated with the care of historic buildings through school trips to the Tower. The experience is being offered as part of major restoration works to the building and is therefore a relatively short term opportunity. *'Chance of a Lifetime: Experience Conservation'* is the slogan on Historic Royal Palaces (HRP) website, that aims to

reach as many teachers and young people as possible to offer them a once in an eighty year experience (Historic Royal Palaces, 2009). HRP are using the large scale conservation project at the Tower as an educational resource for school children from key stage two through to students at further and higher education and also work based training placements. This demonstrates how a single project can be aimed at almost all levels of education, providing learning experiences for all. At key stage two, school children have the opportunity to take part in themed visits such as '*The White Tower Rocks!*' where pupils help geologists map out the walls of the fortress by comparing samples to identify the different types of rocks used in the White Tower or '*Masons: Medieval Versus Modern*' where students examine tools, materials and images, to explore the differences and similarities between the original mason's role and the present day craft. At key stage three, students can '*Take a Peek...*' by donning hard hats and having access to the conservation site. Students can investigate the fabric of the Tower firsthand, exploring the different approaches taken by a Scientist, a Designer and a Conservator as they work on the project. At further and higher education level, the White Tower conservation project is a rare opportunity for groups to engage with one of the nation's major Building Conservation projects and learn from the work of the experts via bespoke talks and tours designed to suit each course. An insight into a school trip to the White Tower can be seen in a short film on the HRP website made by year 7 and 8 students from Catford High School in Lewisham. In October 2009 the students went to the White Tower to experience the conservation project firsthand and ask some of the crafts men and women about their work (Historic Royal Palaces, 2009). Their short film about the trip highlights how they not only learnt about some historical aspects of the tower such as when it was built and by whom, but also demonstrated the knowledge they had learnt surrounding the age of the building, why it had survived for over a thousand years and how the conservation work being carried out may be able to help it stand for a further thousand. These educational packages provide hundreds of young people the unique opportunity to experience firsthand the work involved in caring for an historical landmark building. The visits allow young people to meet the crafts people and professionals responsible for carrying out the works. This contact with both the work and the workforce increases the visibility of the sector and the potential future careers available to young people.

2.7.2 The Young Conservation Officers Club, Knowsley

The Young Conservation Officers Club is an initiative supported by Knowsley Metropolitan Borough Council and the Heritage Lottery Fund. Pupils from local schools enrolled on the Young Apprenticeship scheme in Construction are able to access the project. Through the Young Conservation Officers Club the students try a variety of craft skills and visit several buildings currently being restored, such as St. Andrew's Church in Liverpool and Victoria Baths in Manchester. This provides an opportunity to see the conservation work first hand and to talk to the craftspeople and professionals carrying out the work. As well as site visits, the students are given hands on workshop experience with crafts people such as stone masons and have the opportunity to try lime plastering and tile making (NHTG, 2009). This project demonstrates how Built Heritage based activities and roles can be experienced by young people through forging links between schools and local heritage activities. Having a programme of activities set in different historical locations allows the students to gain a range of Built Heritage experiences over a period of time.

2.7.3 All Souls, Bolton

A contact made from the 2009 NHTG Regional Heritage Skills Action Groups Conference, Alan Gardner is an Historic Building Surveyor who is passionate about increasing the numbers of Built Environment professionals with specialist knowledge about historic buildings. Through his consultancy, Alan Gardner Associates, he is working towards achieving change in the way works to historic buildings are procured. His work at All Souls, a church conversion to a community space, has seen a radical new approach to Built Heritage education. Having agreed with the client to use the project in Bolton as a flagship, the schedule of works includes detailed educational opportunities, to be included in the contract price, for the provision of school children through to university students. This approach, as with the White Tower, utilises the conservation works to an historic building as an educational resource. Whereas the Tower of London is used to receiving educational visits and was able to adapt its educational resources to facilitate the conservation works to the White Tower, Alan Gardner is working towards facilitating educational visits to every historic building requiring repair and maintenance. This approach has the opportunity to offer a range of exciting site based visits for young people to experience Building Conservation and the careers associated with it.

2.8 Built Heritage in Higher Education

In order to place this study into the broader professional context, it is important to give a brief outline regarding the usual routes into Built Environment professional disciplines. Currently the main routes into the Building Conservation professions are through Built Environment disciplines such as Architecture, Building Surveying and Planning. Burke (2003 p.5) describes the Built Environment professions as numerous with each discipline seeing itself as "*distinct and particular, with a body of knowledge*". This has led to division and longstanding problems associated with the education for the Built Environment professions. One of the main differences present within the Built Environment disciplines exists between Architecture and the other professions. Burke (2003) explains how traditionally, Architects regard themselves as being concerned with major art and the profession established itself as an academic discipline as early as the 1840s. This is in contrast to surveyors and builders who were associated more with trade and industry and historically regarded by architects as *"socially inferior"* (Burke, 2003, p. 8). By the early twentieth century both architecture and civil engineering had become accepted academic disciplines in universities and colleges, whilst building and surveying had developed as applied vocational education or "*learning on the job*" alongside part time study (Burke, 2003, p18). These historical hierarchies are still evident today between Architecture, Building Surveying and the other Built Environment professions.

As part of mapping the existing recruitment, education and career routes for the Built Heritage sector, a search on higher education courses available for Building Conservation was carried out (see appendix D). This revealed that there are currently only four dedicated undergraduate courses available. Two of these are Foundation Degrees with the option of an additional year to upgrade to a BSc. Foundation Degrees are currently being explored by the sector as a viable way to provide crafts people with the means of up skilling. Foundation Degrees are higher education qualifications that combine academic study with work-based learning (Directgov, 2010). Estelle Morris, former Education Secretary supports Foundation Degrees stating,

> *"These degrees have called for new ways of working between higher and further education, and between academia, business and industry." (Foundation Degree Forward, 2010)*

Foundation Degree Forward (FDF) was established in 2003 by DfES to develop innovative approaches to the creation of Foundation Degrees. FDF are now working with the Built Heritage sector to establish more of these degree programmes.

The majority of education provision for Building Conservation is delivered through postgraduate programmes. The UK currently has twenty five postgraduate courses in Built Heritage related disciplines. As well as specialist postgraduate courses, the sector also relies on people developing an interest in Building Conservation whilst on a mainstream Built Environment or Construction course. There have been questions raised as to the amount of contact undergraduate students on courses such as Architecture and Surveying actually have with Conservation and that in turn has an impact on the knowledge of Conservation philosophies and techniques that exist within the Construction Professions (ICOMOS 2005, NHTG 2008). New recruits to the Heritage Sector are generally thought to be ill prepared due to the lack of Heritage or Conservation content within undergraduate Construction related courses (NHTG, 2008a). The International Council on Monuments and Sites (ICOMOS) held a one day workshop in Bath in September 2005 to discuss the importance of including Conservation in Architectural education. The workshop report highlights the underlying argument that whilst most Architects are, at some point in their career, involved in the preservation and enhancement of pre 1919 buildings, the current Architectural education system focuses almost entirely on the Design Architect, with conservation rarely making an appearance (ICOMOS, 2005). This is reinforced in the report by the NHTG, which suggests that major stakeholders within the Built Heritage sector, including the sector skills councils (SSC) and training providers, need to work together to increase the general knowledge on the importance of using the correct materials and techniques when working with pre 1919 buildings. In addition there is a need to strengthen the traditional building and conservation components within mainstream construction courses (NHTG, 2008a). Over a third of building contracts in the UK involve existing building stock, many of which are dated pre 1919 (ICOMOS, 2005). Yet, there are a great number of building professionals working on historic buildings and their surroundings with very little or no knowledge of what is required to conserve these buildings in the correct approach for a long term future. A search for undergraduate degree courses in Architecture at a range of universities including, Edinburgh Napier, Bath, Cambridge, Sheffield Hallam, Birmingham and Nottingham Trent, revealed that Building Conservation does not make up part of the course programme. A more detailed search of other Built Environment courses offered by

these universities showed that Sheffield Hallam, Birmingham and Nottingham Trent Universities all taught Building Conservation modules on their Building Surveying programmes. However, this element of the course was not actively promoted and required an in-depth search of each Built Environment related course profile to find it. One way of targeting specific course content to young people is through the UCAS on-line course search facility. Using the search terms 'Built Heritage', 'Building Surveying and Conservation' and 'Architecture and Conservation', the UCAS website revealed only two undergraduate Built Environment related honours degree courses that included conservation in the programme of study, one at Huddersfield in Architectural Technology and the other at the University of Central Lancaster in Building Surveying (UCAS, 2010).

Matero (2007) defines Conservation as a learned profession, likened to that of medicine or law, where academic learning plays a critical role in preparation for practice. This emerging gap in higher education curricula needs to be addressed if universities are to support a need for potential growing number of professionals capable of entering the Built Heritage sector. ICOMOS recognises that it is unrealistic to expect all schools of Architecture to provide Conservation training, but proposes the notion of joint degrees or *"centres of excellence"* be established (ICOMOS, 2005, p. 4). Further to this, the report suggests making conservation more attractive to the teachers of Architecture by linking it to current trends such as sustainability.

The lack of Conservation education within Architecture and other professions such as Planning, Surveying and Engineering has a knock on effect to the amount of knowledge within professional practice about the philosophy and strategies required when working with pre 1919 buildings. Historic Building Conservation requires a systematic way of thinking that is drawn from a body of knowledge, skills and an analytical approach to complex problem solving (Matero, 2007). Without this understanding on undergraduate courses, professionals within the Construction Industry are graduating without a basic knowledge on how to approach many of the historic buildings that they may come into contact with over the course of their careers. It is unrealistic to expect every Built Environment course to include Building Conservation, however a general awareness of the sector needs to be raised within undergraduate courses to promote future training in the area.

It has become clear that there is very little taking place within the sector to actively promote Building Conservation as a career option to young people. The missing link between young people's experiences of historic buildings and careers, coupled with an absence of Building Conservation within undergraduate courses, are contributing to the skills gaps that exist within the UK's Built Heritage sector.

2.9 Careers in Archaeology

An associated profession concerned with caring for the past is Archaeology. Archaeology and Historic Building Conservation are described by Aitchison (2006) as two professions that share occupational and functional commonalities. Both professions are concerned with caring for elements within the Historic Built Environment. Culturally the two sectors are similar, sharing a passion for preserving the past. However there are some stark differences in career paths. Archaeology attracts a large amount of interest as both a hobby and a career (Aitchison & Edwards, 2003). In 2001 60,000 visitors participated in the two National Archaeology Days held at 149 sites across the country (English Heritage, 2002). Archaeology can be studied at almost any level with over 900 courses up and down the country delivered as evening classes, GCSE, AS level, A level, diploma, degree, post graduate and PhD level (Learndirect, 2008). This is in contrast to Building Conservation which, as mentioned earlier, has much less in the way of education provision.

Aitchison (2006 p.2) highlights some of the workforce issues facing the two historic environment subsectors and suggests that both Archaeology and Historic Building Conservation face problems with entry routes, diversity, continuing professional development and specialist skills, although he admits that there is very little actual data available for work place issues in Building Conservation. Aitchison's research into workplace issues in Archaeology and Historic Building Conservation (2006) lacks information on Historic Building Conservation workplace statistics and therefore is unable to provide a true comparison. Although both sub sectors face entry route issues (Aitchison, 2006), on further investigation, it is clear that each has a different set of challenges. Unlike the skills shortages in the Built Heritage sector, Archaeology is faced with the opposite problem of too many graduates and a lack of employment opportunities. Aitchison's research highlights the entry route issues in Archaeology are related to high competition for employment places. In 2002-03 there was double the amount of Archaeology students, on approximately forty undergraduate courses across

the UK, than Archaeologists in practice for the same period (Aitchison, 2006). Archaeology appears to be a popular subject offering an array of courses but with very little future job prospects. Careers in Historic Building Conservation on the other hand are virtually unknown to many people and only a handful of courses exist at undergraduate level, yet the sector has highlighted the need for more specialised people in this area (NHTG, 2008a).

Table 2.1 Comparative Salaries for Archaeology, Architecture and Surveying

	Archaeology*	Architecture**	Building Surveying***
Starting salary	£16,000	£29,000 (part II)	£23,000
Average salary	£23,000	£45,000	£44,000

(*Aitchison & Edwards, 2008; **The Fees Bureau, 2009; ***RICS & McDonald & Co, 2009)

Aitchison suggests that students studying Archaeology have unrealistic expectations of a career in this area. The few graduates that do find employment are often faced with low pay and poor working conditions with many only being employed on short term contracts (Everill, 2007). The average salary in Archaeology in 2008 was approximately £23,000 compared with a national average of £30,000 (Aitchison & Edwards, 2008). Although no data on salaries exists for Historic Building Conservation, it is believed that professionals specialising in this area have salaries comparable to their counterparts practicing mainstream Architecture and Surveying shown in table 2.1. Although the career prospects for newly qualified Archaeologists are limited, the interest in the subject and subsequent recruitment onto courses is high. It is assumed that the high levels of interest in Archaeology stem from a passion for the work. An understanding of what attracts young people to careers in Archaeology could help to inform a strategy for improving the attraction of Historic Building Conservation.

2.10 Can Culture Influence Recruitment?

One area not covered by the NHTG action plan is the suggestion that working cultures could affect recruitment into the sector. A previous small scale study into why women are attracted to Building Conservation, suggests that a difference in working culture exists between Built Heritage and the Construction Industry and this may impact upon the number of young people wishing to pursue a career in this area (Buxton, 2004).

Prior to discussing the possible differences between these cultures and their impact upon recruitment, it is useful to provide a working definition of what is meant by 'culture'. The concept of culture has been the subject of considerable academic debate over the years producing various definitions (Schein, 2004; Alvesson, 2003). Ellis and Lipetz (1979) describe culture as being the collection of the subtleties of a society and the ideas people share, comprising chiefly of beliefs, values, norms and language. It is believed that culture is learned through socialisation within a particular group or society (Barthorpe et al. 2000). House et al. (2004, p. 15) define culture as *"shared motives, values, beliefs, identities and interpretations or meanings of significant events that result from common experiences of members of collectives"* whilst Singer (1998, p. 30) defines culture as:

> *"A pattern of learned, group-related perceptions – including both verbal and non-verbal language, attitudes, values, belief systems, disbelief systems, and behaviour – that is accepted and expected by an identity group"*

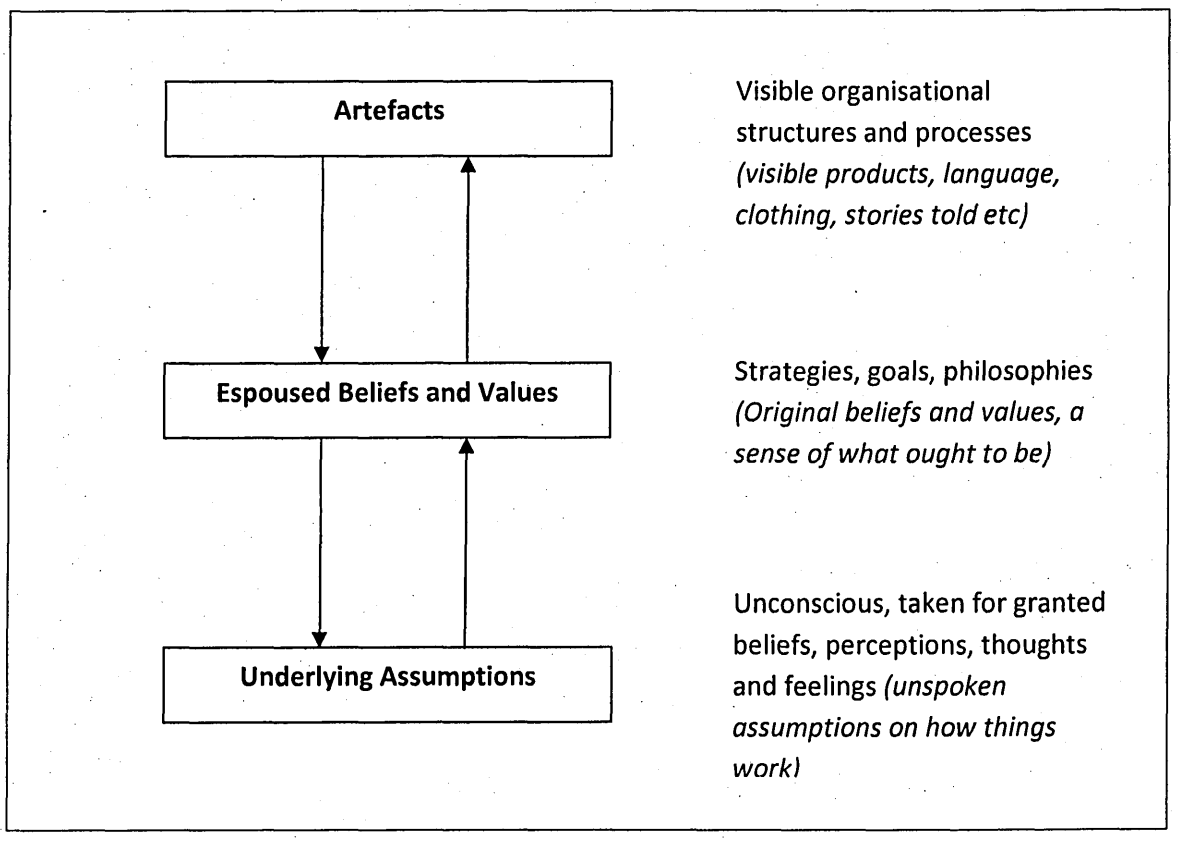
Singer's definition firstly presents culture as something that is learned and based on perceptions, implying it is a subjective phenomenon. He suggests a number of components that make up culture, such as language, attitude, values and behaviours are shared collectively within a said group. This idea is supported by Barnett and Lee (2002, p. 276) who state that *"culture is a socially shared activity, and therefore, a property of a group rather than an individual"*. Although the term 'group' can relate to any grouping of two or more people that is recognised by a third (Brown, 2000), such as a family, religion, club and organisation, in the case of this research the term 'group' refers to occupational areas. Schein (1997, p. 8) lists the critical categories that give meaning to culture, that is the signs and symbols that can be explored by a researcher examining any group (see table 2.2).

Table 2.2 Cultural Signs and Symbols (Schein, 1997, p8)	
1	Observed behavioral regularities when people interact: the language they use, the customs and traditions that evolve, and the rituals they employ.
2	Group norms: the implicit standards and values that evolve in working groups.
3	Espoused values: the articulated, publicly announced principles and values that the group claims to be trying to achieve.
4	Formal philosophy: the broad policies and ideological principles that guide a group's actions.

5	Rules of the game: the implicit rules for getting along.
6	Climate: the feelings conveyed by physical layout and interaction between members and customers.
7	Embedded skills: the special competencies group members display in accomplishing tasks.
8	Habits of thinking, mental models, and/or linguistic paradigms: the shared cognitive frames that guide the perceptions, thought and language.
9	Shared meanings: the emergent understandings that are created by group members in interaction.
10	Root metaphors or integrating symbols: the ideas, feelings and images groups develop to characterise themselves. This level of culture reflects emotional and aesthetic responses as contrasted with their cognitive or evaluative response.

In a later addition of his book, Schein (2004 p.8) discusses the study of culture and the concept that it directs us to phenomena beneath the surface, that are powerful in their impact but invisible and in many cases unconscious. He suggests that *"culture is to a group what personality or character is to an individual"*. Schein (2004 p.25) demonstrates, in figure 2.2 below, how culture is visible in different levels ranging from the tangible overt, that can easily be seen, to the deeply embedded, unconscious, basic assumptions.

Figure 2.2 Levels of Culture (Schein, 2004, p26)



Many researchers have argued that there is a gendered aspect to culture (Hofstede, 2003; Itzin, 1995; Mills, 1988) and although only a single aspect, it is seen as fundamental. It is argued by Faulkner (2005, p. 16) that gendered occupational cultures are "*a useful concept in seeking to understand continuing gender segregation and inequality at work*". Bagilhole et al. (2008) suggest that these cultures include; shared ways of thinking and doing the job, the language and symbols used and formal and informal social interations, mirroring Schein's levels of culture in figure 2.2. Brown (1995) highlights that groups or organisations can possess dysfunctional cultures whereby conflict and uncertainty are increased while co-ordination, control and motivation decrease. Bagilhole et al. (2008 p.11) argue that this dysfunctional culture is increasingly experienced within traditionally masculine-gendered areas of work, while Hofstede (2003) asserts that masculinity forms a key element of corporate culture.

2.11 Culture in Construction and the Built Environment

The Construction Industry is known for its masculine culture and poor image (Egan, 1998; Greed, 2000; Dainty et al., 2000). It is important to understand the culture present within Construction and the Built Environment as it is through these that

careers in the Built Heritage sector are promoted. Greed (2000) writes about the negative culture that, she argues, exists within certain elements of the Construction Industry and describes construction as *"a hostile world inhabited by the construction tribe, which is itself divided into competitive, aggressive sub-tribes, corresponding to the different professional bodies and specialism's within construction"* (Greed, 2000, p. 1). Dainty et al. (2000) corroborate this, describing the on-site construction culture as being a masculine, threatening environment where conflict and crisis are engrained, while Chandler (1992, p. 31) describes the industry as *"dirty, dark and dangerous"*. However, as Gurjao (2008 p.27) explains, although the image of construction is one often associated with bricklaying and brute strength, the industry is becoming high-tech, requiring more mental strength in a complex industry that includes consultancy, design, manufacturing and supply. Applying elements of the masculine culture found in Construction and the Built Environment to the first five points in Schein's table of Cultural Signs and Symbols (figure 2.2) demonstrates some of the shared behaviors, language and symbols that exist in the Construction Industry (see table 2.3).

Table 2.3 Levels of Construction Industry Culture

Schein's Levels of Culture	Elements of Construction Industry Culture
Artefacts Visible organisational structures and processes *(visible products, language, clothing, stories told etc)*	*Macho working environment including sexist and racist behavior* (de Graft-Johnson et al., 2005, Dainty et al., 2004) *Bad language* (Agapiou, 2002)
Espoused Beliefs and Values Strategies, goals, philosophies *(Original beliefs and values, a sense of what ought to be)*	*On time – on budget ethos - global commercial culture and profit maximisation* (Wordsworth, 2001) *Employers value economic efficiency* (Bagilhole et al., 2008)
Underlying Assumptions Unconscious, taken for granted beliefs, perceptions, thoughts and feelings *(unspoken assumptions on how things work)*	*Long working hours, Low or unfair pay, Inflexible and illegal working practices* (de Graft-Johnson et al., 2005 Bagilhole et al., 2008)

The Construction Industry workforce is required to deliver buildings under ever more stringent time and cost constraints, leading to greater tensions within the industry (Dainty et al., 2007). Wordsworth (2001) discusses this as being part of a global commercial culture which tends to value short term efficiencies and profit maximisation over less tangible measures of progress such as cultural value. As table 2.3 shows,

this is part of the espoused beliefs and values that make up part of the masculine culture found in areas of Construction and the Built Environment.

Handy (1985) describes masculinity as one of four cultural dimensions and argues that this trait is associated with ambition, the desire to achieve and to earn more, whereas the opposite, femininity, is more concerned with interpersonal relationships, the environment and a sense of service. Masculine and feminine values can be described as a continuum and therefore there will be men that tend towards the feminine end and vice versa. Men and women holding similar values may well be attracted to similar areas of work which perhaps also explains why many men as well as women find the Construction Industry an incompatible culture in which to work (Gale, 1994). Colley (2003) highlights the two major dimensions reflecting the positive attributes of masculinity and femininity. She states that masculinity encompasses attributes of self-reliance, individualism, ambition, dominance, aggressiveness and the ability to lead and femininity to encompass kindness, being affectionate, nurturance and reflecting a dimension of expressiveness.

The culture, image and perception of the Industry are significant factors in determining career choice. In a survey of school aged children's career choices, only six percent of pupils stated a Construction related professional career as their preferred choice. For the pupils who cited Construction professions as their least preferred career option, they identified sexist attitudes and the male-dominated culture as the main factors (Agapiou, 2002). Whilst recruitment and publicity can be targeted, the culture within the Construction Industry can be a barrier to entry for anyone that is 'different'. As Greed (1999, p. 3) discovered in her research, *"the traits, beliefs and lifestyle peculiar to the construction tribe"* can inhibit the entry to the industry of a number of groups outside the traditional pool. Dainty et al. (2007 p.3) argue that the Construction Industry *"relies upon informal and casualised employment practices which provide low barriers to entry for those wanting to work within the sector"*. This, Dainty et al. believe, is maintained alongside an *"ingrained exclusionary culture which mitigates against the entry of those who cannot conform to the norms and stereotypes"* (p.3). Gurjao (2008) agues the Construction Industry is making significant changes to enhance inclusivity and diversity in the workforce. She suggests that as well as the current recruitment initiatives, the industry also needs to focus on translating qualifications into employment and the retention of its diverse workforce.

An area of research that may contribuute to the understanding of culture and careers is 'Why women leave architecture'. In 2003 the Royal Institute of British Architects (RIBA) and the University of the West of England conducted research, which found that although approximately 37% of architectural students are female, women only represent 13% of practicing Architects, meaning that many women were leaving the profession after qualifying (de Graft-Johnson, Manley, & Greed, 2003). De Graft-Johnson, Manley and Greed (2005) highlight that this concern crosses professional divides and that groups such as Architects for Change, Women in Property, Women in Planning and the Athena Project address similar issues across the Built Environment sector. Dainty et al. (2004) suggest that is crosses not only professional divides, but all minorities working in Construction and the Built Environment. Their research advocates that both women and ethnic minority employees face similar and different challenges and attitudinal barriers.

Research into the lack of diversity in the architectural profession found that while there are many areas of concern, there is no single overriding factor contributing to women leaving architecture (de Graft-Johnson, Manley, & Greed, 2003). Instead a number of factors contributed to the exodus of women from the profession. One area of concern was the 'macho office and working culture'. This macho work environment highlighted in the research included inappropriate attitudes, treatment and sexist behaviour. When asked directly about their understanding of 'macho culture' the respondents views ranged from those who thought it was directly related to male domination within the profession, through to those who attributed it to certain types of behaviour, not restricted to men (de Graft-Johnson, Manley, & Greed, 2005). The macho culture present within Architecture manifests itself in many forms. One area of difficulty for women in Architecture was the issues of maternity and childcare. Many women who took part in the study noted a change in attitude amongst their employers and colleagues once they got married or became pregnant, attitudes that suggested they were not committed to architecture (de Graft-Johnson, Manley, & Greed, 2005). The report also highlighted that discriminatory or unacceptable behaviour towards women were the result of other architects and in some cases other consultants, with far fewer comments made about the behaviours of clients or contractors (de Graft-Johnson, Manley, & Greed, 2003). In the study by Dainty et al (2004) an area of concern for both minority groups was the competitive working environment found in the industry. This manifested itself in various forms, including resentment from white male peers and managers and in some cases inappropriate jokes, harassment and bullying. A study

into minority ethnic students studying Architecture at university demonstrated that there is evidence to suggest that black and minority ethnic (BME) students are now well represented on Architecture courses making up around 18% of all Architecture undergraduates (CABE, 2004). However the report highlights that BME students face higher dropout rates than white students. Reasons for this such as discrimination, long hours and feeling isolated reflect the findings behind why women are leaving architecture (de Graft-Johnson, Manley, & Greed, 2003).

The report into Why Women Leave Architecture recommended that the Architectural profession must take action to unlock the potential of women and other groups to create a more diverse profession (de Graft-Johnson, Manley, & Greed, 2005). Other professional areas within Construction and the Built Environment are acting on the diversity message. In 2008 the RICS replaced its 'Raising the Ratio' group (which addressed only gender issues) with an Inclusivity Group. The group is responsible for ensuring the local delivery of RICS' global diversity and inclusion principles (RICS, 2008). In 2010 the RIBA elected its second successive female president, Angela Brady, who has pledged to press for more diversity in Architecture (RIBA, 2010). The Construction Industry may be increasing its efforts to improve its culture but this in turn needs to filter through to the general public in order to change people's perception and image of the industry if it is to attract more young people as the main route through to Historic Building Conservation.

2.12 Culture of Conservation

Although the perception and image of the Construction Industry is often seen as a whole, the industry consists of many sub groups with a range of cultures. While Historic Building Conservation is one of those sub groups, the cultural attributes of this sub-sector, as found in a previous study, do not exhibit the negative and masculine culture attributed to Construction as a whole (Buxton, 2004). The literature available on culture in the Built Environment was found to have very few references to Built Heritage, demonstrating a need for further research in this area.

Feilden (2003, p. 17) distinguishes between the working culture present in the craft side of Building Conservation and the trades present in the modern Construction Industry. He refers to the *"sad situation"* found in Construction today, where the industry *"pays for quantity not quality, for muscle not skill"*. The Built Heritage sector is

however, less commercially driven and espouses a different set of priorities. The manifesto of the SPAB, focusing on both the craft and professional side of conservation, was written by William Morris and other founder members in 1877 and is still relevant today, with all new members having to sign to say they agree with the manifesto's conservation principles (SPAB, 2010). The manifesto states:

> *"It is for all these buildings, therefore, of all times and styles, that we plead, and call upon those who have to deal with them, ... to stave off decay by daily care, to prop a perilous wall or mend a leaky roof... thus, and thus only can we protect our ancient buildings, and hand them down...to those that come after us."*
> *(SPAB, 2010)*

The conservation philosophy ensures that those who care of Britain's historic buildings work on a different set of principles to those in other areas of Construction and the Built Environment. The minimum intervention, maximum retention of fabric is based upon a respect for the building and its cultural heritage value (NIEA, 2009). The SPAB advocate a policy of *"sensitive, conservative repair"* to historic buildings. Today, former SPAB Scholars are among the leading conservation experts in the United Kingdom, looking after some of the foremost buildings in Britain. Some are cathedral Architects, some look after palaces, National Trust houses or English Heritage scheduled monuments. Some Scholars, conversely, have devoted their careers to relatively minor buildings, such as abandoned medieval churches or vernacular agricultural buildings, producing work of the highest quality (SPAB, 2009). Donald Insall (2008, p. 11) describes the work of those involved in the conservation of historic buildings as *"being part of a 'movement', and of a powerful gathering force for conservation"*. He talks about a professional life with a team all working with *"real conviction and a good conscience"*.

Very little literature exists on the culture found in Built Heritage. However, the *"daily care"* and the *"sensitive conservative repair"* (SPAB, 2009) required, suggest a culture more in line with feminine values (Colley, 2003; Handy, 1985) rather than the masculine culture found in Construction. This potential contrast in cultures could have a significant effect on workforce numbers in a more feminine natured Built Heritage, as current recruitment drives are promoted through the more masculine cultured Construction Industry.

2.13 Chapter Summary

This chapter has introduced the Built Heritage sector and highlighted the importance of looking after the UK's six million historic buildings, for future generations to enjoy and to provide inspiration for new design in the Built Environment. Specialist materials and techniques are required alongside a strong conservation philosophy, to ensure the appropriate maintenance and repair work is carried out. To ensure this happens, a large number of skilled crafts people and educated professionals with the correct knowledge are required. Currently there are large skills gaps and shortages across the sector and although there are Architects and Surveyors currently carrying out works to historic buildings, many of them are not trained in Building Conservation and as a consequence, inappropriate repairs and alterations are being carried out. Much of this has been highlighted by the NHTG report 'Built Heritage Sector Professionals: Current Skills, Future Training' (2008a), however the report fails to comment on the role culture might play in increasing recruitment into the sector. This chapter describes the culture associated with the Construction Industry as masculine and reports on the lack of literature available on the culture found with the Built Heritage sector. Research on 'Why Women Leave Architecture' and career and recruitment related issues in Archaeology have been discussed in relation to culture and similarities to Building Conservation. The chapter has highlighted a small previous study which suggests Building Conservation does not exhibit the negative masculine culture found within the Construction Industry. Finally this chapter examines the nature of work associated with Building Conservation and suggests that the sensitivities and care required are more in line with a feminine culture. This is likely to impact upon the recruitment of young people as this is currently done through the more masculine Construction Industry.

CHAPTER 3

Young People and Career Choices

3.1 Introduction

To effectively address the skills gaps and shortages within the Built Heritage sector by attracting more young people, it is important first to gain an understanding into how young people make decisions about future career pathways. This chapter explores the many influences that affect that decision making process and looks at what careers information is, how young people make choices, how perception and image influence choice and how the analogy of a 'career landscape' can be used to help understand the complexities involved in the career decisions and choices young people make. Finally the chapter highlights a range of initiatives that have been used to increase participation and promote careers in other areas, from where inspiration and ideas could be learned.

3.2 What is Careers Education?

Careers advice and guidance services for young people in the UK can be traced back to the Youth Employment Service established in the 1940s and in the 1970s the legal duty of local authorities to provide a careers service to young people (British Youth Council, 2009). In 2001 the Connexions Service was launched in England to support young people aged 13-19 in careers information, advice and guidance and also to support government policy in addressing the NEET group (Not in Education, Employment or Training) (UK Resource Centre for Women in SET, 2007). Young people are now able to seek advice on wider matters that affect their wellbeing and consequently could affect their employability (British Youth Council, 2009). The Government's current statutory guidance on Impartial Careers Education (DCSF, 2009, p. 7) defines careers education in the UK as helping

> *"young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future."*

In the DSCF's statutory guidance the term 'information, advice and guidance' (IAG) is used to refer specifically to personalised support on learning and work pathways and on other key issues that impact on young people's ability to develop and progress. Careers education is generally delivered within programmes of Personal, Social, Health and Economic (PSHE) education at key stages 3 and 4, as well as being embedded in the wider curriculum (DCSF, 2009).

3.3 How do Young People make Career Decisions?

If the Built Heritage sector is to encourage more young people to consider a professional career, then careful consideration is needed as to how this process of choice occurs together with a detailed look at what influences this choice. The career choice process can be characterised by a series of decisions made by an individual as to which jobs to pursue for possible employment (Gatewood, et al. 1993). Maringe (2006) describes decision making as a problem solving process that is undertaken by individuals in the process of making choices. Foskett & Hemsley-Brown (2001 p.7) argue that the term 'choice' in relation to education and training pathways can be misleading as it suggests *"that choice is the ultimate culmination of a rational, reasoned process, and once made will not be revisited"*. They believe that this is a naive view and that choices are often revisited and modified over time and that this instability of choice is not a failure of the process but an integral part of it. They further conceptualise a model for the choice process within the educational setting.
The four components of the **Four C's model** are:

1. **Context:** the chooser operates within the context of their own life and personal experiences which provide the passive backdrop for choice.
2. **Choice Influencers:** such as people or processes like the media act as a filtering process for the perceptions of the environment the individual may have.
3. **Choosers:** throughout a child's life choices are made, at first by the parents in choosing a school, then usually a joint choice of child and parents at age 11 and by the age of 16/18 the young person is usually the one making the choices. The chooser will go through a series of psychological processes that will be applied to the choice process on a continuous basis.

4. **Choice:** this will emerge from the intersection of context, choice influencers and chooser. The choice is not fixed and at any time the other components can be revisited and have an effect on the choice.

Identifying how people make career choices has been an area of research for the past 100 years since Parsons (1909) proposed the concept of person-job fit. Since then career researchers have attributed career decision making to a number of variables including, vocational interests, skills, personality, values and perceived abilities (Russell, 2001). These personal variables can be linked together to form 'work values'. Elizur & Sagie (1999) explain that work values refer to career related desires such as making money or contributing to society. Duffy & Sedlacek (2007) refer to work values as outcomes an individual desires out of work and what components of a job are important to them. Work values can be divided into four categories; *intrinsic values* referring to the importance placed on independence, *social values* refer to the importance of working with people, *extrinsic values* refer to the importance of making money and job security and *prestige values* refer to the importance placed on having a well respected and prestigious job (Ros, Schwartz, & Surkiss, 1999). In a longitudinal study that looked at work values in long term career choices, Duffy & Sedlacek (2007) revealed that men placed a greater emphasis on making money whilst women placed a higher value on working with people and contributing to society. The Fawcett Society (2010) describes the roles dominated by women as the five C's (caring, cashiering, clerical, cleaning, and catering). Maringe (2006) discusses the changing work values that are influencing choice and states that decisions are no longer being made on intrinsic values or for the love of the subject, but that extrinsic values are playing a bigger role among many. However as Chapter Two highlighted, the passion and love for Archaeology is the driving force behind the high numbers of recruits entering the profession as the limited jobs that are available are subject to low pay and short term contracts.

Matching the work values of particular jobs to an individual requires that individual to identify a sense of how the self will fit into various work roles, a perceived occupational efficacy. The perceived self-efficacy as an expression of personality needs then to be 'matched' with particular characteristics of an occupation (Holland, 1985). McCrone et al. (2005) suggest that young people chose subjects at school in which they believe they will be able. In a study into A-level subject choice in England, Carmen Vidal Rodeiro (2007) shows that the pattern of AS/A level entries tended to follow the

traditional gender stereotypes for the subjects. Boys showed a preference for more practical subjects such as Mathematics, Physics, Computing, ICT, Business Studies or Accounting, where as girls showed their preference for subjects such as English, Biology, Psychology, Sociology and Modern Foreign Languages, alongside the more practical Art and Design.

Barbra Bassot (2009, p. 1) highlights recent calls for the matching model to be updated with a new model for careers work in the 21st century. She argues that the nature of careers has changed as well as the nature of work in globalised marketplaces. People are no longer choosing a job for life and the careers model should reflect the way in which people make career decisions throughout their lives, set against changing and turbulent labour markets. Bassot argues that the term 'information, advice and guidance' (IAG), adopted within current policy documents, suggests that the onus is on the practitioner to show the client the way forward, a positivist approach that often involves matching strategies. In contrast she suggests the concept of 'career learning and development; a social constructivist approach whereby *"knowledge about careers is constructed through activity and in interaction with a variety of people"*. She believes that *"people need ongoing experiences and opportunities for discussion in order to construct this knowledge"* (Bassot, 2009, p. 3). This supports the view of McMahon & Patton (2006) who believe that learning about careers is a life-long process. Whether the process of trait or character matching or one of career learning development is adopted, the perception and image of certain careers in the minds of young people also plays a significant role in the career decision making process.

3.4 Perception and Image

Chapter Two discussed the negative image and perception of the Construction Industry and how this impacts on recruitment. Image is a major component of early job choice decision (Fombrun & Shanley, 1990). In the 1980s Clara Greed carried out research and found only 6 female mineral surveyors, most of whom were students. In 1997, after a shift in image from 'planet-penetrator' and 'exploiter' to that of the environmental movements 'custodian' and 'earth-carer', Greed found 36 females in the field and generally more enthusiasm for mineral surveying even though the work itself had not changed (Greed, 2000). Foskett & Hemsley-Brown (1999 p.237) believe that images form from early childhood and are the product of a range of stimuli, which include:

- ***Contracted images*:** personal contact with job or profession for example, doctor, refuse collector, teacher.
- ***Delegated images*:** images conveyed by adults regarding careers and jobs they come into contact with, for example, bank worker, MP, insurance broker.
- ***Derived images*:** images portrayed by a range of media that young people are exposed to, for example, footballers, newsreaders, politicians and also provides images about how jobs are valued and perceived.

Once received, these images are filtered and reworked in line with the individual's perspectives and personal circumstances. The subjective nature of choice is expanded further within these three ranges of stimuli. Firstly, the perceptions held by each individual will be unique. Secondly, the influences from a third party about a particular choice or career path will be itself a product of that individuals' own perceptions and thirdly, that the media not only plays a significant role in career options, but also highlights a 'lifestyle' that becomes associated with certain careers and how other people view certain careers. Further research has shown the influence that television plays in affecting career choice and suggests that it is helping pupils to consider careers that they may have once thought were out of bounds and providing an insight into how the working world operates (Bloom, 2008). If young people are not exposed to various career areas either through the media, a third party or from direct contact, these career areas remain invisible to the individual.

Foskett & Hemsley-Brown (1999) discuss invisibility and comprehensibility and form the distinction between *children's world* and *adult's world* jobs, highlighting that children are only exposed to a portion of the jobs and careers available. Each young person is subjected to a different life experience and personal events that will impact in either a positive or negative way (Hodkinson & Sparkes, 1997). Another important aspect of job invisibility occurs within the visibility of closely related jobs. For example, a civil engineer is concerned with the planning, designing and construction of major structures such as roads, however the visual image of road building is the highways construction worker, who therefore contributes substantially to the perceived image of a civil engineer (Foskett & Hemsley-Brown, 1999). It could be argued that much of the work carried out by heritage and conservation specialists is beyond the realm of most young people and in many cases also many adults. It could therefore be described as an invisible element within the Construction Industry. The way young people perceive different career paths and jobs and the influences that young people are exposed to

and how they see themselves in relation to the world of work is complex, but essential to understand if lessons are to be learnt in regards to understanding the lack of people choosing to work with historic buildings in the UK. The formation of ideas and perceptions of possible future career aspirations develop from early childhood and in order to reverse the imbalance of stereotypes formed through partially invisible careers, Foskett & Hemsley-Brown (1999) suggest that young people need to be 'drip-fed' through long exposure to information about these careers throughout their school years.

3.5 Young People's Views on Finding Out About Jobs and Careers

The British Youth Council (BYC), National Children's Bureau (NCB) and Young NCB conducted an online survey to young people aged 12-26 about what influences their career decisions (British Youth Council, 2009). From the 500 responses to the survey, the research highlights the key influences on young people when making career choices. Three of the four strongest influences were parents (65.3%), friends (59.9%) and classroom teachers (58.2%). Parental involvement has a powerful impact on a child's attainment and adjustment within school and can involve a number of different activities including helping with homework, talking to teachers, school governance and attending school events (Desforges & Abouchaar, 2003). The influence of this informal network is echoed by Semple et al. (2002, p. 2) who describe it as *"the background music"* against which is heard, the formal network of the information and advice of career guidance teachers. The Semple et al. (2002) study describes the informal network as more than just parents, friends and teachers and suggests that a much broader network including the extended family, friends of the family and neighbours exists. TV and other media were also included in the informal network of support. In a study 'How do young people make career choices at 14 and 16?', Blenkinsop et al. (2006, p. 52) concurred that for year 9 students, family, friends and teachers were seen as the primary influencers alongside the enjoyment of a subject and careers advice. By year 11, the teachers questioned in the research felt that the informal networks became more complex and that the media played a more dominant role.

Semple et al. (2002, p. 2) suggest that the informal network contains three categories of influence; planned, explicit interventions; implicit assumptions; and unplanned influences. Planned, explicit interventions refer to where members of the informal network intended to help with career guidance. These can be in the form of *"encouragement and motivation"*, by *"raising aspirations"* of the young person, through

"practical assistance" such as form filling or course costs and through *"involvement in the careers guidance process"* by the suggestion of certain careers. The implicit assumptions, usually from the family, occurred where expectations and assumptions were made without being articulated clearly, such as going to university or work values (p.3). The third type of influence from the informal network is the unplanned influence. Media played a more significant role here in introducing certain career areas, even if in many cases inaccurate. With an informal network of family and friends impacting on the career choices of young people, it is important for this network to be up to date with the current job market and career areas. Many parents and relatives may never have heard of many careers on offer, let alone possess the knowledge and skills required to research them (British Youth Council, 2009). It is important that any new developments in career guidance can be accessed by this informal network as well as young people.

Formal careers advice provided by specific career guidance practitioners can vary from school to school creating a mixed response regarding its influence on young people (Blenkinsop, et al. 2006). The British Youth Council survey included questions on formal careers advice provided by school, college, university and Connexions. In total 27% of young people skipped this question because they did not or had not used these services. From the 73% who did answer the question, 57.9% used school careers advice services, 54% community or Connexions services, 23.1% university careers services and 14.9% college career guidance services. When asked how helpful they had found these services, 80.2% found them to be 'a little bit' or 'not at all' helpful stating some of the following comments:

> *"I felt as though I were a bottle in a factory on a manufacturing line, through the careers guidance machine and subsequently given the ill fitting job label of 'news reporter'."*
>
> *"The careers tests are hugely outdated and came up with suggestions I would hate, there was no sort of ambition, they were just run of the mill."*
>
> *"Absolutely useless, very little knowledge of what is out there and even less about practical steps needed to get there."*

The study highlights that the vast majority of young people who took part in the survey do not find the formal careers services offer what they are looking for. In contrast, where schools provide a good level of formal careers guidance at different levels from both in-house careers teachers and using external agencies such as Connexions, colleges and universities, students felt well supported, offering comments such as:

> *"Ever since Year 9 we've had careers lessons and they've always brought people in from colleges and students from universities, and we've had loads of trips out to different colleges and universities. They [the staff] do a lot to make sure you're comfortable...they bring in a range of of different people...they give you different options and if you've got any questions then they are really nice to talk to."*
> (Blenkinsop, et al. 2006, p. 59)

When delivered effectively at an appropriate time, careers IAG offers young people the knowledge and skills required to make informed choices (McCrone et al. 2005). As the career choice process is influenced by the unique experiences of an individual from a young age, the IAG provided at secondary school level is late in the process and therefore disadvantaged in terms of introducing new career areas (Foskett & Hemsley-Brown, 1999). Atherton et al. (2009) conducted exploratory research into 'how young people formulate their views about their future'. They found that by Year 7, almost 90% of young people 'know' what occupations they want to do in the future. Their research argues that even though these students have a low understanding of the occupations and the qualifications they require, they are clearly thinking about future educational and employment routes. Thus, pupils could benefit from IAG at a younger age to help develop decision making skills and broaden their views on the available opportunities. Foskett, Dyke, & Maringe (2003) carried out research into improving the careers curriculum in schools and out of 25 suggestions, within the top five were: to provide more information generally; provide guidance earlier than year 10; and to have more talks about specific careers. Foskett, Dyke, & Maringe (2003) also refer to a number of students within their research who are calling upon schools to invite professionals in to the school to talk about their role within a specific career area. This they suggest is better than receiving the information via a teacher who may have inherent prejudices. Blenkinsop et al. (2006) believe that the most effective careers education and guidance is delivered in a comprehensive and impartial way as part of the curriculum by trained staff within the school with support from external professionals such as Connexions.

Most young people have the chance to participate in some kind of work experience whilst at secondary school (DfES, 2002). Work experience can play a vital part in the decision making process as it subjects the individual to first hand *contracted* images about a particular job and Foskett, Dyke, & Maringe (2003) have reported that it can act as an axial point in the decision making process whether it helps a young person to determine that they want to pursue a particular career or not. Shah (2005) suggests that work experience leads school pupils to think more consciously and deeply about their career choice than they otherwise would have done. While Ball (2003) states that for many young people a work experience placement offers the most significant contact with the world of work before actually entering employment.

As technology advances, today's students become part of a "Net Generation" (used to describe those who have grown up with information technology) (Barnes & La Gro, 2009). The study by The British Youth Council (2009) found that job and career websites were a major influence in second place with 60.8% of young people saying they used these more than they used family members, adverts, newspapers, magazines and TV. Boys were more influenced by TV (48.4% vs. 29.8%) whereas girls were significantly more likely to use web based sources of information (63.4% vs. 48.4%). Website use also increased with age with 54.5% of 14-21 year olds getting their information from the web in contrast to almost 70% of 22-26 year olds. As technology develops, so too does the ability of young people to keep up. Barnes and La Gro (2009 p.71) describe young people as *"confident, quick and adventurous in using ICT in their everyday lives"*. Texting (via mobile phone), tweeting (a form of social networking) and surfing apps (web based applications accessed via some touch screen mobiles) are everyday technology for many young people, however as Barnes and La Gro point out, many adults including career guidance practitioners may need more support if they are to keep abreast of the changing technology to make best use of it.

3.6 The Career Landscape

Foskett & Hemsley-Brown (1999) describe the career decision making process as a complex one that should not be over simplified by suggesting logical links, but viewed more like a journey, following pathways. They have used a landscape analogy and describe a 'careers landscape' as comprising

> *"hills, mountain ranges, valleys and plains which abut onto each other providing a continuous landscape. The hills and mountain ranges represent specific career areas, their summits highly...distinctive and representing...a particular specialism"* (p.242).

This is a three dimensional view of the whole education and careers field where the hills and mountains vary in height and width in proportion to the status and achievement required to reach the top. Mountains ranges represent linked career areas that share common foothills. Each individual will view the landscape differently depending upon where they are standing. Some will focus on the foreground while others only see the mountain peaks (Foskett & Hemsley-Brown, 1999). Foskett & Hemsley-Brown (1999) expand on their analogy by discussing the individual within it. Each individual will aim for a different part of the landscape depending upon their personal experience. They may have heard 'travellers tales' about attractive destinations or know someone who has been there. Likewise, if the individual has never heard of a destination, they will most likely not end up on that mountain, or may wonder onto it by 'accident'. The implications for those wishing to attract people to certain careers mean that they must 'sell' their mountain at the boundaries of the landscape (Foskett & Hemsley-Brown, 1999, p. 242). In the case of the Built Heritage sector, it would involve not only advertising Mount Heritage but also providing 'travellers' with a map, a description of the whole experience that is travelling to, climbing and viewing Mount Heritage from the top, as well as promoting it through local villagers who are in contact with the 'travellers' and speak their language, even though many of them will not have been to Mount Heritage they must be persuaded that it is a good destination to recommend to others (Foskett & Hemsley-Brown, 1999). The careers landscape needs to be understood by the stakeholders within the Built Heritage sector in order to develop effective promotional and navigational tools.

3.6.1 Image, Name and Promotion

One of the key aspects of effective advertising is the naming and branding of Mount Heritage. This research uses the term 'Built Heritage sector' to describe the area of work that involves working with buildings of historic value. However others within this sector also use terms such as 'Building Conservation', 'Architectural Conservation', 'refurbishment', 'restoration' and 'ancient buildings' which is reflected in the names of

societies and professional bodies, professional titles for the same roles (such as Historic Building Surveyor and Conservation Surveyor) and also course titles. Tadelis (1999, p. 548) asks the question, 'what is a name?' and then explains that a name is *"the label that summarises the physical attributes, past behaviour and other characteristics of the carrier of the name*" and that *"we label everything we can perceive or recognise with a unique name in order to distinguish it from everything else in our world".*

The UK's Built Heritage sector does not have a single unique name to distinguish it from other careers, but has an array of adopted names that are used by people within the sector. The lack of a single unique name is likely to throw up issues when it comes to branding and marketing of 'Mount Heritage,conservation,resoration,refurbishment'. How can young people be attracted to a career path that does not have a clear name? What would they type into the internet search engine or look up in the university prospectus? Typing the term 'heritage conservation' into the web based encyclopaedia Wikipedia, referred to heritage conservation as the *"professional endeavor that seeks to preserve, conserve and protect buildings"* (http://en.wiki pedia.org/wiki/Heritage_conservation). It also states that other names for the discipline include 'urban conservation', 'landscape preservation', 'built environment conservation', and 'built heritage conservation', however it is more commonly referred to as 'historic preservation' in America and Canada.

Foskett, Dyke, & Maringe (2003) highlight the importance of marketing and promotional strategy in the influence of choice by young people. This corroborates research findings that indicate that mere exposure to information is central to an individual's perception of image and that exposure to a greater amount of information, positively correlates with the intention of pursuing employment in that field (Gatewood, Gowan, & Lautenschlager, 1993). Once an individual identifies a certain job title or area they then need to explore the role and how they might fit within it. One central theme that contributes to the image of a job role is the inclusion of real people and their lifestyles. Foskett & Hemsley-Brown (1999) suggest that young people want to know about the whole 'package' and that the image of a certain career is the sum of many elements. They argue that to successfully promote a specific job or career, the lifestyle i.e. how they spend their time in and out of work, how they have progressed, their concerns, joys and successes, all need to be portrayed as young people are interested in the sum total of work, personal life, income and relationships. This explains the high impact that

the television has on young people in regards to careers where in many cases we see the work and home life of an individual (Bloom, 2008) and the positive impact of role models who present the whole 'package' (Foskett & Hemsley-Brown, 1999).

3.7 Increasing Participation Initiatives in Allied Areas

There are other sectors that actively promote their areas of learning and career options to young people by way of increasing participation. Science, Technology, Engineering and Maths (STEM) combined is one such area. In 2006, the labour Government's STEM Programme Report set out a wide ranging programme of activity to tackle the challenges the area has with participation (East Midlands STEM Partnership, 2010). The STEM Programme sets out eleven areas of work or Action Programmes focusing on, teacher recruitment, continuing professional development, enhancement and enrichment activity, curriculum development, and infrastructure. Each area of work is driven forward by a specialist Lead Organisation, working collaboratively with the National STEM Centre (National STEM Centre, 2010). STEM careers awareness is one of the Action Programmes with an objective to make all young people aware of STEM career opportunities and prepare them for developing the skills needed to pursue these careers. Within this programme, a range of initiatives have been set up including; Science and Maths Campaign; Future Morph and Careers Awareness Resources (DCSF, 2008).

3.7.1 Science and Maths Campaign

March 2008 saw the start of a three year campaign designed to engage young people, their parents, the workforce and relevant stakeholders to improve the take up of Science and Maths subjects post 16. Central to this is the website www.scienceandmaths.net hosted on the social networking site Bebo. The campaign also includes coverage of career case studies aimed at young people through websites, radio and cinema and at parents via features in national newspapers (DCSF, 2008).

3.7.2 Specialist Career Websites

Future Morph (www.futuremorph.org) is a website resource aimed at young people aged 11-19 demonstrating the range of careers in Maths and Science. The website also provides parents, teacher and career advisors with information and multi-media

tools to help engage young people in STEM subjects (DCSF, 2008). The website is intended to help students explore and research the breadth of career opportunities that are available to them. It includes games, quizzes, case studies and information on finding careers advice, work experience and applying for courses (Science Council, 2010). Other dedicated STEM websites include www.mathscareers.org.uk, and www.noisemakers.org.uk.

3.7.3 Career Awareness Resources

The career awareness resources compliment the above initiatives by providing support directly to schools, teachers, careers education and IAG professionals (DCSF, 2008). Key elements of the resources include: A STEM curriculum related careers pack offering a range of activities and work plans; CPD for teachers and trainers and IAG Professional's support packs. Also included is a pack on work placements, mentors and role models which includes a suit of resources designed to stimulate real-life understanding and experiences of STEM careers. A feature of this pack includes the STEMNET Science and Engineering Ambassadors Scheme (DCSF, 2008). The STEM Ambassadors Scheme enables teachers to make links from the curriculum to how STEM is practiced in the work place, illuminating applications across a vast range of careers. The Ambassadors are people from STEM backgrounds who volunteer as inspiring role models for young people and contribute to regular lessons or participate in extra-curricular activities such as STEM Clubs, Careers Days and visits (STEMNET, 2010). A successful ambassador scheme is also run through the Institution of Civil Engineers (Institution of Civil Engineers, 2010). These ambassador schemes could serve as models for good practice for the Built Heritage sector.

3.8 Chapter Summary

Career choice is characterised by a series of decisions made by an individual as to which job to pursue for future employment. Young people identify their perceived self image of efficacy and the image they hold about certain careers to develop an interest in certain career areas. The images young people hold about certain jobs are accumulated over their lifetime and influenced by a range of stimuli including first hand contact with job roles, information from a third party about particular careers or images portrayed by the media. Each young person's choice is dependent upon experiences they are exposed to as they are growing up and this differs for each individual. The

more the young person knows about the whole lifestyle, both work and home related to a particular career, the more likely they are to identify with it and consider it as a possible career route. Young people are only able to perceive jobs they have heard about in some way. If they have no access to certain careers, that path remains invisible to the individual. The complexities that make up the career choices made by young people and the impact this information has on the Built Heritage sector can be viewed using the analogy of a 'landscape', made up of mountains and foothills with various paths to be travelled. Each individual has a different view of the landscape depending upon their perspective and focus point. Mount Heritage lies within the landscape but currently without a clear distinctive name, route map or brochure explaining to the potential traveller what the route is like, how long it will take and what it is like once the summit is reached. STEM careers have benefited in recent years from a range of programmes and initiatives aimed at raising the participation levels among young people. Initiatives have included a high profile media campaign together with career websites and a range of resources for teachers and career professionals.

CHAPTER 4

Theoretical Framework & Methodology

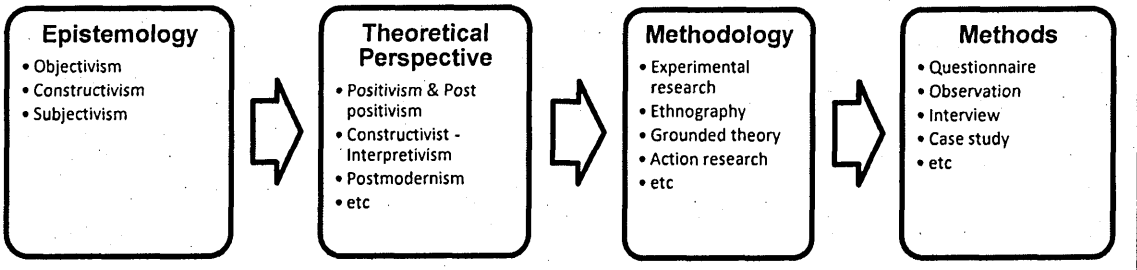
4.1 Introduction

This chapter presents the theoretical and philosophical background to the research and looks at the reasoning and rationale behind the research design adopted to realise the objectives of this study outlined in Chapter One. The research methodology refers to the procedural framework that is adopted and the backbone of the research. It is therefore essential that the research process is well understood and planned to facilitate the research in fulfilling its aim and objectives. Denzin and Lincoln (2003, p. 37) outline five stages to the research process.

i. Locate the researcher within the history and traditions of research, including conceptions of self and other and the politics and ethics of research (epistemology).
ii. Establish the researcher's theoretical paradigm or interpretive framework that then guides the research process (theoretical perspective).
iii. Select the research design which connects the theoretical paradigm to the strategies of inquiry and the methods for data collection (methodology).
iv. Select the methods for data collection and analysis (methods).
v. Establish the interpretive practice for presenting findings within *"the multiple interpretive communities, each with its own criteria for evaluating and interpretation"*

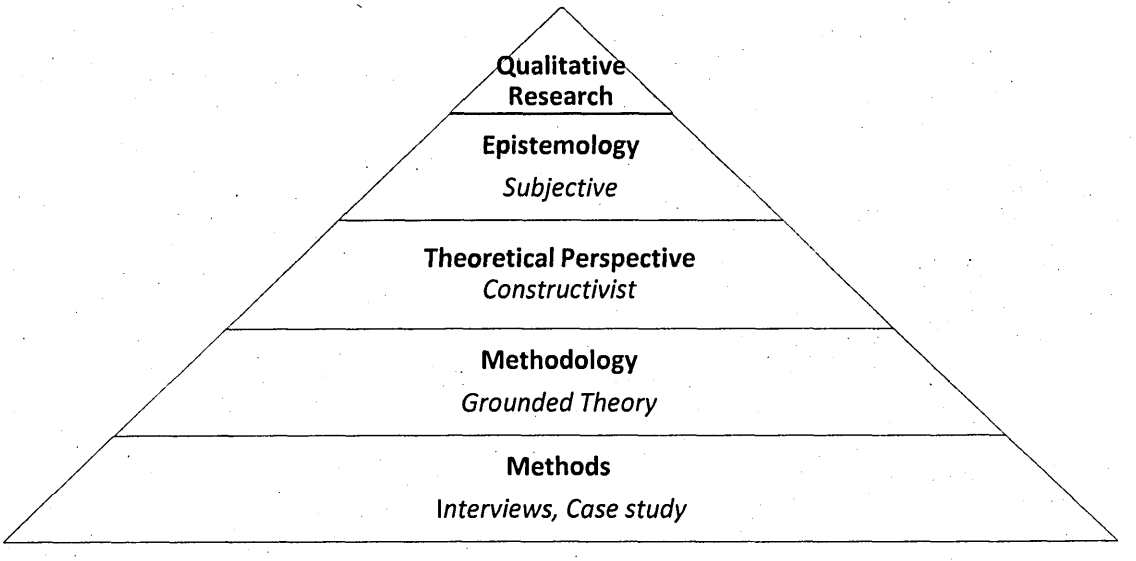
The first four of these are terms that encompass a range of different approaches and ideals that need to be established in order to form the backbone of the research. The diagram in Figure 4.1 highlights some of the many available choices.

Figure 4.1 Range of Research Approaches



This research utilises a range of research methods including interviews and focus groups that are analysed within a grounded theory methodology that is informed by a constructivist theoretical perspective and a subjective epistemology, which together come within an overarching qualitative paradigm (figure 4.2).

Figure 4.2 Research Approach Adopted in this Study



This chapter explores and defines the decisions made based upon the above elements that have been adopted and act as the structure of this research project.

4.2 Understanding the Research Approach, Paradigms & Perspectives

There are two paradigms based on differing ways to understand the world. Collis and Hussey (2003) explain the term paradigm to mean a group of people accepting certain

philosophies and assumptions about the world and the nature of knowledge based on a system of scientific practice, as well as the validity of particular types of research strategy. The paradigms essentially offer a framework based on a set of theories, methods or ways of defining data. A traditional paradigm seeks this understanding through numbers and statistics and the second, alternative paradigm looks to understand the world through words and the meanings behind the words. These competing approaches are reflected in the way research data is collected and the position of the researcher. The choice of a particular paradigm is less a matter of preference and more a matter of selecting the most appropriate paradigm for the research subject.

Quantitative research also referred to as traditional or positivist holds the basic belief that the world is external and objective, the observer is independent and the science is value-free. The qualitative approach, also known as alternative or phenomenological, holds an almost opposite view. Its basic beliefs are that the world is socially constructed as subjective, the observer is part of what is observed and the science is driven by human interest (Easterby-Smith et al 1991).

Researching the viability of new approaches to recruitment in the Built Heritage sector appears to be fairly uncharted. Therefore all avenues need to be explored to determine the most appropriate way of producing a credible, reliable and useful piece of research. To investigate the initial issue of a skills supply shortage and theorise about new approaches to recruitment, involves a close look at the three dimensional web of the people and processes involved in the sector. The data collection and analysis need to be deep and rich in order to give an understanding full of meaning. There is a need to identify and understand the systems and processes, the whys and the wherefores, the 'experts' views and why things are currently done as they are. An essential element to the approach is the researcher's position within the research setting and how this will affect the research. This is not the kind of study that seeks to control the variables in order to create research that is easily generalised. It is looking at people as individuals with uncontrollable social variables, which it is hoped, will create new knowledge and the generation of theory.

The quantitative approach maintains that the world can be understood and explained by using the right types of techniques to reveal objective facts and then generalise to the wider population. However, people are as intricate in their thinking as the three

dimensional web of the organisations and institutions that make up the Built Heritage sector and their views are shaped by experience and circumstance. This research is set in a very specific context and findings from the research will therefore be contextualised. It is for these reasons that a qualitative approach has been adopted. The essential features of qualitative research are

> *"the correct choice of appropriate methods and theories; the recognition and analysis of different perspectives; the researchers' reflections on their research as part of the process of knowledge production; and the variety of approaches and methods."*
> (Flick 1998 p. 4)

Under the banner of qualitative research, the stages of the research process will be discussed under the headings, epistemology, theoretical perspective, methodology and methods.

4.3 Epistemology

Behind each of Denzin and Lincoln's five stages of the research process outlined above, lies the biographically situated researcher. Epistemology is concerned with *"the nature of the relationship between the would-be knower and what can be known"* (Guba & Lincoln, 1994, p. 108). This piece of research has developed out of a personal desire to achieve change within a familiar setting and this undoubtedly has an effect on how the research is conducted.

4.3.1 Insider Research

Having worked in the Built Heritage sector as an Historic Building Surveyor for over five years and with a passion for historic buildings since the age of twelve, I have had personal experience of the sector and some of the issues it is facing. From this experience I have developed ideas about how the sector could progress. This research aims to take those ideas and develop them, discovering how and where improvements in the sector can be made. My personal involvement with what is to be researched defines me as an 'insider' (Kemmis & McTaggart, 2003). I, as well as being the researcher, make up part of what is being researched.

The more traditional research approaches believe that this 'insider' approach affects the validity of the research (Rooney, 2005). Feildman (2003) explains that within traditional studies, validity usually refers to the degree to which the study accurately reflected the issue or topic that the research was attempting to measure. This positivist approach assumes that science can produce objective knowledge or 'truth' (Hammersley 2000). Hammersley (2000) also argues that the researcher must remain objective and essentially be viewed as an 'outsider', independently observing and that the researchers subjectivities are believed to distort and invalidate the reality.

In more recent times new ontological and epistemological models have emerged which fundamentally change the previous positivist models. These include approaches such as constructivism and postmodernism (Rooney 2005). As these approaches developed and less emphasis was placed on purely objective knowledge, the criteria for validity also changed to include factors such as credibility, believability and reliability (Guba quoted in Cohen et al. 2000). While positivists viewed validity as dependent upon the objectivity of the researcher, the post modernists and constructivists argue that the researcher's subjectivities are central to the research process (Rooney 2005). Rather than uncovering an 'objective truth', Crotty (1998) describes these new models as looking at creating truth or meaning through engaging with the realities in our world. The researcher is not simply a passive receptacle into which information is placed (Glaser & Strauss, 1967; Glaser, 1978), but, along with the research participant, comes to the field with life experience, opinions and preconceptions (Charmaz, 2006). Holliday (2007 p.120) describes this relationship as personally recognising the researcher as *"an ideological force which impacts on relations with people in the research setting"*. Rather than trying to eliminate the effects of the researcher on the research setting, Holliday suggests we should instead use reflexivity to understand and communicate these effects. To achieve reflexivity, Schutz (1970) suggests adopting the notion of a stranger approaching a new culture or by making the familiar seem unfamiliar. This approach ensures the recording of all data and allows a fresh look at elements that may have once been taken for granted. Although my past experiences will not form part of the systematically collected data, they will go some way in being able to understand others' viewpoints. Holliday portrays this idea as not speaking on behalf of the participants but speaking for oneself as someone who understands their situation.

The more traditional positive, post positive, and naturalist qualitative inquiries tends to take the process of writing as a final stage in the research process once all the data has been collected and analysed. However within this research project, I, the researcher, form an integral part of the research and believe writing should be used more as a tool to discuss and form a sense of argument as the research progresses. Holliday (2007) suggests that when writing about the research, this personal attachment to the research can be expressed by writing in the first person and using 'I' to create a more transparent relationship with the reader. To express my position within this research I have chosen to adopt this approach.

Due to the very nature of how this research came about and my position as an insider, which is detailed further in Chapter Six, the epistemological view is required to be subjective in nature. This in turn, has an impact on the theoretical perspective to be adopted for the study as only a few have room for such a close relationship between the researcher and the research.

4.4 Theoretical Perspective

A theoretical framework acts like a backbone for the research and requires the researcher to chose a paradigm that is congruent with their beliefs about the nature of reality or ontology (Mills et al. 2006). Denzin and Lincoln (2003) highlight four major paradigms that influence qualitative research:

i. Positivist and Post-positivist
ii. Constructivist-interpretive
iii. Critical
iv. Feminist/Post structural

Each of these paradigms encompass different epistemological theories and have each developed within a different 'historical moment' within the history of qualitative research (see figure 4.3) (Denzin & Lincoln, 2005). They go on to outline eight historical moments *"that overlap and simultaneously operate in the present"* (p.3).

Figure 4.3 Denzin and Lincoln's Eight Historic Moments	
i.	Traditional (1900-1950)
ii.	Modernist (1950-1970)
iii.	Blurred Genres (1970-1986)
iv.	Crisis of Representation (1986-1990)
v.	Post-modern (1990-1995)
vi.	Post-experimental (1995-2000)
vii.	Methodologically Contested Present (2000-2004)
viii.	Fractured Future (2005-present)

The concept of an historical moment is fixed in time, however the paradigms that develop within these moments transcend the boundaries of time and are adopted as part of the theoretical framework for present day research. This study adopts a constructivist perspective which originated within Denzin and Lincoln's defined blurred genres moment (Denzin & Lincoln, 2003, 2005).

4.5 Constructivist Perspective

Constructivism is a research paradigm that denies the existence of an objective reality, *"asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there are individuals (although clearly many constructions will be shared)"* (Guba & Lincoln, 1989, p. 43). This research, by rejecting an objective reality, assumes a relativist ontological position, believing that the world is made up of multiple individual realities influenced by the context, norms and surroundings of the individual (Mills et al. 2006). Constructivism is a worldview in which individuals try to understand and seek meaning in the world in which they live and work. These meanings are as many and as varied as the individuals, that are shaped by their interaction with others and the historical and cultural norms that surround them (Creswell, 2007). The researcher delves into these complex meanings intent on making sense of the way others view the world.

The epistemological and ontological positions of this research within the constructivist perspective lead to the exploration of grounded theory as a methodology, more particularly, the constructivist grounded theory of Charmaz (2005) who grounds her theoretical orientation in the views or perspectives of individuals (Creswell, 2007).

4.6 A Grounded Theory Approach

Grounded theory is a methodological strategy that seeks to construct theory about issues of importance in peoples' lives (Glaser & Strauss, 1967; Glaser, 1978; Strauss & Corbin, 1998). The idea being that there are no preconceived ideas to prove or disprove, but rather issues of importance to participants emerge through the collection of data, which is then analysed by constant comparison, to generate theory that is *grounded* in the data (Mills et al. 2006).

Glaser and Strauss developed grounded theory in the 1960s, in part, as a reaction to the enormous gaps between theory and research that were evident in sociological research at the time, with many researchers concentrating solely on verification of existing theory rather than the discovery of new theory (Glaser & Strauss, 1967). Grounded theory uses

> *"a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. The findings of the research constitute a theoretical formulation of reality under investigation, rather than consisting of a set of numbers, or a group of loosely related themes".*
> *(Strauss & Corbin, 1990, p. 24)*

Collis & Hussey (2003) explain that the purpose of grounded theory is to develop theory that is faithful to and contributes to the area of research and describes a process whereby the researcher develops a theoretical framework by alternating between inductive and deductive thought. They go on to explain this as follows

> *"First, the researcher inductively gains information which is apparent in the data collected. Next, a deductive approach is used which allows the researcher to turn away from the data and think rationally about the missing information and form conclusions based on logic. When conclusions have been drawn, the researcher reverts to an inductive approach and tests these tentative hypotheses with existing or new data. By returning to the data, the deducted suggestions can be supported, refuted or modified. Then supported or modified suggestions*

> *can be used to form hypotheses and investigated more fully. It is this inductive/deductive approach and the constant reference to the data which helps ground the theory."*
> (Collis & Hussey, 2003, p. 73)

Grounded theory has been adopted for this research as there is very little known about the skills supply shortage in the Built Heritage sector of the UK and recruitment may be improved. Grounded theory allows the opportunity for new theory to emerge as to how more people could be recruited into this area of work. In order to introduce the rationale for which 'version' of grounded theory I have adopted for this research, it is important to outline the development of grounded theory and the position of the key scholars associated with this methodology.

4.7 Development of Grounded Theory

Working together, Glaser and Strauss developed their new approach to scientific investigation in the 1960s and published their ideas in a book titled *The Discovery of Grounded Theory: Strategies for Qualitative Research* (1967). After the introduction of grounded theory, the authors developed their ideas according to differing epistemological and ontological views. The founders of grounded theory have also diverged in some of the methods employed to construct grounded theory. Glaser's approach keeps a distance between the researcher and individuals being studied in order to remain unbiased and advocates a method of constant comparison where incidents and categories are compared with each other, allowing the perspective of the individuals to emerge (Glaser, 1992). Strauss, and later Strauss and Corbin take the view that the researcher forms an active part of the research process and although many of the basic methods are the same as Glaser's approach, Strauss and Corbin take the model one step further and introduce a conditional matrix. This is a coding device to help the researcher make connections between the macro and micro conditions that might influence the phenomenon (Creswell, 2007; Strauss & Corbin, 1990).

However, it is not simply a matter of choosing between the two above approaches. Mills et al. (2006, p. 2) describe the variations of grounded theory as reflecting their epistemological underpinnings that exist upon a *"methodological spiral"* and that the type of grounded theory adopted depends on *"the nature of the relationship between*

researcher and participant, and on an explication of the field of what can be known". As grounded theory has developed and been applied to a growing number of qualitative studies, a new 'version' or set of procedures developed by Charmaz, a student of Glaser and Strauss, has emerged. Constructivist grounded theory relates better to my epistemological, ontological and theoretical view than the previous 'versions' and will be adopted in this study.

4.8 Constructivist Grounded Theory

Charmaz (2005) explains that constructivist grounded theory adopts the general grounded theory guidelines as tools, but does not subscribe to the objectivist, positivist views of the earlier styles. Instead she explains (p. 509) that the *"constructivist approach emphasises the studied phenomenon rather than the methods of studying it".* This in turn leads to a more 'flexible' approach (Creswell, 2007). This approach focuses on the development of theory that takes into account the researcher's view, learning about the experience through deep, hidden networks, situations and relationships and making visible the hierarchies of power, communication and opportunity (Charmaz, 2006). The role of the researcher is acknowledged and Charmaz argues that throughout the research process, the researcher is making decisions about the categories, questioning the data and advancing personal values and experiences.

The classical grounded theory of Glaser and Strauss assumes a position whereby theory emerges from the data separate from the scientific observer; however the constructivist grounded theory of Charmaz assumes that neither the data nor theories are discovered, but rather *"we construct our grounded theories through our past and present involvements and interactions with people, perspectives and research practices"* (Charmaz 2006 p.10). She further explains that her approach to grounded theory explicitly assumes that *"any theoretical rendering offers an interpretive portrayal of the studied world, not an exact picture of it".* Glaser ultimately disagrees with this style and argues that grounded theory is not constructivist and that *"constructivist data, if it exists at all is a very, very small part of the data that grounded theory uses"* (Glaser, 2002, p. 1). It may be that to some extent grounded theory encompasses more than just constructivist data, but Charmaz does not make this claim, instead she argues that grounded theory can be used to embrace more modern methodologies including a constructionist viewpoint. Constructivist grounded theory takes a middle ground

between postmodernism and positivism and offers accessible methods for taking grounded theory into the twenty first century (Charmaz, 2005).

Charmaz (2006, p. 9) explains grounded theory as being appealing to many and explains that

> *"like any container into which different content can be poured, researchers can use basic grounded theory guidelines such as coding; memo-writing; and sampling for theory development, and comparative methods are in many ways, neutral."*

Both Charmaz and Glaser hold strong arguments for their opinion which shows the flexibility of grounded theory and its capacity to accommodate differing views and approaches. The underlying focus of all 'versions' of grounded theory is to construct theories in order to understand phenomenon. For this research I have chosen to side with Charmaz as her 'version' accommodates the close relationship and insider perspective I have with the research area. As with each of the grounded theory approaches, the constructivist version offers qualitative researchers a set of clear guidelines from which to build explanatory frameworks that specify relationships among concepts (Charmaz, 2005).

4.9 Grounded Theory Guidelines

The guidelines of grounded theory do not detail specific data collection techniques, but as Charmaz notes, the guidelines progress each step of the analytic process towards the development, refinement and interrelation of concepts. The strategic guidelines for constructivist grounded theory include:

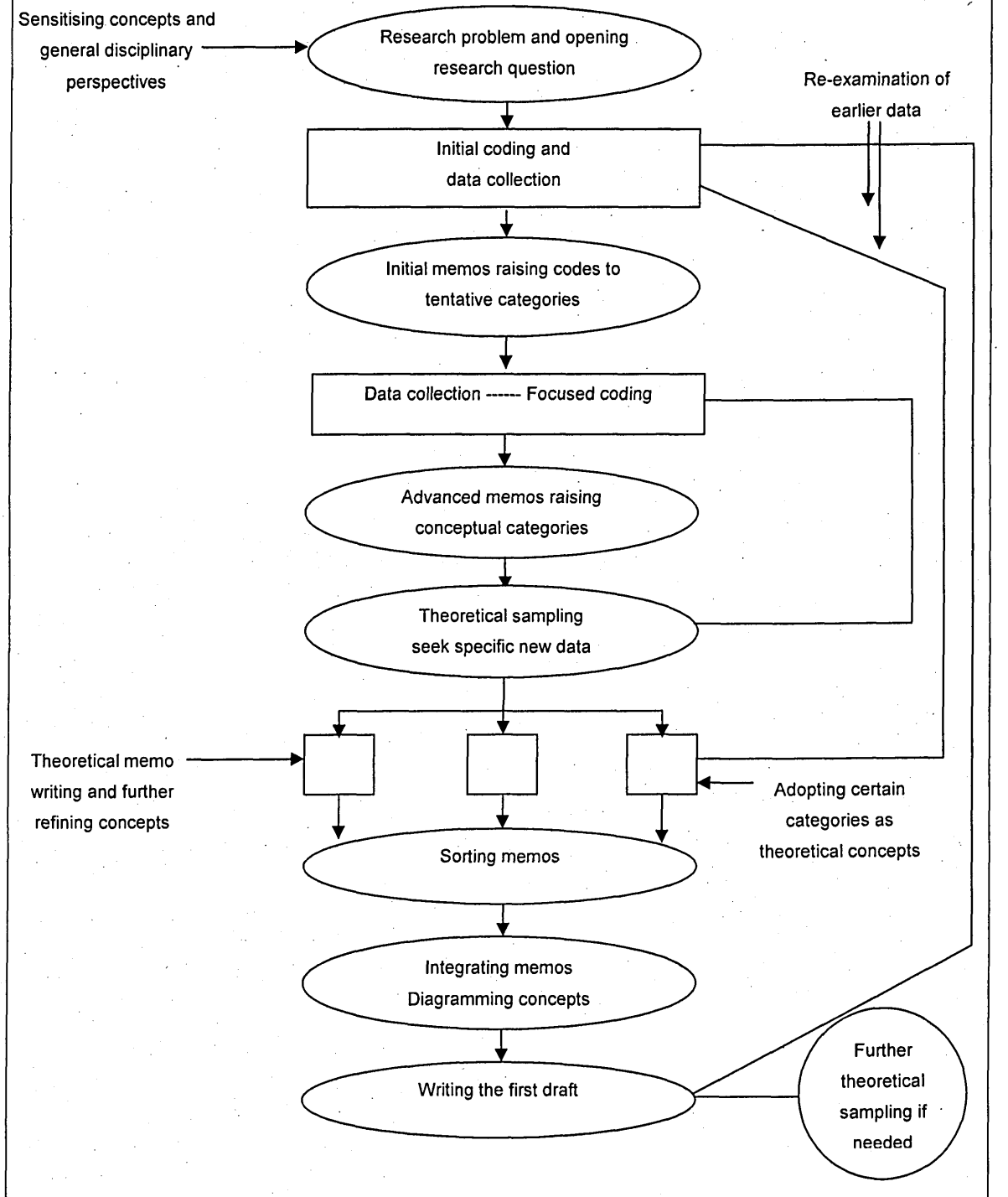
1. Simultaneous collection and analysis of data
2. A duel stage data coding process
3. Comparative methods
4. Memo writing aimed at constructing conceptual analyses
5. Sampling to refine the researchers emerging theoretical ideas
6. Integration of the theoretical framework

(Charmaz, 1994, p. 510)

The guidelines of grounded theory detail the steps of the research process and provide direction along the way, whilst still allowing the scope to be tailored to individual and

quite varied research. Although devised in the 1960s, grounded theory is applicable today and the basic guidelines can be used with twenty-first century methodological standpoints and approaches (Bryant, 2002; Charmaz, 2005; Clarke A. , 2005).

Figure 4.4 An Overview of the Constructivist Grounded Theory Process



(taken from Charmaz 2006 p.11)

The diagram in figure 4.4 depicts the research process in a linear manner. Charmaz goes on to explain that in practice, grounded theory is not so linear and that the researcher will stop and write as soon as an idea comes to them. As with many researchers who are familiar with their area of research, I have existing knowledge of the Built Heritage sector and much of the literature that exists surrounding the skills shortages and skills gaps. It is from this existing knowledge that is brought to the research that develops into initial concepts. Blumer (1969) suggests a notion of sensitising concepts whereby they are used to develop initial ideas and sensitise the researcher to ask particular kinds of questions about the topic. The background of the area and the concepts that develop will not however give the full picture and should simply be used as a starting point and not as an end point (Charmaz, 2006). The grounded theorist then has to evaluate the relationship between the initial concepts and interests and the data that is emerging, being careful not to force preconceived ideas and theories (Charmaz, 2006).

4.10 Chapter Summary

This chapter has focused in detail on the methodological approach adopted within this research. It has justified the use of a qualitative paradigm, encompassing a subjective epistemology, informed by a constructivist perspective. It discussed my position within the research as an insider and has put forward the arguments for choosing constructivist grounded theory as the framework for collecting and analysing the data. A more detailed look at the grounded theory methods used to collect and analyse the data will be presented in the following chapter.

CHAPTER 5

Data Collection Tools and Methods of Analysis

5.1 Introduction

This chapter describes the data collection tools and methods of analysis adopted in this study. It includes explanations of the research procedure including selecting the research participants and gathering a rich array of data from preliminary, secondary and primary sources. The chapter discusses the methods adopted to analyse the data before evaluating the data collection and analysis processes.

5.2 Data Collection

The grounded theory approach detailed in Chapter Four, allows for flexibility in the methods used for data collection. The approach also has the advantage of being able to revisit the field and look more closely at areas of importance once data collection has started and theories begin to emerge. Charmaz (2006 p.14) uses the analogy of a camera with many lenses; the researcher has the ability to gain a panoramic view of the landscape and then change the lens to bring scenes closer and to see more detail each time. Using this approach, the data collected for this research falls into three main phases. The first phase uses a series of interviews as well as preliminary and secondary data to establish core concepts that are grounded within the data. These concepts are then tested during phase two of the data collection which utilises a small scale case study to build upon phase one and add to the emerging concepts. Finally, phase three takes the core concepts and uses a series of interviews with high level professionals from three key areas affected by this research, to discuss the concepts further and how they are relevant to each. A table showing each data collection event in chronological order can be found in appendix A.

As discussed in the previous chapter, unlike quantitative research where the impact of the researcher on the research setting is minimised, qualitative data is gathered by the researcher entering the world of the participant in order to gain a fuller understanding of their experiences (Snape & Spencer, 2003). Data collection methods are tools used to enhance seeing certain phenomena from the participants' viewpoint. The most

appropriate methods should be chosen to capture and make sense of these phenomena (Charmaz, 2006). The current study employed face-to-face in-depth interviews as a primary source of data as well as supporting data in the forms of telephone interviews, questionnaires, discussions, observations and field notes.

5.3 Preliminary and Secondary Data Collection

An ongoing collection of preliminary and secondary data was carried out throughout the first phase of the research process. Provided by the Built Heritage sector, this information supplied background data on 'who is doing what' regarding careers in Built Heritage. As Chapter Four discusses, the grounded theory approach embraces the use of a variety of collection methods to provide data which is deep and rich in meaning. An insight into the policy making, decisions and initiatives made by the major stakeholders helps to position this research and its findings within the sector. Data was collected from expert groups representing the Built Heritage sector from a series of conferences, symposia and meetings. These were held to share ideas and develop strategies to stem the skills shortages and gaps in the Building Conservation workforce. I was able to develop a rapport with many of the individuals representing the various agencies in the Heritage sector. There was a general show of interest in this research and willingness to contribute to the emerging data. These opportunities gave a valuable insight into some of the organisations at the forefront of recruitment in the sector. The contact with representatives from the Built Heritage sector, detailed below, helped to form a structured process by which to collect preliminary data for the research and to put the findings from this research into context.

Chapter Two detailed some of the major stakeholders representing the Built Heritage sector. The majority of these organisations are represented within several overarching groups whose remit is to develop and support the sector in specific areas. The National Heritage Training Group (NHTG) and the Conference for Training in Architectural Conservation (COTAC) are two of the main groups who have a concern with the skills supply, demand and training of the sector and were used for the collection of preliminary data.

5.3.1 National Heritage Training Group

The NHTG's research, 'Built Heritage Sector Professionals: Skills Needs Analysis of the UK Built Heritage Sector' (NHTG, 2008), discussed in Chapter Two, was key in providing the background and setting for this study. The NHTG has been a key contact throughout the research process and the 2008 and 2009 Regional Heritage Skills Action Groups Conferences provided an insight into some of the wider heritage skills issues the sector is facing. These events also created an opportunity to make contact and associate with other heritage stakeholders. The notes taken at these conferences were coded to form part of the data.

To formally introduce my research to the NHTG, I was invited to speak at one of their executive meetings in December 2009. I had a twenty minute slot in which to present my literature review and research plan to the executive committee before they asked questions. The response from the executive committee was positive with an overall appreciation for the value of the research I was doing. Also speaking at this meeting was a representative from Foundation Degree Forward (FDF) who spoke about the role of the foundation degree and how it could help the Built Heritage sector. Notes were taken throughout the meeting and subsequently coded and incorporated into the data collection.

Networking during the executive meeting opened up several opportunities to gather more information on current initiatives happening within the sector that relate to this research. A project manager from the NHTG invited me to a meeting with a colleague from ConstructionSkills education department to discuss an event that had taken place aimed at introducing Built Heritage careers to Teachers, Career Advisors and Connexions staff at Lincoln Cathedral. Feedback from the event was included in the data for this research. Networking at the executive committee event also provided an opportunity to pursue two young Built Heritage professionals for future interviews for the research and also a discussion with the director of The Institute of Historic Building Conservation (IHBC) who expressed a keen interest in the research and a willingness to publish the research findings in the Institute's magazine 'Context'.

The publication of the 2008 professional's research by the NHTG prompted the group to set up an Action Committee to address some of the findings within the research. Due to the nature of this research and my shared concerns for the skills gaps and shortages within this area of the Built Heritage sector, I was asked to join this

committee. The Action Committee meet approximately three times a year. The group is made up of representatives from the major heritage stakeholders including SPAB, COTAC, NHTG, IHBC, ConstructionSkills and the Conservation Course Providers Forum. The group's first meeting was in the spring of 2009. The minutes from these meetings have been used as data within this research and the progress made by the action committee discussed within part II of the thesis.

5.3.2 North of England Civic Trust - Heritage Skills Initiative

Having made contacts within the Built Heritage sector through the NHTG, I was contacted by the Heritage Skills Initiative (HSI) co-ordinator from the North East, who was interest in discussing my research. Currently the HSI host a wealth of skills days and events aimed at addressing the historic and traditional skills shortages in the North of England. The HSI co-ordinator was interested in the aims and objectives of this research and we discussed the potential opportunity of working together to achieve the second phase of this research, the case study. The heritage skills co-ordinator was supportive in helping to set up the case study and provided a wealth of background information about the current initiatives in her region as well as the challenges and issues that could arise. Several meetings, telephone conferences and conversations, detailed in appendix A, were noted and subsequently used as data.

5.3.3 Conference on Training in Architectural Conservation

COTAC is one of the longest standing groups with an interest in training and education in Architectural and Historic Building Conservation and has a membership that includes; the UK's heritage agencies, English Heritage, Historic Scotland, Cadw and Department of the Environment - Northern Ireland; professional bodies such as RICS, RIBA, CIB, CIAT and IHBC; as well as representatives from York university, the Building Research Establishment (BRE), SPAB and the National Trust. COTAC holds a standing conference twice a year. I was invited to one in April 2010 to present some of the preliminary findings of this research for discussion among the stakeholders. The meeting provided valuable information on the role of the group and some of their priorities for the next five years. It also supplied the contacts for two members who were willing to give their professional feedback on the research findings. Notes taken from this meeting were incorporated into the data collection.

5.4 Secondary Document Based Data Collection

Secondary document based data was gathered from a variety of sources to enhance the primary and preliminary data collection. As mentioned in Chapter Two, recent years have seen a number of reports produced by the Built Heritage sector on matters relating to this research. These reports have provided valuable background information on the current issues and activities happening within the Built Heritage sector. As well as data from these reports, a scoping exercise was carried out to establish how the Built Heritage sector is currently promoted to young people and by whom. This was carried out using the internet to search for initiatives promoting Built Heritage. The major heritage stakeholder websites were methodically searched and details of various forms of promotion of the sector competed in figure 8.1. It was then noted whether any of the promotion was directly linked to careers in heritage and then more specifically linked to professional careers. A total of sixteen key heritage organisations were identified as having a key role in promoting the Built Heritage sector to the general public, the details of which are discussed in Chapter Eight of this thesis.

Data was also gathered to establish the extent of the course provision at undergraduate and postgraduate level in Building Conservation related degrees. University records detailing numbers of students on heritage courses were obtained by contacting the course providers directly to ask for the information. Out of twenty course providers, only three were forthcoming with course data. Each provider was emailed with a brief introduction to the research and asked to provide information on:

- Exact title and award of course offered
- Number of students enrolled (in each year)
- Breakdown of sex and age of students
- Former qualifications held by students pre course
- Information on where students go post course

Where universities were forthcoming, this information was compiled into a table (see Appendix E) to be used within the subsequent data analysis.

5.5 Phase One: Primary Data Collection

Interviewing is widely used in qualitative research and is suggested to be the most appropriate and commonly used method of data collection in grounded theory research (Gouldling, 2002; Charmaz, 2006). Darlington and Scott (2002) describe how interviewing affords flexibility to the data collection process whilst helping the

researcher to understand the experiences of the interviewee. The in-depth nature of an intensive interview promotes each participant's interpretation of his or her experience (Charmaz, 2006). The interview also provides an opportunity to collect a large amount of data quickly with the prospect of gaining immediate clarification if required (Marshall & Rossman, 1999). Interviewing can present a number of challenges to the interviewer. An environment must be established whereby the participants feel comfortable and relaxed about discussing their experiences (Charmaz, 2006). Interviewing was used in phase one and phase three of the data collection.

5.5.1 Primary Data Sampling Strategy

A purposive sampling strategy was used to identify participants for interviews. Purposive sampling is used within grounded theory research and involves selecting participants purposefully in order to gain specific knowledge about the research area (Schutt, 2006). As qualitative research is not about representing the population or the statistical generalisation of results, the sampling is not required to be random as to represent the population at large (Charmaz, 2006). Creswell (2007) argues that participants need to be chosen as a direct influence of them being involved in a process that is central to the area of study. Gobo (2004) emphasises that the quality of the purposive sampling is paramount and should be underpinned by clear criteria and a sound rationale for each criterion. In this study the purposive sampling for the first phase interviews with young professionals was based on three criteria:

(i) Working with historic buildings in a construction related discipline

Participants had to be pursuing a career in Building Conservation or Building Heritage. This could be through training or working with a heritage based practice.

(ii) Pursuing a professional career

Participants had to be following a professional career path such as Architecture, Building Surveying, Engineering or Conservation Officer. It was not important how long they had been in the profession or their training route or if they had accreditation from a professional body.

(iii) Under 38 years of age

The participants were required to be under 38 years of age to qualify as a 'young person'. It was felt that 38 was young enough within an overall career lifetime and old enough to accommodate professionals who had undertaken longer degree and post graduate programmes.

Contact with a fellowship programme for young professionals specialising in Historic Building Conservation provided three participants that fitted the sampling criteria outlined above. A further three young professionals were recruited through contact with major heritage organisations via the NHTG executive meetings discussed earlier in the chapter. The sample of young professionals was made up of four females and two males. The gender ratio of the sample was circumstantial. The interviewees were individually contacted and I explained the nature of the research and received their support. Each participant showed a genuine interest in the area of research and expressed their willingness to be involved. The fellowship students were in the later stages of an intensive nine month education programme designed to expand their knowledge in Historic Building Conservation for use within their professional roles working with historic buildings. The other three interviewees were working in a professional capacity within the Built Heritage sector. Figure 5.1 displays the profiles of the interviewees who participated in phase one of the data collection. Respondents A to E were the young professionals who participated in the research.

Respondent F, G and H were other professionals from the Heritage sector who were able to provide information on more general areas regarding careers in Building Conservation. Respondent F, a university lecturer and former Historic Building Surveyor with experience in the problems associated with running undergraduate courses in Building Conservation was approached for participation within the study, the lecturer showed an interest and accepted an invitation to be interviewed. Respondent G, a Conservation Officer in the North East, attended a heritage skills symposium and provided an informal interview on her career path. Respondent H gave an interview on his career path from Archaeology into Building Conservation and how he now works for a major heritage stakeholder as a Project Manager on the policy side. To gain an understanding of how career information, advice and guidance works and what impact this may have on the recruitment of young people into professional Built Heritage careers, a phase 1 interview was carried out with respondent J, a careers professional

who has experience as a careers advisor and who now works as part of a widening participation into STEM careers team.

Table 5.1 Phase One - Interviewee Profiles

Respondent	Gender	Age	Profession	Additional Information
Respondent A	F	30	Conservation Officer (Training to be Building Surveyor)	Professional fellowship student in conservation
Respondent B	F	36	Architect	Professional fellowship student in conservation
Respondent C	M	27	Architect	Professional fellowship student in conservation
Respondent D	F	26	Conservation Building Surveyor	Worked in Mainstream Practice
Respondent E	F	37	Conservation Building Surveyor	Mother of two
Respondent F	M	n/a	Lecturer in Architectural Technology and previously Building Conservation	Degree in Archaeology
Respondent G	F	n/a	Conservation Officer	
Respondent H	M	n/a	NHTG Project Manager	Degree in Archaeology
Respondent J	F	n/a	Careers Professional and Academic in Education Research Institute	Experience of the careers service and widening participation in STEM subjects

5.5.2 Sample Size for In-depth Interviews

Patton (2002) suggests that there is no rule for determining the sample size within qualitative research and that the adequacy of the sample depends upon the individual study. The aim of the research procedure within this qualitative study was to provide data that was deep and rich rather than expansive. The Built Heritage sector is a relatively small area of specialism for those who work in it and a relatively small sample proved enough to provide sufficient in-depth data from which to theorise (Creswell, 2007). The final sample for phase one of the data collection is shown in table 5.1.

5.5.3 Phase One Interviews

Semi-structured interviews of between 45mins and an hour long were conducted as the primary source of data. The interviews were used as a means of questioning the participants and drawing out data regarding who works in Building Conservation and how they get there. The interviews were designed to find out the stories of the participants, the what, the how and the why. The young professionals (A-E) and the career guidance professional (J) were interviewed at their places of work or training, providing an environment that was convenient, comfortable and familiar to them. Respondents F, G, and H were interviewed in a mutually convenient and neutral setting. An aid memoir (see appendix B) was used to direct the interview when required and to ensure certain key experiences were explored. As the interview process progressed, questioning became more focused reflecting key themes that were emerging from the data. Each interview was digitally recorded with the permission of the participant. Digital recording allowed an accurate record of the interview to be stored and accessed for subsequent analysis. The interviews were transcribed as soon after the interview as possible so the process of coding could commence. Strauss & Corbin (1990) advocate transcribing each interview in order to start the coding process before conducting the next interview, however in the case of this research three participants were interviewed in one single day and a further two participants on another day meaning that there was not sufficient time to transcribe each interview before the next one. By taking notes of anything that seemed significant during each interview it was possible to start a basic level of coding mid-interview. This allowed any note-worthy experiences to be explored within the immediate subsequent interviews.

5.6 Phase Two: Case Study

The constructivist grounded theory approach detailed in Chapter Four, advocates that after initial data collection and coding has begun, and concepts started to emerge, theoretical sampling and further data collection is carried out to further the analysis. This process is shown in figure 4.4. Phase two of the research process used the data analysed from the first phase of the research in the design of a case study. The aim of this was to test some of the emerging themes and concepts. Fellows & Liu (2003) explain case studies as using a combination of data collection methods to investigate a phenomenon within a particular context. A cross-sectional study was carried out with the aim of providing a snapshot of the attitudes of career conscious young people

towards the Built Heritage sector and to test the visibility of Mount Heritage among a group of year 9 students.

5.6.1 School Heritage Project – Overview and Methodology

The suggestion from the literature (Gatewood, Gowan, & Lautenschlager, 1993; Hodkinson & Sparkes, 1997; Foskett & Hemsley-Brown, 1999) and echoed in the research findings in this thesis for the need for young people to have an 'experience' or exposure to a career before they are able to conceive a future career in that area, was used as a basis to plan the case study. The literature in Chapter Three describes the varying amount of careers education young people receive through both formal and informal channels. The school heritage project was designed as an introduction to careers in Historic Building Conservation aimed at giving year 9 students an experience of the Built Heritage sector and the careers that lie within. Year 9 students aged fourteen to fifteen were chosen for the study based on a number of factors. The literature reviewed on young people and career choices in Chapter Three highlights Foskett, Dyke, and Maringe's research (2003) into improving the careers curriculum in schools. Out of 25 suggestions for improvement, within the top five were, to provide more information generally, provide guidance earlier than year 10 and to have more talks about specific careers. Liaising with the school highlighted that during the time allocated to running the heritage project, a number of the school year groups were involved in end of year exams and would therefore be unable to take part. From the remaining year groups it was deemed that year 9 was the most suitable choice for the project. Year 9 students are in a position where they still have a number of years left before finishing school and therefore generally have not yet made any final decisions on career choice. However they are in the stage of starting to think about their future career and how the subject choices for GCSE they make at the end of year 9 will affect their future career plans (Blenkinsop et al., 2006).

5.6.2 Case Study Aims and Objectives

The aim of the case study was:

- To discover how young people can be informed about careers in the Built Heritage sector.

Case study objectives:

- To connect with a regional heritage skills co-ordinator and work in partnership to set up a heritage education event within a local school
- To understand how young people might be informed about professional careers in Building Conservation
- To engage parents in the knowledge sharing experience teaching them too about the careers in Built Heritage, helping them to be involved in their children's career making process

To give young people 'an experience' of the Built Heritage sector and the careers available, the project was divided into four events. Firstly a short introduction to Historic Building Conservation, followed by examining careers in the Built Heritage sector, exploring Durham Cathedral through career minded eyes and finally a presentation, prize giving and parents' evening.

5.6.3 A Partnership from the Sector

To increase the usefulness of this intervention, it was important to consult and include an existing heritage initiative from the sector in the study in order to approach it from an 'on the ground' practical rather than purely academic view point. Fulfilling the second objective of the case study, this also gave a valuable insight into the practicalities of running an initiative including the costs and organisation involved. To achieve this I formed a partnership with the Heritage Skills Co-ordinator from the North of England Civic Trust who runs The Heritage Skills Initiative (HSI). The HSI raises awareness and creates *"the training and partnership opportunities needed to address the shortages in those trades required to restore and maintain the historic environment"* (NECT, 2010). As previously discussed in this chapter, the HSI is a regional venture dedicated to education and training in traditional building crafts. It has initiated projects such as Training the Trainers to get more skills training for teachers within colleges, traditional craft courses and taster days for the public and schools and a professionals' conservation lecture series aimed at Architects, Surveyors and other professionals in the Built Environment (NECT, 2009). The Heritage Skills Co-ordinator had key knowledge and expertise that were required to give the case study the backing from the heritage sector making it more than just an academic exercise. The HSI identified the importance of work within schools and colleges and the case study was also able to

act as a pilot study for them to look towards securing funding for a Heritage Education Officer for the North East.

5.6.4 Case Study Location

The case study was located within a large secondary school in Hartlepool in the North East of England. The school was chosen for the case study phase of the research because of its local setting (Strauss & Corbin, 1990) to the HSI co-ordinator and the school's willingness to participate. The North East of England has the highest number of buildings on the 'Buildings at Risk Register' however, the region has no Built Heritage training providers and no accredited heritage professionals, demonstrating the need for more people from the area to enter the profession (Harris, 2009).

The participating school is a designated specialist science college with the aim of raising standards of achievement to become a centre of excellence in scientific and mathematical education. The school is situated on the edge of Hartlepool where the town meets the rural country side. As previously mentioned, the year 9 students were chosen to take part in the case study as it is at this age (14-15 years old) that the students start to focus their future learning by choosing the subjects they will continue to study through their GCSEs in the following year.

Contact was made with the Design and Technology teacher, who had in a previous year been involved in a 'Heritage Wonder' project with the local Heritage Skills Initiative. Following an explanation of the aims of the research she agreed to a meeting to discuss the project further. The meeting at the school discussed practicalities and time scales which were all agreed in principle. The case study was conducted throughout June and July 2009. There are approximately 260 students in year 9. Nine students volunteered for the project directly from the introductory assembly, with a further five being strongly encouraged to participate by the teacher. The volunteers were made up of seven girls and seven boys.

5.6.5 Parental and Teacher Involvement

The literature in chapter three highlighted the importance of informal careers advice and the strong influence of parents and teachers. With this in mind, the school heritage project design included both teacher and parental involvement. From the outset, the

heritage project had the support of a senior teacher within the school. This made accessing the school straightforward and was valuable in guiding the design of the school heritage project, helping it run smoothly. The teacher involved showed understanding for the project aims and an enthusiasm for the opportunity for her students to be involved. As well as co-ordinating the access to the school and students, the participating teacher had both written and oral communication with the parents of the students asking for their support and permissions. Parents and family members were invited to the final stage of the case study, where they were given an introduction to the project and able to gain an insight into the careers available in the Built Heritage sector.

5.6.6 Project Practicalities

The organisation of the school heritage project raised a number of practicalities that needed addressing. It was an important pre-requisite for going into any school that the HSI co-ordinator and I had been checked by the Criminal Records Bureau. This was a straight forward process, however it does take time and involve a cost and therefore needed planning into the time scale and budget. The support from the teacher for the project made accessing the school and arranging the various meetings with the students straightforward. The teacher took the responsibility of writing letters to the parents about the project, gaining permission slips for the trip and organising the attendance of the parents to the presentation evening. The school also provided the transportation to and from the cathedral. The historic building chosen for the project trip needed to be accessible and relatively local to the area. Durham Cathedral was approximately half an hour drive from the school and is a high profile historic building that is familiar with receiving school groups. The students and teacher used the school minibus to provide transport for the trip which was done within school hours. The support from the school and Heritage Skills Co-ordinator was central to the success of the project.

5.7 Phase Three: Specialist Feedback Interviews

Phase one and two of the data collection produced a series of categories which were subsequently built upon and conceptualised, in line with the grounded theory approach put forward in Chapter Four, to produce two key concepts. To further deepen the understanding of these concepts and how they impact upon the Built Heritage sector, a

third phase of data collection was carried out. This third phase presented the research findings to three specialists for feedback and confirmation on the value of the research within their particular fields of expertise. The specialists represented the areas of careers, university level education in Building Conservation and Built Heritage professionals. Table 5.2 shows the profile of the three specialist participants and a more detailed biography for each is located in appendix L. Each of these participants was chosen for their position and knowledge within their specialist area. They were contacted via email to ask for their participation and given a short introduction to the research. The subsequent telephone interviews lasted between 40 minutes and an hour and were digitally recorded and then transcribed before analysis took place.

Table 5.2 Profile of the Specialist Feedback Participants

Name	Specialist Area	Job Title	Additional Information
Claire Nix	Careers	Career Guidance Policy Maker Babcock	Institute of Career guidance, Cegnet Project Manager, STEM Careers
Henry Russell MA (Cantab) DipBlgCons FRICS FSA IHBC	University level Conservation Education Provider	Course Director, MSc in Conservation of the Historic Environment	Member of the Conservation Course Director's Forum, Executive member of COTAC and NHTG
Dr Seán O'Reilly BA, PhD, MURP, IHBC, FSA Scot	Built Heritage Sector professionals Stakeholder	Director - The Institute of Historic Building Conservation	Executive member of COTAC and NHTG

5.8 Process of Data Analysis – Interviews

The process of data analysis was based on the constructivist grounded theory guidelines proposed by Charmaz (2006) presented in Chapter Four, figure 4.4. The grounded theory approach involves a process of sorting or 'coding' textual data as a method of analysis. This is done in different stages, each stage becoming more focussed as codes are raised to categories and then to concepts before the main theory starts to emerge.

Once each interview was transcribed, the data was coded on a sentence by sentence and incident by incident basis, meaning, that each sentence and sometimes cluster of sentences or incident within the transcribed interview was read and given a code title. Where sentences or incidents from different interviews shared a theme, they were placed under the same code name. The initial coding was done using NVivo, a computer based data analysis programme for qualitative data. The programme is essentially a coding storage and data management system. It is not an automatic means to code the data. The use of NVivo in this research was beneficial in the early stages of data analysis. It made the process of coding, sorting and storing a large amount of data relatively easy. It offered flexibility in the management of the data with the capability to make alterations and changes to how the data was coded when necessary. One of the largest benefits to using NVivo was the ease at which specific bits of data could be simultaneously viewed and printed. This then made further manual analysis easier once more focused analysis was required.

Being able to print out lists of the initial codes was useful and aided a more manual approach towards finding links and creating conceptual categories. Manual coding was also carried out as a way of becoming more familiar with the data and cross checking that all possible codes had been established. This was found to be a more effective approach to intensify the analytical study by allowing a deeper immersion in the data and emerging themes. Hand written memos and diagrams were displayed on large wall charts to help establish the links in a visual manner. The initial coding process produced 55 codes by which to sort the data (see appendix C). Table 5.3 shows an example of how the sentences were coded.

Table 5.3 Initial Coding Example

Interview Transcript	Initial Code
Int: "Do you know where that kind of interest stemmed from?" Resp: "I know exactly, it's quite sad really. It was Year 9 Miss Last's class and we did a topic at school on buildings and that was it, I was addicted."	Impact of role models
"I was aware of the scholarship because I had seen the web page that describes it."	Researching training and career paths online
"Things like Grand Designs touch on it but again that's mainstream entertainment."	TV influence

Following the initial coding process, focused coding is implemented to link the many initial codes under broader conceptual categories. Charmaz (2006) explains that focussed coding is the second major phase in the coding process and requires the researcher to identify connections between the initial codes and using the most significant among these to form conceptual categories under which to fit all subsequent codes. This part of the coding process seemed to be quite difficult initially but it soon emerged that although the name suggests this second stage to be more focussed, this is in fact achieved by going back to the data and looking at the more general categories under which each of the more detailed initial codes fitted within. It was important however not to force codes under categories as this would compromise the overall analysis. Creswell (2007) suggests that not all the coded data will eventually be used in the development of theories and that certain codes simply will not fit into the emerging categories. If important codes emerged in new data being analysed that did not fit into the existing categories, the conceptual categories were reviewed and revised accordingly rather than force data into an inappropriate category. The definitions and parameters of the conceptual categories became increasingly clear as the coding process progressed and subsequent interviews were used as a means of probing into emerging ideas to explore further. The process of focussed coding finally produced 12 conceptual categories, shown in table 5.4, under which the initial codes fitted and to which any subsequent codes could be added where appropriate.

Table 5.4 Conceptual Categories

Sector name issues	Individual career paths into conservation	No clear route or guidance	Barriers on entering the sector
Who works in conservation?	Making a link and being inspired	Falling into conservation	Issues with undergrad courses and training
Image of the sector	Role models	Issues of place	Point of contact

The third stage in the coding process is to identify how each of the categories link together using a method called Theoretical Coding. This ultimate stage of coding specifies possible relationships between the conceptual categories weaving the data back together (Charmaz, 2006). Dey (1993, p. 47) describes this process as *"the analytical equivalent of putting mortar between the building blocks"*. Theoretical coding is a process that required constant revisiting of the data to seek evidence relating to the emerging theory to strengthen it in order to create solid concepts around which a

theory could be constructed. In reality this involved finding links between the data and revealing where the data required further strengthening. Much of this exploration of the data was done through diagrams showing connections and the process of writing.

Memo writing is an integral part of data analysis within grounded theory (Glaser, 1978). Charmaz (2006) explains that memos should be written throughout the coding and analysis of data to capture emerging thoughts and ideas about connections and to highlight further avenues of questions and directions to pursue. The importance of memo writing was not fully understood during the initial stages of data analysis. Although links were being made and ideas contemplated, these were recorded in rough note form rather than in a more formal memo writing approach. Once memo writing was established it represented a first attempt to articulate relationships and meanings found within the data. My own preferred analysis methods being logical and visual, I found the process of articulating these ideas in writing difficult and found myself reverting back to a process of forming those links and ideas in diagram and note form before being written more formally. These methods aided the thought process and guided direction throughout the analysis.

Theoretical coding produced two core categories. These create the structure for the data analysis chapters. The core categories are:

Cultural Conflict – The young people currently employed and training in professional Built Heritage roles are more diverse in workplace culture and previous workplace or training background than is being recognised by the current recruitment initiatives.

A Hidden Destination – The Built Heritage sector lacks visibility and a clear recognisable identity. There is a missing link between young people's access to heritage and information about careers in the sector.

5.9 Reflections on the Data Collection and Analysis

The data collection process and continuous analysis was carried out over a two year period and included a series of techniques including interviews, meetings and a series of events within a school. Throughout the research, strong links were formed with the key stakeholders within the sector such as NHTG, SPAB, COTAC and IHBC. As well as my acceptance and inclusion in executive meetings and conferences, these links

also provided contact with the research participants. This overall support for the research by the sector and my insider experience provided a depth to the data collection that would not have been possible otherwise. The process of choosing the school for the case study was also aided by the links to key stakeholders. The Heritage Skills Initiative already had links with a school and therefore was valuable in presenting the idea for the case study.

The process of analysis was initially challenging and time consuming due to the coding process used in grounded theory analysis. The use of Nvivo computer software aided the process of the initial coding, although as more detailed coding took place, it was found that a manual coding process helped to establish a connection with the emerging codes and the links between them.

5.10 Chapter Summary

This chapter has presented the data collection methods and the subsequent analysis of that data. The research utilises a range of preliminary, secondary and primary data collection methods. The primary data collection was divided into three phases. The first of these involved a series of interviews with a range of participants including Built Heritage professionals. The second phase of data collection was a case study, involving a number of events within a secondary school to test some of the emerging themes. The data was analysed using constructivist grounded theory techniques and produced two core concepts, 'Cultural Conflict' and 'A Hidden Destination'. Finally, the third phase of data collection presented the key research findings to three specialists for feedback.

Part II

RESEARCH FINDINGS

"There are those that can build, and there are those that can build beautifully"

CHAPTER 6

A Personal Journey into Heritage

6.1 Introduction

This first chapter detailing the findings of the research details my own personal journey and career path from school through to Historic Building Surveyor and highlights some of the experiences that shaped that journey. The inclusion of personal experience has traditionally been seen to threaten the objective nature of research, however Holliday (2007, p. 120) reveals a place for *"powerful, personal authorship"* that has emerged from a postmodern viewpoint. By writing a personal narrative I am re-exploring my own experiences of navigating a career path amongst Britain's historic buildings to better understand the experiences of some of the interviewees within this study. Rather than 'data' that has been systematically collected within the research setting, a personal narrative can be used as evidence (Holliday, 2007) to help provide a real life context for the subject matter. In this case it is evidence for the importance of the research issue and motivation for conducting it. It also acts as evidence within the analysis and discussion of the findings by critical comparison and contrast of my own experiences with those of others who have been interviewed.

6.2 Choosing a Career

Chapter Three disscusses ways in which young people make career choices. McMahon and Patton (2006) believe that learning about careers is a life-long process and Bassot (2009) suggests people need a series of ongoing experiences by which to construct knowledge about future careers. Looking back at my childhood, I am able to trace a series of experiences and situations that shaped my interest in historic buildings and constructed my knowledge around the oportunities avaliable.

Many of my early childhood memories involve a clear visual image of buildings. Before the age of ten I had lived in two Grade II listed houses. The first of these was a Georgian town house in the centre of Worcester that my parents had bought as a condemned structure before carrying out the works to transform it into a family home. This was followed by a year-long stay in a 17th century country house in Derbyshire

whilst my parents built their own house. The new house in which I spent the next fifteen years was situated in a Conservation Area. Built using reclaimed stone from a disused local railway wall and was designed by a Conservation Architect who lived next door. I have many memories of the building site and of hours playing on the scaffolding and helping my father build the dry-stone garden walls. These early childhood experiences helped to form both 'contracted images' from my personal contact with works to historic buildings and Conservation Areas, as well as 'delegated images' conveyed by my parents regarding the role of the Conservation Officer and Conservation Architect (Foskett & Hemsley-Brown, 1999, p. 237). These experiences had a lasting impact on my life and future career choices and were very much 'visible' to me throughout my childhood (Foskett & Hemsley-Brown, 1999, p. 239).

Informal careers advice and support from family and friends plays an important role in influencing the career decisions of young people (British Youth Council, 2009; Semple, et al. 2002; Blenkinsop, et al. 2006). Born in 1980, I grew up in a large supportive and nurturing family with parents who encouraged new experiences and freedom of thought and expression. Looking back, the whole family played a positive role in the choices I made regarding my future career. Young et al (1997) support this effect of influence and explain that the continuous process of relationship between parent and child can have an influence on career development. My father worked his way up through engineering firms specialising in Concept Design Engineering and now retired, is a precision maker and developer of clocks. My eldest sister and I both inherited my father's design mind and keen eye for how things work and are put together. Where my father and sister's careers have focused more on mathematical engineering based roles, my interests are more design based. My cousin also trained as an engineer before taking over the family blacksmithing forge specialising in architectural ironwork within historic settings. These three family members helped to construct my understanding of creative and technical roles within engineering and too shared in my interest for historic buildings. They provided opportunities to discuss my growing interest, allowing me to develop my ideas further (Bassot, 2009; Foskett & Hemsley-Brown, 1999).

Further informal influences came from school and it was there that all the experiences of my childhood were compounded and developed into a respect and appreciation for historic buildings. I gained good GCSE results and stayed on in the sixth form to study Art, Geography and Psychology at A-level. These subjects were chosen out of general

interest and my past achievement levels rather than with any thought of the future in mind. My growing interest in historic buildings was encouraged by my A-level art teacher. Research by the British Youth Council (2009) confirms that teachers are the third biggest influence on young people making career and subject choices. My art teacher, who had a personal interest in historic buildings, encouraged me to use different mediums such as sketching and photography to capture my growing interest in old buildings. From there I did subsequent art projects on country houses and an A-level written study explored the introduction of the Dutch gable to British architecture, all of which were encouraged and inspired by my teacher's influence and knowledge. Semple et al. (2002 p.2) suggest this informal network contains three categories of influences. My experiences at school and through my family were 'unplanned influences' that helped to construct a growing interest in historic buildings. The second category of influence I received from my parents was 'implicit assumptions'. Although I enjoyed the practical nature of design and played with the idea of doing a craft apprenticeship, there was an underlying assumption that I would go to university and therefore should focus on a professional career. I had by this time established a strong interest in working with historic buildings but had no idea how to turn this into a career, what careers were available and which path would get me there. 'Planned, explicit interventions', the final category of influence suggested by Semple et al. (2002 p.2) came at this stage when friends and family would suggest possible career avenues to explore or places to look.

6.3 Formal Careers Advice

Formal careers advice provided by trained career guidance professionals varies from school to school (Blenkinsop, et al. 2006). At the age of fourteen I saw an external Careers Adviser, a compulsory 15 minute appointment arranged by the school. I was beginning to show an interest in the Historic Built Environment and communicated this to the adviser. There was little exploration or explanation of the possible careers within Built Heritage or the Built Environment sector. Instead a career in Planning was suggested and having not dismissed the idea, I perceived that this became the focus of the Careers Advisor without exploring other options. Planning was an area I knew very little about, but I showed an interest in as it involved buildings and had a conservation element. This formal advice session was not unhelpful, but neither did it help me to explore other possible avenues related to historic buildings. Echoing research by the British Youth Council (2009); Semple, et al. (2002); and Blenkinsop, et al. (2006), the

informal advice played a much more significant role in influencing my career decisions. One of the main reasons for this may be due to the fact that the formal advice was delivered by a stranger who had a limited time to offer advice, compared to the drip-feeding approach of informal careers advice delivered on a continuous basis throughout childhood (Foskett & Hemsley-Brown, 1999).

The outcome of this single meeting with the careers advisor was to arrange a week of work experience in the local planning office. For many young people their work experience placement is the most significant contact with the world of work that they have before entering employment (Ball, 2003). A week in the planning office gave me an insight into the career of a Planning Officer but also into the more general world of work. Towards the end of the week I spent a single day with the Conservation Officer. I identified the amount of pressure the Conservation Officer was under with the sheer work load and having to constantly tell residents what they were and were not allowed to do to their own houses. The experience moved my thinking on with respects to my own career. Although I had identified that I did not wish to become a Planner or Conservation Officer, I had connected with the area of work the Conservation Officer was involved in, which led to questions about other possible careers in Building Conservation.

6.4 An Unmarked Path to Somewhere

Unlike today's young people growing up as part of a "Net Generation" (Barnes & La Gro, 2009), I relied on the school's career library as the main source of information on what career path to take and how to get there. The library did not contain any specific information on careers with historic buildings so I spent days searching each university prospectus index for courses in 'Conservation' or 'Heritage'. These two terms were my only link at that time to roles in the Built Heritage sector. At 16 I knew very little about the different professional careers working with historic buildings that were available. I had no clear career titles or course names by which to search. Foskett, Dyke and Maringe (2003) highlight the importance of career identity and clear marketing and promotional strategies in the influence of career choice in young people. I had heard of Architecture but ruled it out due to the thought of seven years studying new build and design before being able to specialise in what really inspired me. I did find a few courses in Conservation, but these were Material Conservation and not about buildings specifically. I was standing at the boundaries to the 'Careers Landscape' with no idea

what 'mountains' were out there, or how to reach them (Foskett & Hemsley-Brown, 1999, p. 242). Finally I found two, three year undergraduate courses in Building Conservation, one at Huddersfield University and the second at Bournemouth University. Due to personal circumstances I was not able to go to Bournemouth, so applied with a single choice through UCAS to Huddersfield.

Less than a week to go before the course started I received a phone call from the university to inform me that the course would not be running due to a lack of applicants. Only three people had applied for the Building Conservation course. As I had no second or third choice place to fall back on, I went back to the school career library to search once more. Over a year had passed since my initial search and UCAS application and this time I had since connected Building Conservation to the Built Environment and Construction related degrees. I found a Building Surveying course that cited conservation modules within the prospectus. I applied and was accepted at Sheffield Hallam University.

There is currently very little Building Conservation taught on mainstream Built Environment and Architecture courses (ICOMOS, 2005). However, I was able to unofficially fine-tune certain areas of the Building Surveying course to match my interests by choosing historic buildings in project work and by selecting Conservation Studies elective modules which included both theory and practical elements. For my sandwich placement year I worked with a small building surveying and design consultancy specialising in diocese work, much of which involved historic churches and vicarages. I learnt practice based skills such as specification writing and researched traditional building materials and techniques. One project I was involved in included stripping off inappropriate cement render from a grade II listed vicarage and working closely with the Conservation Officer, contractor and lime specialist to reinstate a traditional lime render. In my final year I wrote a dissertation on 'Why Women like Building Conservation' which explored the cultures of the sector in comparison to the Construction Industry and explored the reasons why there are many more women who work with historic buildings than in mainstream construction.

I graduated in 2004 with a BSc (hons) in Building Surveying. As a Building Surveyor specialising in historic buildings I was recognisable to the Built Environment and Architecture sectors. If I had followed the Building Conservation degree course I would not have graduated with a recognisable professional qualification and may have

struggled to find employment without a recognised title. A degree in Building Conservation may be more appropriate for roles within organisations such as English Heritage or the National Trust, however an undergraduate degree in Building Surveying opened up the Built Environment sector to me. This was an area or mountain that I had never thought of visiting at sixteen.

6.5 Historic Building Surveyor

After graduating I worked for a few months in a temporary position as an Architectural Assistant in a Conservation Architects practice until I knew which part of the UK I wanted to move to more permanently. The absence of an Architecture degree was not a disadvantage for my work in an Architectural practice that specialised in historic buildings. Generally the work was much less about design and more about sensitive adaptation of existing buildings and repair and maintenance. I found that I had the edge over the newly qualified Architects as my training had included the adaptation of existing buildings as well as building pathology, defects and conservation studies.

Having enjoyed the work at the Architects practice and established my role within the sector, I started to define myself as an Historic Building Surveyor and applied for jobs with various Architects specialising in conservation in York. I was offered four jobs I had applied for and chose the practice that best suited my needs. The firm were honest from the outset about being unsure of where to position me within the company due to me not being an Architect and that my salary would be in line with the newly graduated Part II Architects. Within months I had shown capabilities on a par with the fully qualified Architects and was running projects of my own. This was recognised and I was awarded a 25% pay increase. I had found my niche as an Historic Building Surveyor with a Conservation Architect role. Looking back on my career path I can see how I managed to carve out my own unique career path to become an Historic Building Surveyor but wonder if others have managed to do the same and how different it is now, ten years later, to navigate a path to Mount Heritage?

6.6 Chapter Summary

Piecing together my memories, experiences and career path has enabled me to see how much of an unique experience it has been. My passion for historic buildings has been established through years of influence from a variety of people and experiences.

The opportunity to turn that interest into a career was realised, although the path was not clearly signposted and was hard to navigate. My own experience highlights some of the key areas of importance when looking at increasing the numbers of young people working with historic buildings in a professional role. The two main areas that stand out are first of all the influences and experiences that established my interest in a career with historic buildings and secondly the routes available to get there.

CHAPTER 7

Cultural Conflict

7.1 Introduction

The first of the two core concepts drawn out from this research is one of *cultural conflict* and will be discussed within this chapter. The professional Built Heritage workforce attracts individuals from a variety of backgrounds. These range from the Built Environment sector to Archaeology, Art and History, each having a different workplace culture. These diverse working cultures are not recognised by current recruitment initiatives for the Built Heritage sector and may hold the key to wider recruitment success. This chapter of research findings focuses specifically on the culture found in professional Historic Building Conservation careers. It examines who works in Building Conservation and how this differs from the wider Construction Industry before finally questioning how this knowledge might inform future recruitment strategies.

7.2 Where is Building Conservation Situated?

Chapter Two discusses the organisations and Government Sector Skills Councils (SSC) that represent the Built Heritage sector. As well as organisations such as SPAB, COTAC and The Edinburgh Group, the sector is largely represented by The National Heritage Training Group (NHTG) set up by the SSC ConstructionSkills. The NHTG, Heritage Lottery Fund (HLF) and a range of local organisations such as the Heritage Skills Initiative in the North East of England, have been instrumental in raising the profile and number of people training in traditional craft skills, such as stone masonry and thatching, over the past ten years. However, as the literature in Chapter Two demonstrates, very little has been done by way of increasing the numbers of professionals (NHTG, 2008c; NECT, 2009; Heritage Lottery Fund, 2002). The NHTG report into 'Built Heritage Sector Professionals: Current Skills, Future Training', has brought the recruitment and training of professionals to the attention of the sector (NHTG, 2008a). The action plan from the NHTG report is located in appendix F and Chapter Two highlighted the action points the plan shares with this research. In the two years since the report was published, little action has been seen by the sector in regards to addressing promotion and recruitment activities aimed at professionals. As

part of the data collection methods, detailed in Chapter Five, I was able to attend a series of meetings held by the NHTG Professionals Action Committee tasked with implementing the action plan. The committee is made up of representatives from the Built Heritage sector including education providers, private heritage contractors and representatives from the NHTG and other heritage organisations. Since the first action meeting in November 2008, only a further four meetings have since taken place with very little progress made on the report's proposed action points. The majority of the meetings have focused on discussions around the wider support for the role of the professional in Building Conservation and the development of a Memorandum of Understanding which was subsequently launched by Sir Patrick Cormack's All Party Parliamentary Arts and Heritage Group on 31 March 2010. The Memorandum of Understanding invites clients, property managers, planners, contractors, craftspeople and professionals in the Built Heritage sector to agree to ten principles that should guide work to pre 1919 buildings (HBAS, 2010). Small amounts of progress have been made in other areas within the plan, but very little has been done so far to address the key actions, detailed in Chapter Two, that fall within the scope of this research. The NHTG action points (see appendix F) give broad idealistic statements to action by way of addressing the skills shortages and gaps within the sector, yet provide no discussion on how each action point might actually be implemented.

With the NHTG so firmly rooted in ConstructionSkills, there is a strong emphasis on the link between Building Conservation and the Construction Industry. In theory, the link between construction and conservation seems obvious due to the nature of the work and the commonality of buildings. However, in practice it seems that there are differences between the Construction Industry and its subsector Built Heritage, which could have a major impact on recruitment. This difference is less about the subject matter of buildings and more about what is being done to them by whom. It is also about the different work place cultures that exist and how this may affect recruitment.

Chapter Two highlights the lack of literature defining any kind of workplace culture for the Built Heritage sector. Therefore, a greater understanding of the conservation culture is required. One of the ways to understand more about the Building Conservation culture is to gain greater knowledge of the motivations driving people to choose a career in this area. Presently, a disparity seems to exist between the actual career path many Building Conservation professionals have taken and the paths assumed by heritage agencies and Sector Skills Councils concerned with recruiting to

the sector. Chapter Two discusses how the Built Heritage sector currently relies on existing professionals from the Construction and Built Environment disciplines with the majority of training in Building Conservation being offered at a Post Graduate Level (ICOMOS, 2005; NHTG, 2008). For Architects, Surveyors, Planners and Conservators specialising in Historic Building Conservation, a career path through a Built Environment subject followed by more specialist training in Building Conservation may seem like the most appropriate route. However some of the professionals working in Historic Building Conservation have taken somewhat different routes from different backgrounds; a point which should be explored and recognised by those concerned with attracting more people to careers in Building Conservation.

7.3 The Nature and Culture of Conservation

Chapter Two describes Historic Building Conservation as *"the action taken to prevent decay and manage change dynamically"* (Historic Royal Palaces, 2010). Before any schemes of maintenance or repair are carried out, a thorough and detailed recording process is usually undertaken. Caring for historic buildings requires knowledge of historic structure and fabric as well as the materials and techniques traditionally used. This differs from mainstream construction projects, which tend to utilise the latest or, in some cases, cheapest technologies and skills to build, maintain or upgrade the Built Environment. This research suggests that a difference occurs between the mainstream Construction Industry workforce, and those tasked with caring for the Historic Environment.

The review of culture literature in Chapter Two highlights the array of culture definitions. Ellis and Lipetz (1979) describe culture as being the collection of the subtleties of a society and the ideas people share, comprising chiefly of beliefs, values, norms and language. It is believed that culture is learned through socialisation within a particular group or society (Barthorpe et al. 2000). In the case of this research, the particular groups in question are the Built Heritage Sector and the Construction Industry. In order to investigate the culture of Historic Building Conservation as an occupation, it is important to gain an understanding of those who choose a career in this area.

7.3.1 Who works in Historic Building Conservation?

The literature highlights the lack of a purposeful and driven recruitment initiative for the professional side of the sector, leading to a lack of new entrants and the skills shortage and gaps highlighted by groups such as the NHTG (2008) and COTAC (2010). As a result, some of the sector is seen to be dominated by an aging population of men, many of whom come from an Archaeology or traditional craft background.
Respondent A, a former Conservation Officer and SPAB Letherby Scholar, recognises the amount of older people working in the sector and describes this generation as being part of a catchment who have developed an interest in Historic Building Conservation through opportunities that are simply not offered to a younger generation.

> *"At the moment I think they tend to have a certain catchment which is often older people who have got interested or people who are working in it or interested in it anyway. But it doesn't really seem to aim at any sort of earlier level, so you have got courses for home owners or courses for professionals who want to learn about building conservation but perhaps there is an opportunity to aim at colleges and schools even and maybe run kind of visits or have hands on stuff."*
>
> (Respondent A)

This comment suggests that not enough is being done to tackle the lack of young people entering the sector and that opportunities to develop an interest in the sector are only really available to an older generation. Young people who do wish to develop an interest in historic buildings may find that it is hard to fit in to an interest group dominated by people old enough to be their parent or even grandparent. Respondent C, a twenty seven year old Part II Architect, discusses his experiences of attending an event with the Churches Conservation Trust.

> *"I went to this thing when I was at [named a conservation architects practice] – it was really funny. It was with the Churches' Heritage Trust or something like that. Churches Conservation Trust – it might have been, I can't remember. But god, everyone was like 50, and I like rocked into the room, and they must have thought I'd come into the wrong ...like I was looking for the nearest internet café or something like that! I rocked in, and it's like 'Who's this?!'"*
>
> (Respondent C)

In most professions there is likely to be a mixed age range reflecting the working age of the population. Chapter Two discusses the suggestion that due to the effects of an aging population in the Built Heritage sector and many people retiring, the extent of the skills shortage will be magnified in 15-20 years time if more young people are not recruited (Rogerson, 2007). Respondent C compares his experiences of working in both mainstream Architectural practices and Heritage Conservation practices, stating:

> *"you can go into modern practices that produce modern work and they've got kids in there 18, 19, 21 or whatever, post-Part 1. And then it just kinds of seems to be there's a general spread of the age group in conventional practice. But yeah, probably in the heritage – in conservation practices and things like that – yeah - I probably would say I felt like I was still the young buck in the game."*
>
> (Respondent C)

He distinguishes between mainstream and heritage architectural practices, highlighting the differences in the age range within each. If the Built Heritage sector is to attract a younger workforce and address the skills gaps and shortages highlighted in the literature, young people need to feel accepted and comfortable amongst the current workforce. Respondent E suggests that one reason for the aging heritage workforce is that many young people entering careers in the Built Environment and Construction Industry aim for *"the big flash jobs, the big names and the new builds"*. She also believes that many new graduates are interested in securing the best financial package and suggests that these tend to be more available on new construction work rather than conservation. This was supported by respondent C who adds that he believes that some Built Environment professionals develop an interest in Built Heritage later in their career as their priorities change and their appreciation grows. He reflects on this older generation dominating heritage warmly, but struggles to feel accepted as a youngster.

> *"There are real characters, lovely warm, passionate characters throughout the conservation industry. But I'd say it's hard to feel part of that at this stage."*
>
> (Respondent C)

Despite the general view among many of the respondents that Historic Building Conservation is dominated by an aged generation, this research had little trouble in recruiting young professionals to take part in the interviews. It seem that as well as the over fifties, there is an emerging group of young people who too have developed an interest in Historic Building Conservation. This research demonstrates that some of the young people entering the sector are not doing so through Construction and the Built Environment. This is important to note as it may have a potential effect on how the sector is promoted. The young Built Heritage professionals participating in this research come from a variety of backgrounds. Some have specialised in Historic Building Conservation at post graduate level following a related Built Environment degree in for instance Architecture, while others made a sideways move into the sector from Arts and Humanities backgrounds. Respondent A developed an interest in Historic Building Conservation having done an undergraduate degree in English Literature and Classics. She had no experience or intention of entering the Built Environment sector until she got a temporary administrative job with the Scottish Parliament during which she became involved with a project involving a Grade I listed building.

> *"I just got really interested in all the works that was going on there and also just the building programme in general. I realised that I wanted to work in that area but specifically with historic buildings."*
>
> (Respondent A)

She describes how working in Edinburgh, a city with a large number of historic buildings, introduced her to a new possible future career option. Her interest in the classical and ancient world and her growing interest in historical architecture were born out of a passion for the Arts and Humanities rather than Construction and the Built Environment. She describes a slow filtering process whereby she developed these interests and linked them to a possible future career avenue.

> *"I loved the city [Edinburgh] and I think that was part of it as well subconsciously wanting to work on developing those buildings and work with them ... so it was very slow kind of filtering through my brain, got there in the end."*
>
> (Respondent A)

Respondent D also came to the Built Heritage sector from a humanities background. Having studied geography at school she had planned to continue this at university but was forced to rethink this path having failed to achieve the grades required. These experiences echo my own, detailed in Chapter Six. My interest was in historic buildings and I failed to make a link between the work I wanted to do and the role of the Construction Industry. It never occurred to me that my artistic and creative interest in caring for historic buildings would need to be channelled through the *"dirty, dark and dangerous"* Construction Industry (Chandler, 1992, p. 31). Chapter Two suggests that mainstream construction is largely associated with high-tech building techniques (Gurjao, 2008) and modern structures, attracting a young, white male workforce (Greed, 2000). Building Conservation, on the other hand, is concerned with the care of historic structures and, as detailed above, attracts a variety of people from backgrounds including Arts and Humanities. Chapter Three refers to a study by Carmen Vidal Rodeiro into A-level subject choice in England, which shows that Art and Design, as well as Humanities subjects such as History, are more popular among girls than boys (Vidal Rodeiro, 2007). No statistics currently exist detailing the gender makeup of the Built Heritage sector workforce. However, a previous study into Why Women like Building Conservation (Buxton, 2004), combined with the small amount of Conservation course student data forth coming from three universities (see appendix E) and the gender ratio within the sample used in this study, suggests that Building Conservation attracts more women than the Construction Industry (Greed, 2000). This view is supported by respondent A. When asked how the two sectors differed in culture, she discusses women coming to Conservation through Arts and Humanities routes rather than a more technical or construction background.

> *"I think there is a lot more women in conservation ... A lot of people who go into conservation tend to come from the background of perhaps archaeology or art, history or, architectural history, almost humanities and art subjects that women tend to do and then they kind of get into it and then start doing more hands on stuff and more technical stuff and realise that they really want to do that but they've got an arts degree! But that is a problem right from school, it is about getting, attracting women into something that they haven't done before I suppose."*
>
> (Respondent A)

This research suggests that one of the reasons there are more women in Built Heritage is due to the sector being more feminine in nature than its more masculine big brother, the Construction Industry.

7.3.2 A More Feminine Side to Construction

Building Conservation involves sensitive care and a detailed approach to historic buildings, qualities that are traditionally viewed as feminine in nature (Colley, 2003). The literature review illustrates how the term 'carer' clearly describes one of the characteristics associated with the works required from those working to maintain the UK's historic buildings. This role of care giver is also one trying to be established by English Heritage (2005) as it promotes an understanding of the value and importance of the historic environment with the aim of passing on a desire to care for it. Care and carer are terms that are often associated with female roles, in a motherly position or as professional carers (Women and Work Commission, 2006). Care is associated with a feminine culture and forms one of the five C's (caring, cashiering, clerical, cleaning and catering) the Fawcett Society (2010) use to describe many of the roles dominated by women. This is in contrast to the Construction Industry which displays a more masculine culture and is currently dominated by men (Gale, 1992; Greed C. , 2000; Gurjao, 2008). This view is also reflected within the interview data.

> *"I think mainstream construction still has a macho image, very male dominated. It is you just go onto a construction site there is a male atmosphere, not an intimidating atmosphere, not in my experience anyway. But it is male. So a lot of woman/girls perhaps wouldn't even think it was something they could do, it wouldn't enter their minds and if it did they would be put off by that because I think it could be intimidating."*

While in Chapter Two Greed (2000) and Gurjao (2008) discuss the male dominated culture within the Construction Industry, this research supports an earlier study that suggests the Built Heritage sector, a sub group of construction, may not share the negative and masculine culture attributed to construction as a whole, leading to more women choosing careers in Building Conservation (Buxton, 2004).

> *"A lot of women seem to be interested in building conservation but aren't attracted to the construction industry".*
>
> (Respondent A)

Respondent E, a female Conservation Building Surveyor questions whether conservation is a 'softer' side of construction and whether that accounts for the equal amount of male and female Conservation Building Surveyors in her office?

> *"Well... maybe people see it as a softer side of it, if you see what I mean ... [here] there are ... three blokes and three girls, so you know 50:50."*
>
> (Respondent E)

Another female respondent and Building Surveyor entered an all female office environment when she first started working with historic buildings. She suggests the sector is less cut-throat and more flexible than the more commercial Construction Industry.

> *"I came from an all male environment office...to an all female environment office and actually, I found that quite daunting. I don't know why...it just seems to attract more females...Maybe because it's not quite as cut-throat as the commercial world...I think it's more flexible."*
>
> (Respondent D)

Respondent B was the only female Architect within this research who had experience working in mainstream Architecture. She discusses the difficulties she had dealing with conflict in a male dominated environment.

> *"I think I was not prepared enough or the thing where I have a problem is yes, the conflict. You know, how you go round this conflict and that is something you don't really learn, except for just have to do it.*
> *I know exactly like you said my male friends, they just don't. They just say 'Harry why are you feeling so bad about, it's their fault they are stupid' and I am like 'No...'."*

As discussed in Chapter Two, the Construction Industry is described by many as having conflict ingrained (Bagilhole, et al., 2008; CABE, 2004; Dainty, et al., 2007; Greed, 2000). Respondent B perhaps felt expected to be able to deal with conflict in a competitive and aggressive manner, conducive to the masculine culture around her, rather than a calmer, negotiating, feminine approach. This led her to question her suitability for a career in Architecture.

> *"Sometimes I doubted if I wanted to be a project Architect as it was quite stressful."*
> (Respondent B)

Being an Architect in a mainstream practice and being an Architect specialising in Historic Building Conservation is not too dissimilar in that each Architect would be mainly office based with visits to site, have several projects to work on at one time, have a potentially demanding client and having to liaise with contractors carrying out the work. This research has highlighted that the cultures could be different within these two sectors but it is more difficult to define exactly where these differences occur. Chapter Two highlights an interesting point emerging from the 'Why Women Leave Architecture' report, suggesting that most examples of discriminatory or unacceptable behaviour towards women were the result of other Architects and in some cases other consultants, with far fewer comments made about the behaviours of clients or contractors (de Graft-Johnson, Manley, & Greed, 2003). If the Built Heritage sector (including both the craft disciplines and the professionals) is examined in detail, it could be said that the positively caring and feminine culture has a knock-on effect throughout the sector. If caring for a building in a discrete manner or the art of painstakingly cleaning a building like St Pauls Cathedral with a toothbrush over a number of years is more in line with a feminine culture, then it follows that it attracts a more balanced proportion of men and women than mainstream Construction. This will have an effect on the professionals who enter these building sites and work alongside them, spreading the caring culture throughout conservation. This in turn impacts upon the proportion of men and women entering the sector and this more feminine approach to work will be reflected in working practices and environments with perhaps a less gender unfriendly culture as described in mainstream Architecture and Construction.

Respondent D worked as a Conservation Building Surveyor at a prestigious historic landmark building and has found the more female orientated office more flexible than her previous mainstream surveyor's practice. She comments on how her role at work is balanced with having children and her concerns of being able to find alternative employment that would allow her to work part time.

> *"I mean for me at the moment this works for me where I am in my life, balancing it with home and work. I mean to find something else; I don't think anyone would take me on at the moment because I don't want to work full time so...it just works. Nobody clocks you in or clocks you out in a morning as long as you get your work done; it's not that ... sort of office environment that you have to be seen to be the first one in and the last one out. It's never been like that."*
>
> (Respondent D)

She has found a female, family friendly work environment, something that is less common within mainstream practices.

> *"There is one of the Surveyors in our office ... and you can tell he is not going to stay for long. He wants to get a bit of experience and then move on and up, whereas some of us are quite happy to stay."*
>
> (Respondent D)

Respondents B and D were able directly to compare their experiences with the Construction Industry in Architecture and Building Surveying to their roles within Historic Building Conservation. Respondent D recalls *"gender issues"* with her first mainstream surveying firm and used the example of the lack of support for her Assessment of Professional Competence (APC) for the Royal Institution of Chartered Surveyors (RICS), despite other male colleagues receiving help. She hadn't experienced similar issues since being in Historic Building Conservation.

This evidence demonstrates some of the professional differences in culture between mainstream Construction and a more feminine Built Heritage sector. These differences between the nature of work and the culture seem to affect who is attracted to each

workforce and therefore need to be recognised in relation to how the sector is promoted and to whom.

7.3.3 Just for the love of it

Also contributing to the differing nature and culture within the Built Heritage sector is a concept that emerged from the interview data which suggests there is a certain amount of love and passion involved on the part of the conservation workforce towards their historic subjects. It seems that Building Conservation stirs the emotions of those who work in it. Respondent E is a Conservation Building Surveyor at one of London's famous historic buildings. She describes her feelings towards her work environment and how even in the middle of London after a long commute to work it can be a place of tranquillity.

> *"...it is so good. You walk in here in a morning and nobody else is here and it's completely quiet. It doesn't matter if you have had a bad drive in or bad train journey in; you just walk in and it's just so great."*
>
> (Respondent E)

When asked where she thinks she will be in ten years time she expresses her love for her work and her desire carry on. A second expression of love came from respondent C as he recalled how his passion for historic buildings developed through *"illuminating teachers"* in his History of Architecture lectures at university.

> *"that just kind of really lit everything up for me and just became such a.... I loved it. It allows you to gain some sense of where things have come from and this kind of ongoing.....evolution, if you want to call it that, of architecture. One of the lovely things about these buildings, you know old buildings, is the richness of meaning and layers of meaning...the depths to which you can study it and love it are very deep indeed".*
>
> (Respondent C)

Equally inspired was respondent A as she recalls her visits to historic houses as part of her scholarship training in Building Conservation.

> *"a reminder of why you are doing it and what these beautiful houses you are going to see and the wonderful things that have been created, why it is important to keep them, conserve them and why it is so inspiring."*
>
> (Respondent A)

Respondent B talks about a different mindset between the two sectors.

> *"It's a different mindset as well and it's also taste. So I do think they are different, but how different."*
>
> (Respondent B)

Respondent C describes a more artistic and refined version of construction when referring to conservation and those who work in it.

> *"It's a real art of construction. That's what you see when you see a proper craftsperson. Somebody who understands the materials he's working with, who understands the art of bringing them together. I think what I'd have to say about the craftspeople you meet on the scholarship, and those who you meet in the heritage industry, as opposed to those you'd meet on a Barratt's housing development or whatever. There are those that can build, and there are those that can build beautifully."*
>
> (Respondent C)

He suggests a difference in standard and quality and a deeper link between the employee of the sector and the buildings. Although he is referring to the craft or trade side of the industry, this contributes to the overall culture of the workplace and therefore also impacts on the professional side. Respondent B adds:

> *"It is just kind of the sensitivity of the place and the appropriateness of the reaction."*

The love and sensitivity expressed by the respondents during the interviews paints a different cultural view than that of construction. The Built Heritage sector relies on

people entering the sector via the Built Environment sector and Construction Industry or mature career changers. However it fails to attract a younger more diverse workforce by doing this, and misses a proportion of the population that are not attracted to the culture of the Construction Industry or Built Environment sector. The emerging evidence of conflicting cultures that exist between the two sectors, leads this research to question whether current practices of recruiting largely via the Construction Industry and ConstructionSkills is the best way to promote careers in Building Conservation.

7.4 Chapter Summary

Chapter Seven has argued that a cultural conflict exists between the caring feminine nature of Historic Building Conservation and the more masculine Construction Industry. As the Built Heritage sector currently has no proactive and effective approach to recruitment and relies on its workforce filtering through from the Construction Industry, there is potentially a huge pool of possible recruits who may be interested in a career with historic buildings but are put off by the ingrained culture found in the access routes. In light of Foskett & Hemsley-Brown's (1999) concept of a careers landscape discussed in Chapter Three, the current positioning of recruitment for the Built Heritage sector within the Construction Industry could be compared to placing an advert for an eco-holiday to a protected African wildlife reserve within a travel brochure advertising Club 18-30 holidays to Ibiza. This research recognises that many people working within the Built Heritage sector have made sideways steps from other areas such as the Arts or Humanities. If the sector wants to attract more people into careers within Built Heritage, it needs to recognise that recruitment strategies need to be widened in order to attract the full range of potential recruits.

CHAPTER 8

A Hidden Destination

8.1 Introduction

This chapter discusses the second of the two core concepts drawn from this research, *'A Hidden Destination'*. It adds to the first core concept, discussed in Chapter Seven, of a *'cultural conflict'* between Historic Building Conservation and the Construction Industry, through which Building Conservation is currently promoted and accessed. A hidden destination, focuses on the barriers such as a lack of visibility and identity that are affecting the entry of young people into the sector. As identified in the literature in Chapters Two and Three, there are currently a significantly low proportion of professionals working with historic buildings that recognise the importance of knowledge and understand the skills, methodologies and philosophies that are required when working in Building Conservation (NHTG, 2008). The need to address these skills gaps has been highlighted by organisations and committees such as the DCMS (2001), English Heritage (2006), ICOMOS (2005), COTAC (2007) and NHTG (2008). However, there is little evidence currently of initiatives specifically designed to address the shortage of heritage professionals among young people. This chapter suggests that the professional careers available in the Built Heritage Sector are beyond the radar of many adults, but in particular the 'radar' of young people. The sector lacks visibility and identity, which in turn impacts upon the careers information, advice and guidance available, how the sector is promoted and current qualification and training routes available. These barriers, their effects and the impact on the sector and the recruitment of young people, are investigated further within this chapter and the implications arising from these findings are presented.

8.2 A Lack of Visibility

The young professionals who were interviewed for this research were asked about how their interest in heritage developed and how this was reflected in their career and training route. Many of the interviewees encountered barriers that they had to overcome to find their career. One of these emerging barriers that contribute to the concept of *'a hidden destination'* is a lack of visibility. Careers within the Built Heritage

sector are not visible to many young people (Foskett & Hemsley-Brown, 1999). This is in contrast to my own childhood, detailed in Chapter Six, where a series of experiences related to the historic environment, opened my eyes to a possible career working with historic buildings. For the young professionals interviewed for this research, many of them experienced visits to historic buildings, as part of a school trip perhaps, but failed to make a connection between the historic environment and a possible future career. The experiences of the young Built Heritage professional interviewees were analysed to look more closely at the perceived missing link between childhood experiences of heritage and possible careers. Respondent A, a former SPAB Letherby Scholar discusses her memories of school trips and their link to history but not to possible related careers.

> *"To me school trips to historic buildings, which I loved, were about history, they weren't about architectural buildings, they are about history and about the social history and about what people did in the past, which was fascinating. But I didn't make that connection with looking after the buildings."*
>
> (Respondent A)

Her interest in historic buildings started from a young age but she did not make the careers link until much later after her first degree. She continues to talk about her childhood experiences in relation to historic buildings and highlights further the gap in knowledge between her interest in historic buildings and the careers available that contribute to the care of them.

> *"I remember being quite young and seeing buildings being altered or demolished and being outraged but not understanding why it could happen and being really upset by it and thinking 'why do they let them do it' but who are 'they' I don't know who they are. Then I realised later I suppose that you could be 'they' (laughter) and make decisions about what happens, but I didn't realise at the time. I think it was ... I didn't really meet anyone else who cared either, I can't think of that many people when I was growing up who expressed they were bothered, or interested. So I don't know where it came from. But I think if someone had pointed it out I might have ... I think I would have taken a different path."* (Respondent A)

The comments support the concerns of heritage organisations, highlighted in Chapter Two, that the link between the historic environment and careers has not been made (NHTG 2008). They demonstrate a lack of visibility in the lives of young people, despite historic buildings being a very visible part of their childhood and education. Foskett and Hemsley-Brown (1999) highlight the need to expose young people to career areas in order to develop any kind of interest in a possible future in that role. Chapter Seven has highlighted potential cultural conflict between perceptions of Built Environment and Built Heritage. So as well as the differing cultures affecting recruitment and career paths, the sector also needs to focus on helping young people make the link between the historic environment and careers. This is backed up by views from respondents A and C, who believe:

> *"it doesn't really seem to aim at any sort of earlier level, perhaps there is an opportunity to aim at colleges and schools even and maybe run kind of visits or have hands on stuff. People like hands on stuff especially and try and get people interested earlier."*
>
> (Respondent A)

> *"I'd have to say, there isn't an awful lot that offers itself to kids, or children, or those of a younger age who might be interested in this kind of thing."*
>
> (Respondent C)

To enable a more detailed analysis of how the sector is currently being promoted and by whom, information was collected and collated to show current initiatives designed to promote the sector among young people (table 8.1). The information collected demonstrates a large array of initiatives on offer to engage young people with historic environments, many of which are provided through educational resources linked to a particular local historic environment such as a cathedral or castle.

Table 8.1 National Initiatives to Engage Young People with Built Heritage

Organisation	Initiative	Details	Careers Element
CADW	Access to historic sites Educational resources	To protect and sustain , encourage community engagement in and improve access to the historic environment of Wales	No visible direct link to built heritage careers
Churches Conservation Trust	School trips Learning resources School resources	Educational programmes to link learning to many historic churches around the country	No visible direct link to built heritage careers
English Heritage	Engaging Places E-resource Discovery Visits	an initiative that promotes teaching and learning throughout the built environment	No visible direct link to built heritage careers
Heritage Education Trust	Ensures a high standard of learning experience among historic sites and properties	Promotes and recognises quality in, and concerning, heritage sites and historic properties to allow meaningful access and understanding for all.	No visible direct link to built heritage careers
Heritage Link	Diversity Programme	Encouraging a broader access to historic buildings by all communities	No visible direct link to built heritage careers
Heritage Lottery Fund	Young Roots Training Bursaries (heritage crafts)	funded over 940 heritage education posts and 580 spaces for learning Help children and young people learn about heritage	Some link to careers information (mainly craft based)
Historic Houses Association	Public access to Britain's historic houses	projects to improve access to, education at and community enjoyment of historic houses	No visible direct link to built heritage careers
Historic Royal Palaces (see Ch. 2)	White Tower Conservation Project Educational Resource (Local Initiative)	A project for all ages of students to come and experience building conservation. Includes practical hands on experience, project managers diary and work based training placements	Primary careers information (aimed at all levels and both craft and professional)
Historic Scotland	Access to historic sites Educational resources Outreach work	Bringing Scotland's history to life and deepening understanding of our country's rich heritage	No visible direct link to built heritage careers
IHBC	Professional Body for Historic Building Conservation	promoting advice and understanding on the care and conservation, enjoyment and appreciation of our historic places for all	Primary careers information – (Graduate level)
National Trust	Access to historic buildings, Activities and resources for schools and families Activity days	Providing learning experiences that are appropriate to individual needs, that encourage dialogue and allow for deeper engagement with historic buildings	No visible direct link to built heritage careers
NHTG	Careers Brochure	Hard copy booklet (main focus is crafts with small reference to professional careers)	Primary careers information (Mainly craft with some ref to professional)
NHTG / ConstructionSkills	Regional Skills Fairs	Regional Skills Fairs to promote craft skills	Primary careers information (Craft based)
Regional Initiative providers	Heritage open days Heritage skills days Educational activities	Local initiatives linking communities to historic buildings	Some link to careers information (mainly craft based)
SPAB	Course provider for home owners, profs and crafts people	Education provider through scholarships and fellowships to raise standard of conservation practices	Primary careers information (Grad level/home owner)
The Prince's Foundation for the Built Environment	Education series Graduate fellowship Lecture series	an educational charity teaching and practicing timeless and ecological ways of planning, designing and building	Primary careers information – (Graduate level)

From the list of organisations involved in promoting the Built Heritage sector on a national scale, there were very few examples of promoting professional careers. Table 8.1 shows that where initiatives and organisations are providing primary careers information, it is for the most part focused on craft skills. The NHTG produces a careers guide, but this too focuses heavily on the craft side of the sector with little information regarding the roles, responsibilities and training routes for the professional side. This is also reflected in their website (NHTG, 2010), which contains reference to some of the professions available but these are then re-homogenised with the mainstream version of the careers through links to more general careers websites (DirectGov, 2010). Table 8.1 also demonstrates that where national initiatives and organisations exist that do recognise the importance of the specialist professional in heritage and conservation, these are generally aimed at the young professional already engaged with the Built Environment rather than young people who are yet to make or finalise career decisions. The Prince's Foundation for the Built Environment, the Institute of Historic Building Conservation and the Society for the Protection of Ancient Buildings all provide opportunities for young Built Environment professionals to gain specialist knowledge in Building Conservation through a series of lectures and fellowship programmes. These schemes provide a wealth of valuable professional development in Building Conservation but do not help the younger, pre-career audience to make the vital links between the historic environment and a professional career.

The many initiatives and resources that are on offer within the historic environment setting, focus more specifically on linking learning to the national curriculum, through subjects such as History and Geography, and providing an experience for young people to *"practise new skills and develop their creativity and love of learning"* (The National Trust, 2010). This missing link between heritage education and career options is supported in the literature, discussed in Chapter Three, by HEREC (2007) who suggest that school visits to historic environments and related heritage education have an insignificant impact on the subject choice of the students at GCSE. The NHTG (2008) also raises concern for the lack of interest in the heritage sector by young people and highlights a lack of awareness of the career opportunities available as one of the main reasons. As well as national schemes, the search for current initiatives summarised in table 8.1, shows there is evidence of many regional and local ideas. Many of these centre on a specific building or community, offering young people the opportunity to visit and learn about that particular environment. Many of the historic

buildings such as cathedrals and castles with open access to the public and a provision for school trips, have various educational resources for schools to utilise in order to enhance their visit. Part of the data collection for this research looked in more detail at English Heritage's Discovery Visits, to establish what young people are learning and experiencing on school trips. English Heritage hosts hands-on, site based Discovery Visits at sixty four of their four hundred historic environments that are open to the public (English Heritage, 2010). Between these sixty four sites, one hundred and thirty three themed visits for school students are on offer, that link to a variety of areas within the national curriculum.

Table 8.2 English Heritage Discovery Visit School Trips Curriculum Focus

National Curriculum Subject	Number of subject focused Discovery Visits out of 133 in total
History	115
English/Literacy	35
Drama	18
Art & Design	15
Science	14
Geography	6
Design & Technology	6
Maths	5
Religious Education	5
Music	4
Business Studies	3
Travel & Tourism	3
Citizenship	2
Personal Social Health & Economic	1

Table 8.2 details the national curriculum subjects covered by the English Heritage Discovery Visits and the number of themed visits focusing on each national curriculum subject. It can be seen that History is clearly the subject covered by the majority of themed visits, followed by Literacy/English and then Drama, Art and Design and Science. Typical Discovery Visits would include themes such as *Meet a Roman Solider* at Chesters Roman Fort in the North East, *Making Medieval Tiles* at Cleeve Abbey in the South West or *Victorian Life* at Brodsworth Hall in Yorkshire.

English Heritage's Fort Brockhurst in Gosport in the South of England offers five differently themed Discovery Visits. They each cover various different stages and subjects within the national curriculum, from History and Art and Design to Science and Maths (see appendix G). Fort Brockhurst is the only themed visit, out of one hundred and thirty three, to offer a Discovery Visit with the historic building being the focus. '*From Clay, Wattle and Daub to Bricks and Mortar*' is a buildings materials workshop aimed at key stages 1 and 2 covering national curriculum subjects Art & Design, Mathematics, and Science. The workshop for primary school children looks at how the construction of homes has changed over time, allowing children to handle original materials and look at design and pattern within the Victorian Fort. Although the themed visit has a building focus, there is no reference to the visit connecting the original materials and building methods and how the building is currently cared for and by whom. This demonstrates the missing link and how young people are not being given the opportunity to gain experiences around caring for historic buildings. This is perhaps an area that could be expanded and offered to students at key stages 3 and 4. A potential themed visit focusing on the conservation of the historic environment being seen, could be applied relatively easily at all sixty four Discovery Visit sites, linking to areas of the national curriculum such as Science, Art and Design, Geography, Maths and Design and Technology. The care and maintenance of each historic environment is one of English Heritage's main functions and therefore this would be an appropriate avenue to further educate young people.

The data emphasises the missing link to careers with historic buildings raised as a concern by respondent A (p. 101). Despite young people being exposed to historic environments and buildings through school trips and a range of initiatives designed to link the historic environment with the school curriculum, young people are not receiving the message about professional careers with historic buildings. Respondent A further discusses her own childhood experiences and demonstrates her lack of knowledge about careers within the sector at a young age despite her general interest in historic buildings.

> *"I think, probably, I had always known that that was what I was interested in but didn't have any consciousness that there was a career. I was always interested in historic buildings but you sort of have to look. I think it doesn't present itself to you as an option unless you have already had that grain, that idea".*
>
> (Respondent A)

Despite historic buildings holding a level of visibility for respondent A as a child, as well as among other young people, the link with careers is less visible. She suggests that exposing young people to the potential careers early on could have a positive impact as she believes that there is a *"huge untapped passion out there".* This supports the view that without visibility of a certain career area, many potential career opportunities will lie undiscovered by young people (Hodkinson & Sparkes, 1997).

> *"I think there are loads of people out there who would love to work in the building conservation sector who don't know how to get into it or don't know that you can get into it. I think there is a huge untapped passion out there. So many people discover it later when they have already got a career. So I think you have to get there early on and expose younger people to it as a career."*
>
> (Respondent A)

Like respondent A, other interviewees and symposium participants working in Historic Building Surveying, *"discover it later when they already have a career"* or have started on a different career path. Respondent D describes how she believes that many people are simply unaware of the opportunities within the Built Heritage sector and states *"I don't think they [young people] realise it is an option, I certainly didn't".* This supports the suggestion made in Chapter Seven that with marketing and recruitment for heritage being so firmly rooted in Construction and the majority of training at post graduate level, young people interested in History and Art are pursuing other careers before discovering Building Conservation much later in their careers.

Using the landscape analogy (Foskett & Hemsley-Brown, 1999), the data suggests that whilst the young potential traveller may see evidence of the Heritage Mountain through various school trips or access to the Historic Environment, they don't make a connection to a potential attractive destination for themselves with a route and a summit. There is no glossy brochure or travel agent promoting Mount Heritage and a

lack of maps to show clear routes and paths. It is not until later in life when the traveller has embarked on other journeys to nearby mountains that Mount Heritage truly comes into sight and they are able to enquire and make moves about travelling there.

8.3 Discovering Mount Heritage through Role Models and Experiences

As has been discussed, a lack of visibility and careers knowledge in Built Heritage at an early age had an effect on the career route taken by some of the young professional interviewees. Without the travel advertisements and brochures for Mount Heritage they embarked on alternative paths to different destinations. Once in adulthood and exposed to many more possible career opportunities, Mount Heritage became visible (Foskett & Hemsley-Brown, 1999). This section explores how the research participants discovered the career opportunities available in Historic Building Conservation and how this might affect a future recruitment and marketing strategy for the sector.

Respondent G, a Conservation Officer who attended the symposium commented on her lack of awareness of the sector until she started a degree in Planning. While respondent F, a lecturer and former Historic Building Surveyor, describes falling into conservation by accident.

> *"I'm one of those who fell into it by accident, history was one of my first loves and I moved away and got distracted and my first degree was actually in geology in the 70s. Then I suppose I worked mainly in recording buildings in the 1980s for South Yorkshire County Council until they were abolished and moved sideways to Doncaster to work with Historic Buildings over that way."*
>
> (Respondent F)

This description of falling 'into it by accident' suggests that it was an unplanned career route. If people are not exposed to certain career areas until after they have embarked upon an alternative career path they will have to make certain changes if a new career avenue presents itself. Chapter Seven details how having done her degree in English Literature and Classics, Respondent A secured an administrative job with the Scottish Parliament and so got involved on a project with a Grade I listed building. She was given an experience through direct contact with carrying out works to an historic

building, albeit through an administrative position, but this was enough to make a link and realise her future career goal. This experience leading to a realisation of wanting to pursue a career with historic buildings was also encountered by participant E who had completed a Building Surveying degree but only realised her passion for historic buildings after surveying one.

> *"I have done a lot of work on new buildings...when I did get the chance to do a survey on an old building or repairs; I knew that was where I wanted to go".*
>
> (Respondent E)

When asked, each of the respondents was able to pinpoint an experience introducing them to Built Heritage. For respondent C it was working alongside his bricklayer father and uncle on redundant mill buildings in Burnley, whilst respondent B was able to work shadow a friend of her father's whilst at school. She was an Architect specialising in conservation. Respondent E had her interest in buildings sparked whilst at school. When asked if she could remember what inspired her, she replied:

> *"I know exactly, it's quite sad really. It was Miss Last's class [age 9] and we did a topic at school on buildings and that was it, I was addicted. We studied different types of buildings, whether something was semi-detached, terraced, different brick patterns or brick bonds. We had to pretend we were an Estate Agent and write up the details for a house and everything and all different elements of the building."*
>
> (Respondent E)

When she was asked if she had any suggestions to encourage more young people to pursue a career in Building Conservation, she suggested:

> *"Get Miss Last to do more classes! No, I don't think its part of the school syllabus is it anymore, looking at buildings. I have got cousins who are quite young and I don't think they have really looked at buildings at all at school. I think that is probably where you need to start to get people interested in things".*
>
> (Respondent E)

These experiences and role models or sign posts and 'guides' helped to shape the career paths of the interviewees. This mirrors the work of initiatives such as STEMNET Science and Engineering Ambassadors described in Chapter Three. A new recruitment strategy for the Built Heritage sector will need to ensure young people are given opportunities to experience and ask questions of those working on Mount Heritage about the possible careers that are available within the sector.

8.4 A Lack of Identity: an un-named destination

As well as a lack of visibility, a further issue that emerged as a category from within the data, contributing to the concept of *a hidden destination*, was the lack of a clear identity and in particular the lack of a recognisable overarching name. The literature review highlighted Tadelis' (1999, p. 548) definition of a name as *"the label that summarises the physical attributes, past behaviour and other characteristics of the carrier of the name".* One of the participants demonstrated confusion over the name of the Built Heritage sector as she begins a discussion within the interview.

> *"I think the built heritage world, whatever you want to call it..."*
>
> (Respondent A)

Her use of the term *"built heritage world"* followed by her uncertainty with what others want to call it, demonstrates the lack of a unique commonly used name for the cluster of careers that are involved in the work to historic buildings. Further probing within the interviews prompted a variety of responses from the participants about the identity of the sector.

> *"It gets called lots of different things doesn't it. I call it building conservation I suppose because my degree was building conservation. It kind of makes sense to me. But if you talk just about conservation, people think you mean eco conservation and ecology kind of stuff. I don't know about heritage because it kind of has connotations with it that are a bit institutional or something. Or a bit sort of packaged up in heritage."*
>
> (Respondent A)

The variety of names used to describe the related careers associated with the care and maintenance of historic buildings was raised in the literature review in Chapter Three. Although there is no available literature on the naming confusion that surrounds Built Heritage, the review discusses the importance of an unique identity. My own experiences while searching for an historic building related professional career, detailed in Chapter Six, demonstrate the difficulties young people, with relatively little knowledge about the sector, can have when looking for further information. Respondent A confirms that the sector is referred to by a variety of names and discusses the connotations of using terms such as 'Conservation' and 'Heritage'. Using the term 'Conservation' on its own only conveys the idea that something is being conserved and does not necessarily relate it to buildings. It could also be argued that working with old or historic buildings does not always involve conservation and likewise, buildings that are not old enough to be described as historic (pre 1919) may also require conserving (NHTG, 2008). This is reflected in a discussion with respondent E, who states:

> *"If it's Conservation it tells you what you are doing, you are conserving something. But then, you could be conserving anything that is of any age, it may not necessarily be historic; but then historic, if we said Historic Building Surveyor that may not say that you do work on things that you protect things...Just that you look at old buildings doesn't maybe sound like you do anything with them... Actually I think I did always type in 'Conservation' or 'Historic' when I was trying to find jobs like this, so, yes. They would be the two words I would probably use."*
>
> (Respondent E)

The terms 'Conservation', 'Heritage' and 'Historic' seem to be the terms most associated with the work within the sector and yet on their own they do not fully describe the sector or roles within it. Throughout the literature these terms are linked with other words to more fully describe the sector or careers in it, for example 'Building Conservation', 'Built Heritage', 'Historic Building Surveyor' and 'Conservation Architect' (COTAC, 2000; English Heritage, 2007; NHTG, 2008a; HEREC, 2007; ICOMOS, 2005). A quote taken from respondent D, a Conservation Building Surveyor, describes how the lack of a clearly defined name and identity can cause difficulty when communicating with the general public about their career.

> *"I mean the National Trust probably use a different term for their Surveyors. I don't... I think surveying is such a broad brush and people often don't understand when you say you are a Building Surveyor they say well what's... they think of QS's...so you also have to explain what you do each time so maybe that's the problem, perhaps we have to start thinking Conservationist but then you think of ... of animals."*
>
> (Respondent D)

This is not unique to professions within the Built Heritage sector and respondent D describes similar issues with the term 'Building Surveyor'. This issue relates to the phenomena referred to by Foskett and Hemsley-Brown (1999) as 'invisible careers'. If people do not come into contact directly or indirectly with a career they will have no perception of that career. Unless people have had some kind of contact with Building Surveying or Building Conservation they are unlikely to know what the professions involve. Gatewood, Gowan, and Lautenschlager (1993) state that exposure to information is crucial in helping young people form an image of certain careers, whilst Foskett, Dyke and Maringe (2003) stress the importance of marketing and promotion in the influence on choice by young people. Without a recognisable name, Mount Heritage becomes a difficult destination to promote.

As part of the research, a short access search was carried out in July 2010 to establish what information was available from primary careers websites using some of the terms associated with the Built Heritage sector. It was found that even with knowledge of the range of possible search terms, the websites lacked information on the range of professional careers within the sector. Table 8.3 details some of the national websites for careers advice aimed at young people accessed in July 2010. Using the search terms 'Building Conservation', 'Historic Buildings' and 'Heritage', each site was accessed to see how much information was available regarding professional careers in Historic Building Conservation. None of the websites viewed provided a full range of information on the relevant careers available. Jobs4u, the careers website linked to Connexions and Fast Tomato did have information on 'Building Conservation Officer', just one of many professional careers working with historic buildings. Jobs4u also listed Conservator /Restorer, however the description had no reference to buildings and was only focused on art and artefacts. Careers Advice, the careers website supplied by Govdirect, the website of the UK Government, had no reference to specific

careers in Historic Building Conservation, but search results for 'Building Conservation' did provide information of more mainstream Built Environment careers such as Building Surveyor, Town Planner and Architect. The lack of a clear universal name for the sector with which to search, combined with the lack of information available on websites presents a series of barriers, to not only young people, but also to parents and careers professionals who use these websites as a key source of information.

Table 8.3 Search Results for National Careers Advice Websites

Information Provider	Search Results	Where Website Directs the Searcher
Jobs4u www.connexionsdirect.com/Jobs4u/	'Building Conservation' – **Building Conservation Officer.** 'Heritage' – **Conservator/Restorer** – however no link with buildings.	Further links to loosely related careers and external heritage organisations.
Careersadvice www.careersadvice.direct.gov.uk	Search 'Heritage' – **Conservator** (with reference to English Heritage) Search 'Building Conservation' – **Planning and development officer, Building Surveyor, Rural Surveyor, Town Planner, Architect**	Directed back to mainstream carers in Built Environment.
My Talent Place www.mytalentplace.co.uk	No information of Historic Building Conservation	n/a
Fast Tomato www.fasttomato.com	'Building Conservation'- **Building Conservation Officer**	Jobs4U job profile Links to external heritage agencies

One of the young professionals interviewed, studied Architecture in Germany before transferring to a London university to complete her degree. She too highlights the difficulties she has with her professional title and explaining it to the lay person. She describes how in Germany this is not an issue.

> *"when I try to explain what it is, I always thought it was a problem because of my language, that I can't say what am I doing, because every time I say I am doing Conservation I always feel like I have to explain further because I just can't say I am a Conservationist, "yes I am repairing old buildings and dadadadada".. Whereas in Germany 'Baudenkmalpfleger ' it actually says the whole thing in one word."*
>
> (Respondent B)

Baudenkmalpfleger is translated as 'carer of historic buildings' and can be broken down to reveal its translated components; 'Baudenkmal' meaning historic monument or building and 'pfleger' meaning carer, guardian or curator (ReversoDictionary, 2010). As respondent B explains, the single word encapsulates the whole essence of the professional area making it clearer to understand what role the name refers to and what that position involves. The use of the term 'carer' (or guardian or curator) in the translation supports the argument discussed in Chapter Seven regarding the nature and culture of the profession in the Built Heritage sector and through its German title, reflects the more feminine nature of the work. If the general public within the UK find it hard to identify the roles available within a sector which they are not able accurately to name, this will have a negative impact on the important role of informal careers advice delivered by family members highlighted in Chapter Three.

In a review of the university undergraduate and post graduate courses available in Building Conservation and Heritage carried out in 2010 as part of this research (see appendix D), it was found that most of the courses contain either 'Conservation', 'Historic' or 'Heritage' as well as either 'Buildings' or 'Architectural' in the title but these are in a variety of forms and sequences. It could be argued that the variety of course titles is positive as it reflects the variety of course content on offer within the sector. When compared with the variety of courses available in Archaeology, it was found that there too was a large variation in the course titles. However, the recognisable single unique umbrella title of 'Archaeology' provided a point of reference to be used when either talking about that sector to the lay person or when searching for possible courses available (Hotcourses, 2010). UCAS does house a comprehensive search facility that uses words within the title of courses available at undergraduate level for the coming academic year rather than having to search by sector, allowing for easier searching. However, prospective students are still required to have an expansive knowledge regarding the array of possible course titles. What the professional careers in the Built Heritage sector seem to be missing is a single recognisable unique overarching name that provides access to the available courses on offer and provides a reference point to the public or layman about the type of career it is.

8.5 Lack of Careers Information Advice and Guidance

The case study utilised in this research, further detailed in Chapter 9, was used to establish how easy it was for Year 9 students to find careers information on Built

Heritage job roles. The feedback from the students was that the information was hard to find. However, a few of the students commented that it was easier to find information for the same job titles but not in the Heritage sector. When asked where they had looked for information on heritage careers, all of the students said they had used the search engine Google and 80% of the students also using the web-based, collaborative encyclopaedia, Wikipedia. Very few of the group had either heard of or accessed information from the dedicated heritage organisations such as The Society for the Protection on Ancient Buildings and the National Heritage Training Group. None of the young people taking part in the Heritage careers challenge used either Connexions or the school career library. It is uncertain what impact the fact that the students were involved in an exercise rather than a real life search for their future career had on the results. The students were only given two weeks to find the required information on career description, training routes and potential salary, where in real life they may have longer to pursue avenues of information.

The access search of primary careers websites mentioned earlier, also sought to discover what information they contain for professional careers in Historic Building Conservation. The process of searching the range of possible terms and then following links to various sites, many of which in turn are linked to further sites, makes searching for dedicated information regarding the paths and options available, time consuming and laborious. The careers website analysis demonstrates that the specialist sector does not provide clear information or a coherent description of the sector and its careers. A more general web based search was also carried out using the range of terms associated with the sector (see appendix H). The internet searches demonstrate that provided as long as the many possible names used to represent the sector are known, many of the agencies and organisations representing the sector can be found. The careers advice offered by some of these heritage organisations is not thorough enough to meet the needs of young people wanting to find out more about the opportunities available in Building Conservation.

Table 8.4 summarises the scope of professional careers information provided by some of the key stakeholders in the sector.

Table 8.4 Built Heritage Web Based Professional Careers Information	
Built Heritage Organisation	**Web Based Careers Information Provided**
NHTG	Very little available regarding professional side of the sector – directed to general Careers Advice website for further information on mainstream Built Environment roles.
SPAB	Careers Information page portrays a negative view of careers in the sector and provides no further information or guidance.
IHBC	No general careers information aimed at young people or information about heritage roles however does contain a list of accredited post graduate courses, a list of bursary funded training programmes and job advertisements for the sector.

The NHTG website has a focus on the craft side of the sector with reference to professional careers being directed back to the Directgov Careers Advice website and information on mainstream Surveying and Architecture (DirectGov, 2010). There is a lack of information and clarity on specific professional roles and the courses available. The IHBC does not contain a dedicated page to careers in Built Heritage, however aimed at the graduate, it details accredited post graduate courses, job advertisements and information on training and bursary schemes. The Society for the Protection of Ancient Buildings (SPAB) has a web page (see appendix J) dedicated to 'Careers Information' (SPAB, 2010). The page portrays a negative view towards potential careers in the sector. It contradicts research by the NHTG (2008) and the general consensus within the sector that there is a shortage of professionals with specialist knowledge when it comes to work with historic buildings and suggests that there is a lack of job opportunities (Building Crafts College, 2007; English Heritage, 2007; HEREC, 2007; ICOMOS, 2005). The response to a question 'what jobs are there in building conservation?' depicts a sector where jobs are *"low paid"* and *"highly sought after"* and obtaining one requires a *"matter of luck and persistence"*. Although this may be true of some unqualified administrative positions within the sector, the site provides no positive reference to careers in the sector, with little in the way of encouragement to anyone reading it. Not only is the web page not encouraging about potential jobs in conservation, it could be argued that it could have a negative effect on young people looking for information about jobs in the heritage sector. This message was supported by respondent E.

> *"they were very approachable but they all said to you that it is difficult to get into this. Somebody, one of the people there had his own private practice and he says he gets letters all the time from people saying they want a job with him doing Conservation work and he just... he can't take them all. So he says there are people out there who want the jobs but there is just not the people providing the jobs."*
>
> (Respondent E)

Although this advice did not put her off specialising in Conservation Building Surveying, she identified the comments as a potential barrier to others thinking about entering the sector. The comments made by the conservation practitioner are in opposition to the skills gaps and shortages highlighted in reports by DCMS (2001), NHTG (2008) and COTAC (2010). However if there are young people who do want to pursue a career in Heritage and a lack of professionals specialising in Historic Building Conservation, a single practitioner may find him or herself getting a relatively high proportion of requests for work experience or jobs that s/he is unable to accommodate. His view also contrasts with recruiting difficulties in the sector found by respondent D. She describes how over a period of time, her employer, who specialises in the care of major historic landmark buildings, struggled to recruit. She describes how people were simply not applying, confirming the current skills shortage.

> *"We had trouble, I mean [a colleague] has been with us not quite a year yet, I don't think, but we had trouble recruiting. Prior to her we had somebody else who was obviously here for a year then she left and each time it took a long time to fill their vacancies. No one was applying. First of all I think it was salaries and that was re-looked at and we got a pay rise. That was nice, and, so that was addressed but yes, we couldn't understand it, the QSs as well have had real trouble recruiting QSs into [named place of work]."*
>
> (Respondent D)

Practitioners need to be made aware of the skills shortages as well as the potential strategies. If young people are to be introduced to prospective careers in the Built Heritage sector, there needs to be access to information about the career choices, paths and options available. Chapter Three discusses Bassot's concept of Career Learning and Development. This social constructivist approach whereby *"knowledge*

about careers is constructed through activity and in interaction with a variety of people", reflects the findings of this research which suggests young people need a range of experiences relating to Building Conservation and Heritage in order to develop a potential interest in a career in the sector (Bassot, 2009, p. 3). If the sector is dedicated to improving its visibility, identity, promotion and the careers information, advice and guidance available, then these underlying themes and barriers need to be tackled. Information from across the sector needs to be managed and presented as a united campaign promoting the careers and paths represented within the sector.

The STEM sector referred to in Chapter Three has focused on producing better information for young people and supporting the careers workforce with resources and information. Dedicated websites such as www.mathscareers.org.uk, www.futuremorph.org and www.noisemakers.org.uk offer young people (and career professionals and parents) a fresh and exciting look at the many available careers in maths and science and engineering.

8.6 University Provision

For a recruitment drive in Historic Building Conservation to be effective, clear career paths need to be in place to accommodate entry points from a variety of backgrounds and training at a range of levels. This research has shown that there are gaps in the current education provision (see Chapter 2 and appendix D). Building Conservation education is offered primarily at post graduate level, with very little offered below this. Respondent F, an Historic Building Surveyor and lecturer at a university that once offered an undergraduate degree in Building Conservation, talked about the situation of Built Heritage courses. His course ran for a number of years and then closed in 1999 due to a lack of recruits. He argues that there is not a great enough need for a dedicated education provision at an undergraduate level for Building Conservation.

> *"it seems that architectural conservation belongs at postgraduate level. All these attempts and they go back an awfully long way, to do it at under graduate level haven't been successful. It has been successful post graduate and it might well be it will be successful in regards to craft skills and techniques at an apprentice sort of level, but as an under graduate course we have had great difficulty in recruiting."*
>
> (Respondent F)

The lack of education provision at undergraduate level does pose a problem in terms of providing a training route into Building Conservation. If a recruitment drive aimed at young people was successful, there would need to be a clear path, or choice of paths, for young people to follow in order to pursue a career in Built Heritage. The current provision reflects the narrow recruitment focus detailed in Chapter Seven, whereby the sector relies on recruiting through those already on mainstream Built Environment courses or mid career changers. In both of these cases, a post graduate specialism is the required route. However, if more young people were encouraged to pursue a career in Building Conservation, many of whom may come from a background interest in Art and Humanity subjects, a greater course provision at a lower level may be required.

Figure 8.1 Current Visible Paths to Built Heritage

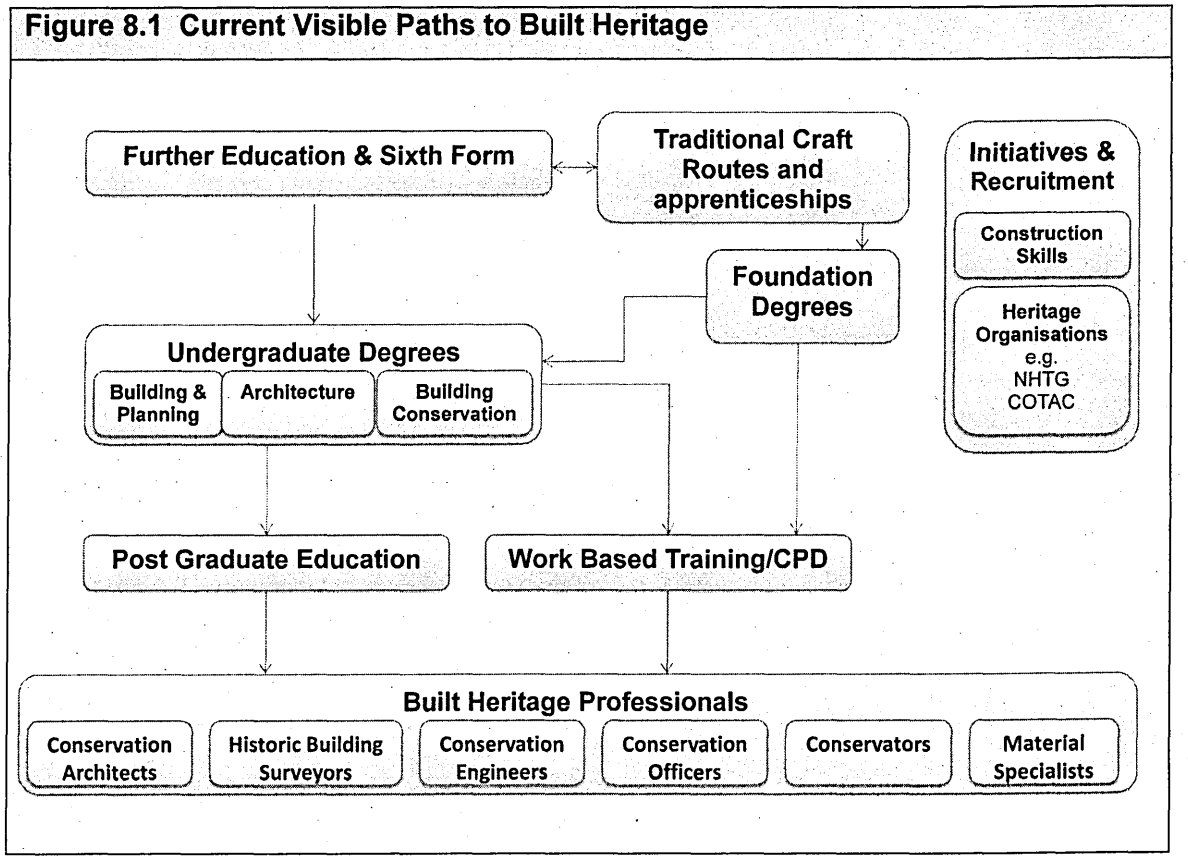


Figure 8.1 demonstrates that the current situation would require a young person to pursue an undergraduate course to a Construction or Built Environment degree such as Architecture or Surveying before specialising into Building Conservation via a post graduate course. There are two major issues with this current strategy. Firstly, the course provision is firmly set within the more masculine culture of Construction and

Built Environment programmes and therefore may be off putting to someone wishing to pursue a more 'feminine' culture or Art/History career in the care of historic buildings. Secondly, there is a concern over the lack of any Building Conservation related curricula on many undergraduate Construction and Built Environment undergraduate courses (ICOMOS 2005). Respondent B confirms this notion and states that there was no Building Conservation provision within her London based Architecture course. Respondent C studied Architecture in Glasgow and expressed sadness that course restructuring had led to the loss of two key lecturers and their teaching from the History of Architecture department. The NHTG (2008) argues that at some point in their careers most Built Environment professionals will work on pre 1919 buildings and therefore there should be preparation for this at an undergraduate level on mainstream courses. The concern for the lack of Architectural History and Conservation within mainstream courses was also raised by respondent A.

> *"If you don't have architectural history as a basis for all of those things then you are sort of missing out right from the beginning and you are always going to have to be learning stuff ... you are going to be going into buildings that you know nothing about and you are going to have to understand them and you should be starting from that".*
>
> (Respondent A)

Respondent B also expresses concern for the lack of Building Conservation taught on undergraduate courses.

> *"I mean, I think that it's a shame the architect doesn't get taught earlier about it. You know, a young person will start studying architecture and there is no reason why they shouldn't also hear about old buildings and traditional techniques; so I think it is a bit weird that it is so separate".*
>
> (Respondent B)

There is currently no clear career path laid out that a young person interested in Building Conservation might follow. As many of these courses include no Building Conservation course content, it is increasingly difficult to maintain these young people's interest in a career in heritage. Respondent F, the Historic Building Surveyor and

lecturer, explains that in the ten years since the cancellation of the undergraduate Building Conservation course, many of the conservation modules are still taught within an undergraduate Architectural Technology course. This gives students the option of specialising during their final year to graduate with a degree in Architectural Technology with Conservation. However, as he expressed in his interview this is not actively promoted to those with a possible interest in Building Conservation, but more of an add-on to those already on the Architectural Technology course.

> *"For conservation itself, I don't think we actually have an allocated leaflet even to it, it does occurs as a variant to Architectural Technology in the prospectus and we do get telephone enquiries based on that but we don't make a big splash in terms of publicity for it."*
>
> (Respondent F)

Courses like this do provide an avenue for undergraduate study with a link to Building Conservation, but without proper marketing and promotion, this avenue stays hidden. Therefore, a new strategy to promoting the sector would need to include careers information for young people that Built Environment programmes can lead to Built Heritage, coupled with the promotion of Built Environment undergraduate courses containing Built Heritage elements. This notion was supported by the experiences of respondent A, who suggests that if she had known that a Construction related degree could have lead her to a career in Building Conservation, she would have taken that route and believes that other may have done the same.

> *"So for me as a young person that wasn't … it didn't even enter my consciousness but if I had understood that there was a whole other side of it that was a big part of the construction/building industry maybe I would have gone and done that. I am sure other people would have."*
>
> (Respondent A)

Looking back at my own career path, training to be a Building Surveyor opened out my job opportunities once I had graduated as I had a recognisable qualification among the Built Environment and Built Heritage sector, despite not having formally trained in Building Conservation. Respondent A, shares her concerns for specialising too early in Building Conservation without the background knowledge of buildings and questions

what one might become after an undergraduate degree in Building Conservation. She felt that having specialised in Building Conservation, she now needs to go and get some experience in Building Surveying to give her the background knowledge. She discusses what advice she would give both young people looking for a career path to the Built Heritage sector, and about the more diverse workforce the heritage 'hook' could bring to the wider Construction Industry.

> *"If people realised early on that you could get to work on beautiful historic buildings and you can do that by going to do building surveying then maybe more people would go and do building surveying instead of the kind of people that normally do it."*
>
> (Respondent A)

It is beyond the scope of this research to propose the ideal route into a professional career in Historic Building Conservation, neither is it appropriate to narrow the wide range of career paths to some form of ideal route. This research puts forward the need for the sector to consider all the possible routes from school, through to a professional career in Building Conservation. The routes not only need to accommodate those wishing to travel to Mount Heritage via a Construction or Built Environment discipline, but also those attracted directly to the more 'feminine' or caring based values Building Conservation offers.

8.7 Chapter Summary

Barriers such as the lack of identity and visibility as well as the lack of clear career routes all contribute to Mount Heritage being a *hidden destination*. Despite having exposure to the historic environment and traditional buildings throughout childhood, young people are not making a connection between these environments and possible future careers. Job titles and other names used to describe the sector are not recognised by many, causing problems in both recognition of the sector and issues around how to search for information on Built Heritage careers. Having an identity for people to recognise would involve clarity of a name among heritage organisations and will enhance the sector's visible presence as a tangible way of promoting careers. A new promotional strategy would require all those representing the sector to recognise the importance of a universally used name or brand as well as acknowledgement of the

various pathways to the sector. A holistic approach to promotion is required to ensure that young people not only hear about Mount Heritage but are also equipped with the means to source further information about travelling to and scaling the mountain.

CHAPTER 9

School Heritage Project: A Case Study

9.1 Introduction

The research findings have established two core concepts. The first, that the Built Heritage sector lacks visibility and identity; and the second, that the culture present within the sector is different from the culture that exists in Construction and the Built Environment. Both concepts affect recruitment of young people to the sector. This chapter uses a case study approach with one school to trial various approaches, drawn from the research findings, which may be able to provide solutions in practice to address the current skill shortages and gaps.

9.2 Case Study Objectives: revisited

The aim of the case study was to take some of the issues raised by the interviewees and test them in a real school setting to discover how young people can be better informed about careers in the Built Heritage sector. This was achieved through the following objectives:

- To connect with a regional heritage skills co-ordinator and work in partnership to set up a heritage education event within a local school
- To understand how young people might be informed about professional careers in Building Conservation
- To engage parents in the knowledge sharing experience teaching them too about the careers in Built Heritage, helping them to be involved in their children's career making process

9.3 A Series of Experiences

Chapter Two revealed that in spite of a drive to encourage schools to provide more compelling learning experiences outside the classroom, young people are not making the links between trips to historic sites and career options (HEREC, 2007). This was supported by the experiences of some of the interviewees detailed in Chapter Eight. Respondent A never made the connection between the historic buildings she visited

with school and careers and believes that there is an opportunity to educate young people about the career opportunities in the Built Heritage sector. Foskett & Hemsley-Brown (2001) advocate drip feeding young people with a range of experiences throughout childhood to make career opportunities more visible. This case study used a series of events to give a group of Year 9 students a set of experiences introducing them to the careers available in the Built Heritage sector. It provides an important insight into how young people can be given these experiences and where the gaps still exist in providing young people with the whole picture needed to make an informed career choice in Built Heritage.

9.3.1 A Short Introduction to Historic Building Conservation

Chapter Three cites Foskett, Dyke, & Maringe (2003), who refer to a number of students within their research who were in favour of inviting professionals into school to talk about their role within a specific career area. This, they suggest, is better than receiving the information via a teacher who may have inherent prejudices. The first of the experiences given to the students was a short introduction to Historic Building Conservation. This was delivered to the Year 9 students (approximately 260 students) during their weekly assembly by the local Heritage Skills Co-ordinator and by me, an Historic Building Surveyor.

The assembly was designed as a general introduction to the sector aimed at the year group as a whole and as a way of inviting students with a potential interest to participate in a more detailed look at the sector. The assembly aimed to 'recruit' ten to fifteen students to participate in a heritage careers project. The assembly consisted of a ten minute PowerPoint presentation. Photographic images were used to explain what kinds of buildings are classified as historic, using local examples of castles, terraced houses and landmarks. The students were told why these buildings require specialist work to care for and maintain them, what special techniques and strategies are needed and who exactly is responsible for carrying out the works. The presentation also highlighted the skills shortages in this area and looked at which school subjects linked to caring for the historic environment. The assembly concluded with a brief introduction to the school heritage project and invited students, especially those with an interest in Archaeology, Architecture, History, Art and Design and Design Technology, to participate.

The assembly had some technical issues with the IT equipment so for the first half I improvised by describing how my interest in historic buildings developed and how I had made a career out of it. This created a more personal connection with the year group before we were able to revert back to the planned PowerPoint presentation. Overall the year group listened with interest with approving nods from some of the students as the assembly progressed. The introduction to Building Conservation resulted in nine students volunteering for the project, with a further five being asked to join the project by a teacher. The fourteen volunteers were asked to produce mood boards on *'what building conservation and heritage means to you'*. This involved using images, colours and words to describe their 'mood' on Building Conservation and Heritage. These mood boards were then to be brought to the second event which was held a week after the assembly.

9.3.2 Exploring Careers in the Built Heritage Sector

In Chapter Eight, respondent A stated that although she had in interest in historic buildings from a young age, she was never conscious of the careers available and that it was never presented as an option. The second event was held one afternoon at the school and was the first opportunity to meet the participants and to discuss the project. The aim of this session was to introduce the students to the careers available in the Built Heritage sector. The mood boards were used as an ice breaker and a way of gauging the level of knowledge among the participants about Historic Building Conservation. Over 50% of the group had prepared a mood board and although most showed a general heritage theme, only one had a Building Conservation focus with images showing stained glass repair and stonework. Once we had discussed each of the mood boards and how they reflected the students' knowledge about the Built Heritage sector, the group filled in questionnaires answering questions on why they had taken part in the project and detailing what subjects they enjoyed and about any future career aspirations they had. It had been planned that these questions would be asked as part of a focus group discussion, however time was restricted as the only feasible time to have this session was during a single afternoon lesson which lasts just over an hour.

The main focus of this group meeting was to explore some of the many careers involved in Building Conservation. This included both craft and professional careers and involved a group discussion and brainstorming exercise to highlight the range of

jobs available. Following this, the students were given a single A4 laminated fact sheet each, giving an image and summary of a specific Built Heritage career (see appendix K). Each student had time to read about a specific job role before being asked to present their new knowledge to the class. Each career was then discussed by the group and expanded upon by the local Heritage Skills Co-ordinator and me to give a comprehensive overview of each career.

For the next phase of the case study, each student was then asked to focus their attention on just two of the careers we had discussed as a group. This was to allow a more detailed investigation by each student into more specific careers. To give the students the balance between the craft side and the professional side of the Built Heritage sector, it was decided that they should investigate one role from each group. The students were given a list of the potential job roles and allowed to choose which jobs they wanted to investigate further. Allocating each student their two specific job roles was considered as a way of ensuring an even spread of the job roles being covered by the students, however it was decided to allow each student to choose the two roles that interested them. This was because although the case study formed part of this academic research, it also acted as a real opportunity for the students involved to explore a career opportunity that they may have had a genuine interest in.

The fourteen students were given a brief asking them to design two careers posters, one for each of the careers they had chosen. Each poster was to detail the work the career involved, how and where to train and how much they could expect to earn. The aim of this part of the case study was to assess how easy it is for Year 9 students, interested in a career in Building Conservation, to access information on the specific job role, entry routes and career pathways. Chapter Three detailed a study by the British Youth Council (BYC) (2009) into what influences the career choices of young people. The research found that over 80% of young people had found formal career guidance services "a little bit" or "not at all" helpful and that job and career websites were a major influence in career choice. The case study posters were designed to act as a means for the student to communicate the information they had found about each job role and also provide a presentation tool by which to summarise the information they had found. The students had been given a general introduction to the careers available but no help or advice on where to find more information. The students were asked to keep a record of where and how they accessed information, how easy it was to do this and which key words they used in their search. This data was to inform the

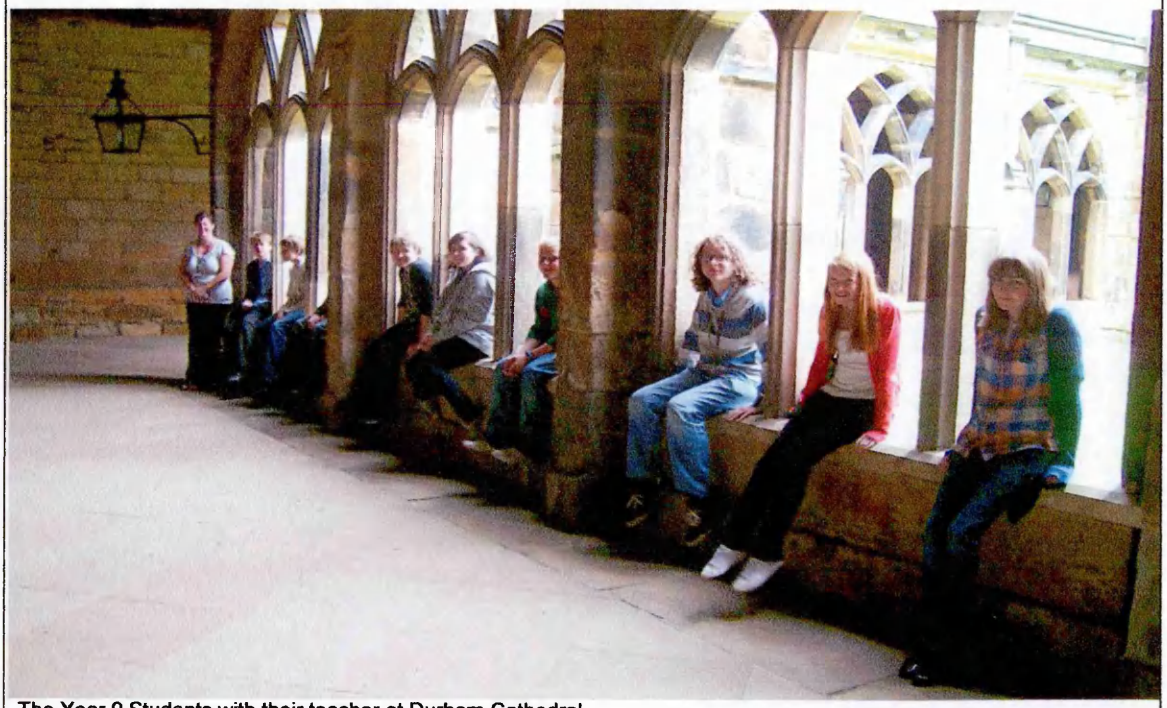
research on where the students were accessing information and if there were specific key words used by the students in their searches. This kind of information could be used to help develop specialised web based resources such as the ones used in the promotion of STEM careers highlighted in Chapter Three. The students were given two weeks to complete the posters and provided with a data collection record sheet on which to record their search information. Once the posters were handed in it became clear that the students had not used these sheets or kept any kind of record of where they accessed the information.

9.3.3 Exploring Durham Cathedral through Career Minded Eyes

Chapter Two highlighted the popularity of Britain's Built Heritage, with millions of people visiting historic buildings each year (DCMS, 2001; English Heritage, 2002; The Civic Trust, 2008; The National Trust, 2008). However, as demonstrated in Chapter Eight, young people are not making links between historic buildings and careers, despite many of these buildings offering activities or 'Discovery Visits' to schools. Respondent A discussed her experiences of school trips to historic buildings and recalls that they were more about the social history of the site and never made the connection with caring for the building. A trip to Durham Cathedral was arranged as part of the case study to test the potential opportunities of conveying the careers available in Built Heritage to young people visiting historic properties. Nine of the fourteen students that started the project attended the trip. One student was unable to attend due to illness and a further four volunteers had dropped out of the project for reasons I was unable to obtain.

Thousands of young people visit Durham Cathedral each year (The Chapter of Durham, 2010). The cathedral has an Education Service with a dedicated team who provide hands-on activities to present the cathedral as a unique educational resource. However, none of their current activities include information on the repair and maintenance the Cathedral and its surroundings. The cathedral's Education Service was approached before the trip and briefed on what the school heritage project was trying to achieve. One of the tour guides was a retired careers officer and agreed to give us a bespoke 'Built Heritage careers tour' of the building. The tour focused on the fine craftsmanship and materials used in the cathedral as well as how the building is currently cared for and by whom.

Figure 9.1 Year 9 Students trip to Durham Cathedral



The Year 9 Students with their teacher at Durham Cathedral

Figure 9.2 Introducing Year 9 Students to Stone Masonry at Durham Cathedral

Year 9 students watching stone mason demonstration

The students got a glimpse of some of the individual roles of the craftspeople and professionals involved in the upkeep of Durham Cathedral, making what may previously have been invisible careers, more visible (Foskett & Hemsley-Brown, 1999). To increase this visibility further, the students were then able to meet some of the workforce currently caring for and maintaining the cathedral. The students first met with the Surveyor to the Fabric, a Conservation Architect who is responsible for maintaining the fabric of the cathedral. He explained his role, how he became interested in working with historic buildings and how he had trained. The students were able to ask him questions to help expand their understanding of his career. Following the talk with the Architect, the students were taken to the Stone Masons yard. Here they were able to have a tour of the workshop. The head Stone Mason explained his and the other Masons' roles and demonstrated some of the stone carving techniques used in the cathedral. The students were able to meet a young trainee Stone Mason doing an apprenticeship at the cathedral and chat about how he had become interested in Stone Masonry and what his training involved. This opportunity to speak to the Masons and the Conservation Architect in their work environment provided the students with a real 'experience' of some of the careers in Built Heritage and visibility of several possible routes to Mount Heritage (Foskett & Hemsley-Brown, 1999).

9.3.4 Presentation, Prize Giving and Parents Evening

The school heritage project concluded with an evening at the school at which the students who had taken part in the project displayed their careers posters. The evening was designed as a way of drawing the elements of the school heritage project together and encouraging parental involvement in the project. Blenkinsop et al. (2006) highlight that student's look to their parents for reassurance and affirmation as well as advice when making future career and subject decisions. It was well attended by the students involved, their parents and other students from the school. This provided an opportunity to share the project with the families in the hope that it would continue discussion at home as informal careers advice (Semple et al. 2002). There was an interest shown by the parents and their presence gave the students an audience to present their work to. The evening started with an introduction of the project to the parents and an explanation of what the students had been doing. Following this, some of the students gave short presentations about the trip to Durham Cathedral.

Figure 9.3 School Heritage Project Presentation Evening

Students displaying their career posters

Student presentation on trip to Durham Cathedral

The career's posters the students had created for the heritage challenge were displayed around the room and the students took it in turns to stand up and talk about their posters. The presentations given were confident and demonstrated the knowledge each student had gained from the heritage careers experience. The posters varied in quality and it was evident that some had been unable to find full information about their selected careers for the posters. This supports the concept highlighted in Chapter Eight that the current level of careers information available for the Built Heritage sector is inadequate.

After the students had presented their posters there was a refreshment break and a chance for the parents to look at the work the students had produced as well as the photographs from the trip to Durham Cathedral. Involving parents in the project and informing them about the potential careers available was important. Chapter Three highlights the strong influence parents can have on young people's future career choice and suggests that many parents and relatives may never had heard of many careers and will not possess the knowledge and skills required to research them (British Youth Council, 2009). During this time the local Heritage Skills Co-ordinator and I discussed who should win the prize for the best poster and who should get a special award for showing most enthusiasm for the project. The prize winners each won a book on Britain's Historic Buildings, whilst all the students received a certificate for taking part and a goody bag containing the NHTG career brochure, local Heritage Skills Initiative information and events and various ConstructionSkills and NHTG promotional items such as pencils and rubbers.

9.4 Case Study Findings

At the start of the school session exploring careers in the Built Heritage sector, the students filled out an introductory questionnaire. The results from these revealed that apart from the five students who had been chosen to participate by their teacher, other students showed a range of motivations for their participation in the project. These included reasons such as an interest in Archaeology, historic buildings and Architecture and one student had a family member who worked with historic buildings. This reflects views within the literature review that propose young people are more likely to be influenced by a career if they know someone in that same career (Hodkinson & Sparkes, 1997; Foskett & Hemsley-Brown, 1999).

Figure 9.4
What subjects do you enjoy/are you good at?

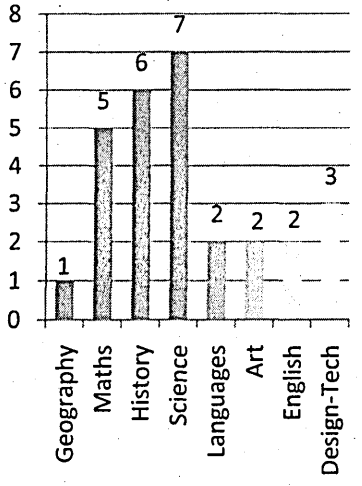
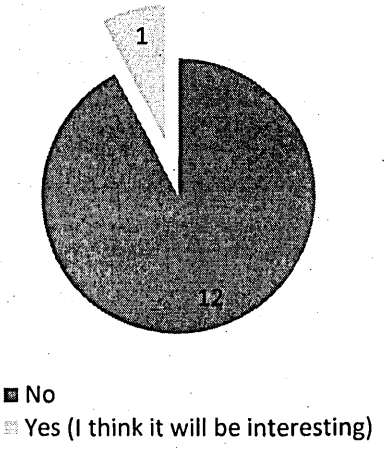


Figure 9.5
Have you ever considered a career in Building Conservation?



When asked which subjects the students enjoyed or were good at, most students expressed an interest in Science. This is most probably enhanced by the specialist Science status of the school. Figure 9.4 demonstrates the other subjects after Science were History, Maths and Design Technology. All four of these subjects are important within careers found in the Built Heritage sector. The final question of the introductory questionnaire, answered by thirteen students, asked whether they had ever considered a career in Historic Building Conservation. This was asked to gauge the base level of interest in a career in this area. Figure 9.5 illustrates that only one student stated that he had considered a career in Building Conservation. However

there was no evidence of good understanding of a career in heritage as illustrated by his mood board and his response to why he had considered a career in this – "*I think it will be interesting*". The question was perhaps misleading as to what 'consider' means and could in fact be answered in the positive as a result of taking part in the study. Taking this into account it has been assumed that the students began the project with no future career aspirations in the Built Heritage sector.

Chapter Eight detailed English Heritage's Discovery Visits, offered to school trips at sixty four of its historic sites. One of the suggestions made in the analysis, was for English Heritage and other historic sites used for school trips, to introduce children to the concept of caring for the historic environment being visited. This idea was trialled within the case study at Durham Cathedral. The trip highlighted how a few changes to a standard tour could produce a different focus and impact on young people. The combination of the career focused cathedral tour and the talks by the Architect and Stone Mason, opened up a new insight into the cathedral, giving it a real place in the present as well as the past. The feedback from the students regarding the cathedral visit was very encouraging with students saying how much they had enjoyed it. The cathedral tour guide also commented on how much she had appreciated the different focus of the tour. In the years she had worked at the cathedral, she had never met the Architect or Stone Masons and was very interested in this new approach to presenting the building. The positive impact this introduction to caring for historic buildings had on the tour guide, the local Heritage Skills Co-ordinator, the teacher and the students, demonstrates how some relatively small changes to a school trip can open up a whole new area of possible career avenues. Chapter Two highlighted that many school trips to heritage sites are not having a significant impact on the subject choice young people are making at GCSE level, indicating that the potential links to career options are not being made (HEREC, 2007). Bassot (2009) suggests in Chapter Three, that young people need to construct knowledge about certain careers through activity, experiences and interaction with a variety of people where by opportunities for discussion are created. This research recommends that the Built Heritage sector should work towards providing more opportunities through school trips for young people to make the link between the historic environment and careers.

The presentation evening brought together the range of case study activities where the impact of giving young people an experience of careers in the sector could be measured. The careers posters provided a gauge on the ease with which young

people were able to access information on Built Heritage careers. Foskett and Hemsley-Brown (1999) suggest that young people want to view the whole 'package' that makes up a career including salary. Therefore, the brief had been for each poster to contain information about the chosen job role, the training available and the potential salary. As the students had not filled in the data collection sheets provided with the poster brief, I used the question and answer session at the end of each presentation to ask the students about their experience, searching for information on their specific Built Heritage careers. The feedback from all of the students was that the information was hard to find for the Building Conservation and Heritage job roles. However a few of the students commented that it was easier to find information for the same job titles outside the Heritage sector. This perhaps reflects the levels of visibility of the equivalent roles in mainstream Construction. Young people have to have some level of exposure to career areas in order to perceive them (Hodkinson & Sparkes, 1997). Chapters Three and Eight discussed the naming and promotion of careers and highlighted that the lack of clear names for roles within the Built Heritage sector are likely affect how people perceive and recognise those careers (Tadelis, 1999). To determine how many of the students had found information from within the sector I asked the students which of the Built Heritage sector representatives they had heard of and which they had used by the end of the project. They were also asked how else they had accessed the information.

The results shown in table 9.1 demonstrate that out of the ten students who completed the challenge, all of them used the internet search engine Google and eight out of ten used Wikipedia to look for Built Heritage information. Chapter Three explored the information available on Wikipedia relating to 'historic conservation'. The web based encyclopaedia, whereby anyone can contribute to the information provided, referred to the array of names the sector is commonly referred to in the UK. However, it suggested that a more commonly used term 'historic preservation' is used to identify the sector in America and Canada. The remainder of the information on the Wikipedia site is mainly in reference to America.

Table 9.1 Accessing Careers Information	
Information Provider	**Number of students accessing information**
English Heritage	8
National Trust	7
National Heritage Training Group	1
Federation of Master Stonemasons	1
Institute of Historic Building Conservation	0
Society for the Protection of Ancient Buildings	1
North of England Civic Trust / Heritage Skills Initiative	0
Constructionskills	2
Wikipedia	8
Connexions	0
Google	10
Careers library	0
Information from trip to Durham Cathedral	3

Most students did not access information from the dedicated heritage organisations. The two heritage organisations that were accessed by the majority of the students were the National Trust and English Heritage, organisations which are well established in making the link between historic buildings and monuments and the general public. The National Trust opens the doors of its properties to the public attracting over 60 million visitors each year (The National Trust, 2008). English Heritage plays a large part in educating the general public by creating a cycle of understanding, valuing, caring and enjoying Britain's Built Heritage (English Heritage, 2005). School groups, adults and families are encouraged to interact with the buildings of the past through educational visits, workshops, tours and activity days (Impey, 2006). Although the majority of the students used The National Trust and English Heritage to access information, these two agencies do not specialise in providing careers information for the Built Heritage sector, but their identity and visibility meant they were known by the students.

None of the students had accessed information from the Institute of Historic Building Conservation (IHBC) or the North of England Civic Trust – Heritage Skills Initiative and only one student had accessed information from the National Heritage Training Group (NHTG), the Federation of Master Stonemasons and the Society for the Protection of Ancient Buildings (SPAB). These organisations specialise in providing information to people wanting to explore a career working with historic buildings. The case study results confirm the concerns in Chapter Eight regarding the lack of visibility of the sector. Despite the existence of organisations specialising in training within the sector, they remain invisible to many. Chapter Eight also suggests that the information within the websites, where the message about careers in heritage should be visible, is inadequate. If more of the students had accessed sites such as the NHTG or SPAB, they would still not have found the information about professional careers that they required. In order for young people effectively to plan a career path into Historic Building Conservation, the sector needs to not only improve the information available, but also make these sources more visible and accessible.

9.5 Evaluation of the Schools Heritage Project

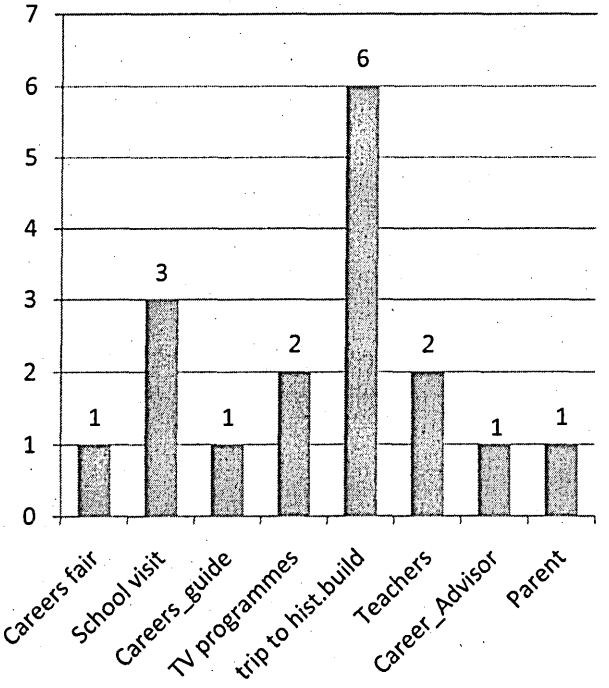
The School Heritage Project was evaluated using feedback from the students, feedback from the teacher and discussion with the local Heritage Skills Co-ordinator. The project was a voluntary activity which started with fourteen volunteers, although it was noted that five of the students had been asked specifically to take part in the project by their teacher. By the end of the project four of the students chosen to take part by their teacher had dropped out, leaving ten participants. The reason for the students leaving the project was unknown, but may have been due to a lack of motivation and dedication as their initial participation had been instructed by the teacher rather than wholly voluntary. One of the remaining ten students was ill on the day of the trip to Durham Cathedral and did not attend, but did still complete the careers poster challenge. The students were asked to fill in a feedback form about the School Heritage Project. All ten students who finished the project completed a form. The results show that each student had enjoyed taking part, with seven of the students saying they had enjoyed, or really enjoyed it and three giving a neutral response.

The case study was not specifically designed to recruit fourteen Year 9 students into careers within the Built Heritage sector, but instead, to introduce the area and some of the careers within the sector as potential careers. It was important to avoid giving the

students a negative experience, as this can a have lasting impact and put the student off for life (DCMS, 2001). The students were asked if their knowledge of the careers available within Historic Building Conservation had increased. The feedback from each of the students confirmed that it had and that it was a useful exercise to all the students as well as to the teacher, in explaining the careers available within Built Heritage. When asked if any of the students would consider taking part in work experience somewhere within the sector, two students said that they would, three said that maybe they would and four students said that they would not be interested. There was one further student who failed to answer the question. When asked whether they would consider pursuing a career in this area, seven said that they wouldn't and one of the students said that maybe they would. Two further students did not answer the question.

The students were asked their opinions on the best ways of informing other young people about careers in heritage.

Figure 9.6 What is the best way of informing other young people about careers in heritage?



The results in figure 9.6 show the favourite methods were a school trip to an historic building followed by a visit to the school by a specialist. These responses may be

direct reflections of the methods used within the case study, but show that the students thought they were a valuable way of receiving information about a new career area.

The feedback from the teacher was positive. She enjoyed the overall activities and had increased her knowledge of the careers available in the sector. When asked about the logistics of the project, she confirmed that, *"yes, as long as creative rearranging of lessons can be done – e.g. Posters in Graphics, Careers (lessons) ".* The teacher had fully embraced the project and in order to help the students get the best out of it, had arranged for lesson time to be given towards creating the posters. She expressed that the overall project was the best way of inspiring the students to work with historic buildings. She especially liked the bespoke trip to Durham Cathedral saying it was *"fantastic"* with *"great tours".* When asked how the overall project could be improved, she suggested that some *"hands-on"* heritage work, where the students could perhaps come away with a handmade *"memento".* This demonstrates the potential interest in more hands-on trips to historic buildings such as the White Tower at the Tower of London detailed in Chapter Two. It also confirms what the Qualifications and Curriculum Authority (2009) say about the benefits of providing students with compelling learning experiences by encouraging them to partake in more field trips and study beyond the classroom.

A month after the School Heritage Project was complete, the teacher from the school got in touch. One of the students who had taken part in the project had expressed an interest in work experience within a professional role in the Built Heritage sector. Chapter Three highlighted how work experience can play a vital part in the career decision making process (Foskett, Dyke, & Maringe, 2003), and suggested that it leads school pupils thinking more consciously and deeply about their career choices (Shah, 2005). Due to the links forged between the school and the local Heritage Skills Co-ordinator, an avenue was created by which to pursue this further. This was a positive outcome from the project showing the potential effects of introducing the careers available within the sector. The study has shown that an interest can be fostered by introducing students to the Built Heritage sector and providing a memorable experience, and how this information and experience can lead to the possible future interest in a career in the sector. Both the Year 9 assembly and the group session discussing the carers within the sector are activities that could, in the future, be carried out by a Heritage Education Co-ordinator or Built Heritage Ambassador if these posts were to come into existence. An Ambassador or Education Co-ordinator could also provide the

link between schools and historic buildings offering Built Heritage career experiences, such as the White Tower, detailed in Chapter Two. This case study has also demonstrated the need for posts such as these to follow up on any potential interests in work experience, providing valuable links with Built Heritage practitioners.

9.6 Case Study Summary and Reflection

The case study was conducted in a special status science secondary school in the North East of England. Fourteen Year 9 students volunteered after receiving a short introduction to Built Heritage through their weekly assembly. During the case study the students were given a series of experiences relating to the careers that involve caring for Britain's historic buildings. These experiences included a discussion about the careers available, a tailor made school trip to Durham Cathedral to explore the building in light of those tasked with caring for it, and finally a poster challenge to test the ease with which fourteen year olds are able to find information regarding the careers available in the Built Heritage sector. The case study demonstrated how a range of experiences could be used to provide information to young people about careers in the Built Heritage sector. The feedback from the project was positive and resulted in one student actively seeking work experience within the sector.

There were several limitations to the case study. Firstly, throughout the duration of the case study, four students dropped out. On reflection, it would have been useful to follow up on the results and to find out why those who had stopped participating in the project had left. This could have been achieved through a final visit to the school to talk with the students and teachers to discuss the overall project. Secondly, there was a shortage of time for the school session used to give a more detailed explanation of the careers within the Built Heritage sector. This was due to the constraints of lesson times and gave less time to collect a detailed picture of each student. A third limitation was the method used to record the search data used to access information on Built Heritage careers. Although a data collection record sheet was provided, it was not used. This could possibly be addressed by placing more emphasis on the importance of the record sheet, which could be reinforced by the teacher.

The case study demonstrated that the level of visibility the sector currently holds among career conscious young people can be increased, enhancing the chances of these young people pursuing a career with historic buildings. School trips can be

modified to provide the much needed connection between young people and the range of careers tasked with caring for Britain's historic buildings. The range of experiences could be offered in schools by Built Heritage Ambassadors or Heritage Education Co-ordinators, whose role should also offer links with Built Heritage practitioners to promote work experience for young people developing an interest in careers caring for historic buildings.

Part III

DISCUSSION AND CONCLUSIONS

CHAPTER 10

Review of the Findings and Discussion

10.1 Introduction

The preceding four chapters have presented the key findings of this research. These findings have emerged through qualitative research methods, are grounded in the data and are supported by extracts from the interviewees. The research suggests that there is a range of barriers to young people entering the Built Heritage sector contributing to the concepts of a cultural conflict and a hidden destination. This chapter discusses these in relation to the research questions before considering the implications of this research on the Built Heritage sector. Discussion of the research findings also include contributions from three specialists referred to previously in Chapter Five and table 5.2. This final phase of the research sought to test the findings on experienced policy makers and practitioners in the key areas affected, namely career guidance, Built Heritage education and Built Heritage professionals, helping to confirm the findings.

10.2 Revisiting the Research Questions

The research questions, expressed in Chapter One and shown below, have been addressed within the findings presented in this study and are revisited within this chapter to give a more concise answer to each question.

i. How do perceptions, image and culture affect the numbers of young people choosing to enter the Built Heritage sector?

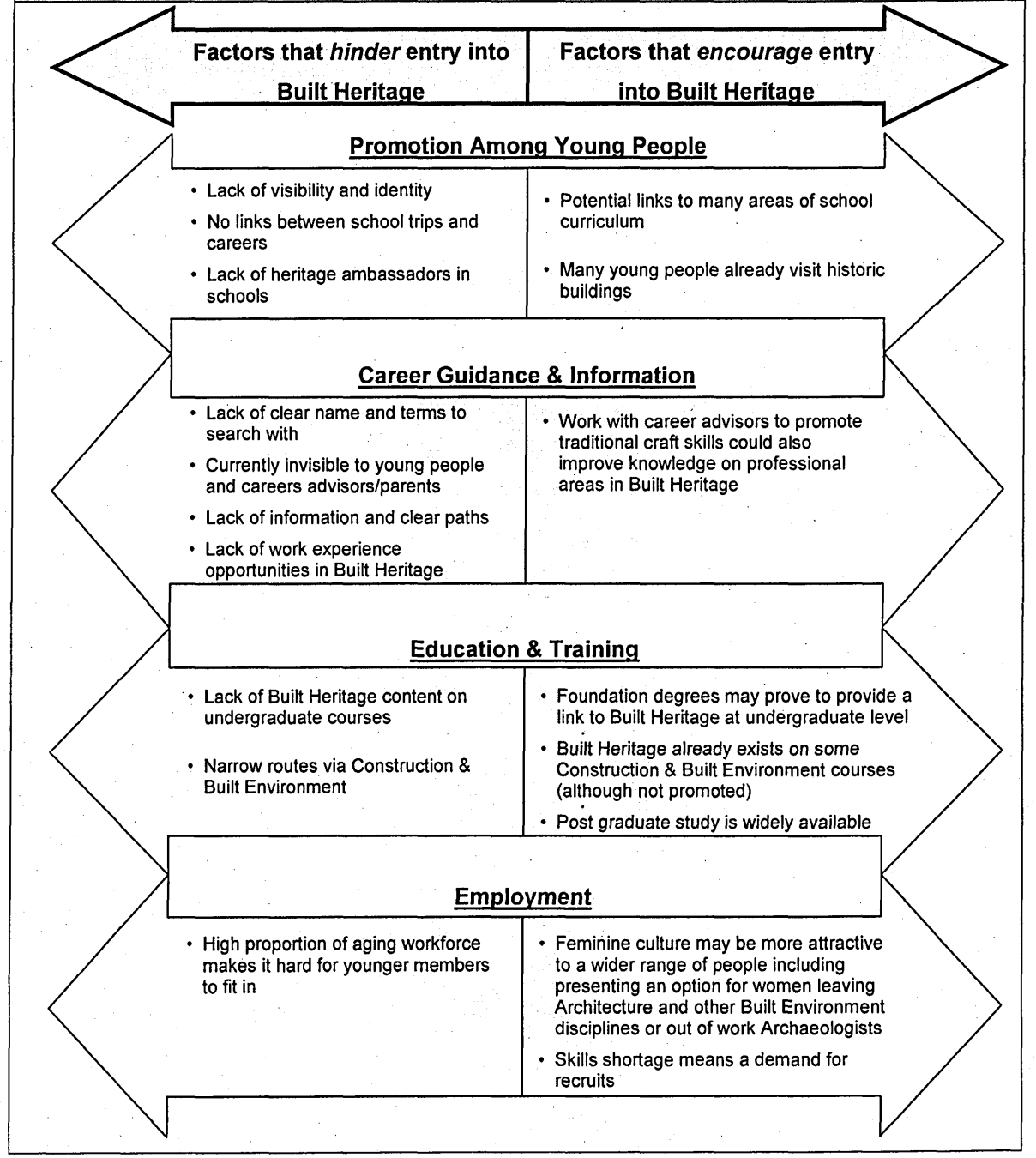
ii. How are young people able to access careers information for Historic Building Conservation professional careers?

iii. What practical actions can be adopted by the sector to attract more young people to a professional career in Built Heritage?

10.3 The effects of Perception, Image and Culture on Young People Entering the Built Heritage Sector

The research findings have shown a range of barriers that exist, deterring young people from entering the Built Heritage sector. Figure 10.1 summarises these barriers together with the positive factors that may also help to inform and encourage more young people to pursue professional careers in the sector, as identified within my research.

Figure 10.1 Factors Affecting Entry into Built Heritage Sector



The first stage within the diagram, 'Promotion among Young People', highlights some of the key factors that are currently affecting the perception and image of the sector.

10.3.1 Identity and Visibility

For the public in general and young people in particular, professional careers within the Built Heritage sector remain invisible. Visibility is important, as without it young people are not able to comprehend the possible careers available to them (Foskett & Hemsley-Brown, 1999). A contributing factor in the apparent invisibility is the lack of a distinctive name for the sector. With no name, it is very hard for the sector to have an identity and therefore be promoted, a concept suggested by Tadelis (1999). Chapter Eight discussed the variety of names currently being used to define the Built Heritage sector (a term I have used for the benefit of this research) and how even to those familiar with the range of names, it can be hard to define the sector or their role within it to the lay person. Without a clearly distinctive name, the sector will struggle to improve its visibility and recognition among the general public and particularly young people. Careers Education Consultant, Claire Nix shared this concern about the lack of a distinct name and the affect this has on career promotion and confirmed the importance of identity when it comes to branding and promoting careers.

As well as affecting the overall identity of the sector, the range of names used impacts on what and how young people search for information. Currently the only way to extract the small amount of information that exists regarding career paths in Built Heritage is to have an extensive knowledge of the variety and combinations of terms used to describe the careers found in the sector. It is beyond the scope of this research to suggest a particular name to be adopted by the sector, however Germany provides an example of how a single word, baudenkmalpfleger, which translates to 'carer of historic buildings', can encapsulate the full meaning of those working in the Built Heritage sector. Seán O'Reilly, director of the IHBC agreed with the findings of this research regarding the benefit of the sector adopting a single, more universally used and recognised name. He discussed how the IHBC had to identify which term they would use to describe the professionals working with historic buildings.

> *"We ...had recognised...this issue of 'what are we?' and 'how do we define ourselves?' and we kind of circumscribed for ourselves the term 'conservation professional' and really pushed that. Now it is not terribly specific which may be an issue because it doesn't make a distinction between the built and the natural environment for example and we are very much taking it explicit and we are talking about built and historic and cultural environment rather than the non-cultural, natural, green or whatever approaches."*
>
> (Seán O'Reilly)

As he identified, the term 'conservation professional' does not distinguish between the Built and the Natural Environment, an issue raised in Chapter Eight by respondent A. This is not so much of a problem for the IHBC as they use the term in the context of their own literature or website, making it clear that it refers to historic buildings. For young people searching for careers though, the use of the term 'conservation' could be confused with environmental conservation roles. This research presents the need for a more universally recognised name to be adopted by the sector as a means for the lay person, teachers, career advisors and career conscious young people to be able to start forming images of the sector and the careers within.

10.3.2 The Link between the Historic Environment and Careers

A second contributing factor in the poor visibility of the sector is the lack of contact that young people have with Building Conservation in spite of thousands visiting historic buildings each year through school trips. This was identified by respondent A who remembers visiting historic building with school, yet says she never made the connection with the workforce who maintain them. Many historic buildings open their doors to the public and school children and offer a range of experiences linked to the school curriculum, such as English Heritages Discovery Visits. These visits provide an abundance of information and hands on activities about the past life of the building, but in most cases fail to present the here and now. My findings confirm that young people are not learning about why the building is still standing after hundreds of years, who is tasked with maintaining it and what exactly they do. Building Conservation has the potential to link with national curriculum subjects such as Design and Technology, History, Geography Maths and Art. This is a huge opportunity missed as the school

visits are already in place and as the case study in Chapter Nine demonstrates, relatively little work would be required to help young people make these vital links.

An example of where this opportunity has been fully embraced is the White Tower at the Tower of London, described in Chapter Two. This unique project understands the potential learning experiences that can be gained at all levels, from a programme of works to repair and conserve the landmark tower. The case study in Chapter Nine, demonstrated how a small number of changes to a trip to Durham Cathedral could give young people an experience of careers within the Built Heritage sector and brought the context of the building into the present. A two pronged approach to school trips to historic buildings could greatly increase the visibility and image of the Built Heritage sector. Firstly, general school trips to historic buildings, such as cathedrals or English Heritage owned properties, should offer a themed visit based on the building. This could demonstrate the care it requires to survive the relentless decay caused by the weather as well as a constant stream of visitors. The second approach and one that is championed by Alan Gardner, is to include a full education programme into every contract for major conservation works to an historic building, as in the case of the White Tower and All Souls in Bolton. Providing these opportunities to experience the Built Heritage sector and the careers it contains would benefit young people, but also introduce teachers and parents to the sector and its potential careers.

Foskett & Hemsley-Brown (1999) advocate 'drip feeding' young people information about career areas throughout their childhood. To compliment a range of Building Conservation based school trips, Built Heritage Ambassadors could build a bridge between the sector and schools by providing school based activities and talks based on the Built Heritage sector. An effective programme of Ambassadors can be seen through the STEMNET Science and Engineering Ambassador scheme as described in Chapter Three. This scheme enables teachers to make links from the curriculum to how Science, Technology, Engineering and Maths (STEM) are practiced in the world of work. The Ambassadors are people from STEM backgrounds who volunteer as inspiring role models for young people and contribute to regular lessons or participate in extra-curricular activities such as STEM clubs, careers days and visits (STEMNET, 2010). This link with the sector also has the potential to provide a database of work experience placement places for young people interested in a career in the Built Heritage sector. I asked Seán O'Reilly about his views on more outreach programmes for young people, such as a 'Young Building Conservation Club'. He agreed that the

sector had so far failed to introduce similar schemes to the ones that had been so successful in Archaeology. He also confirmed that the IHBC members are very interested in encouraging a level of understanding among young people. His positive response demonstrates an enthusiasm regarding introducing Building Conservation to young people that I witnessed from many of the heritage stakeholders. However, this enthusiasm has yet to materialise into tangible promotion.

10.3.3 Locating Built Heritage and the Affects of Culture

The research findings have highlighted how the perception and image of a culture can affect recruitment. Table 10.1 refers back to Schein's Levels of Culture detailed in Chapter Two and compares the culture found within the Construction Industry and areas of the Built Environment sector to some of the cultural elements of the Built Heritage sector that have emerged from the data.

Table 10.1 Comparison of Construction Industry and Built Heritage Culture

Schein's Levels of Culture	Elements of Construction Industry Culture	Elements of Built Heritage Culture
Artefacts Visible organisational structures and processes *(visible products, language, clothing, stories told etc)*	*Macho working environment including sexist and racist behavior* (de Graft-Johnson et al., 2005, Dainty et al., 2004) *Bad language* (Agapiou, 2002)	*Evidence of more feminine culture encompassing care, sensitive and discrete working practices combined with artistic creativity.*
Espoused Beliefs and Values Strategies, goals, philosophies *(Original beliefs and values, a sense of what ought to be)*	*On time – on budget ethos - global commercial culture and profit maximisation* (Wordsworth, 2001) *Employers value economic efficiency* (Bagilhole et al. 2008)	*Strong conservation philosophy ensuring minimal interference with historic buildings.*
Underlying Assumptions Unconscious, taken for granted beliefs, perceptions, thoughts and feelings *(unspoken assumptions on how things work)*	*Long working hours, Low or unfair pay, Inflexible and illegal working practices* (de Graft-Johnson et al., 2005 Bagilhole et al., 2008)	*A love and passion for historic buildings.* *Greater work life balance evident*

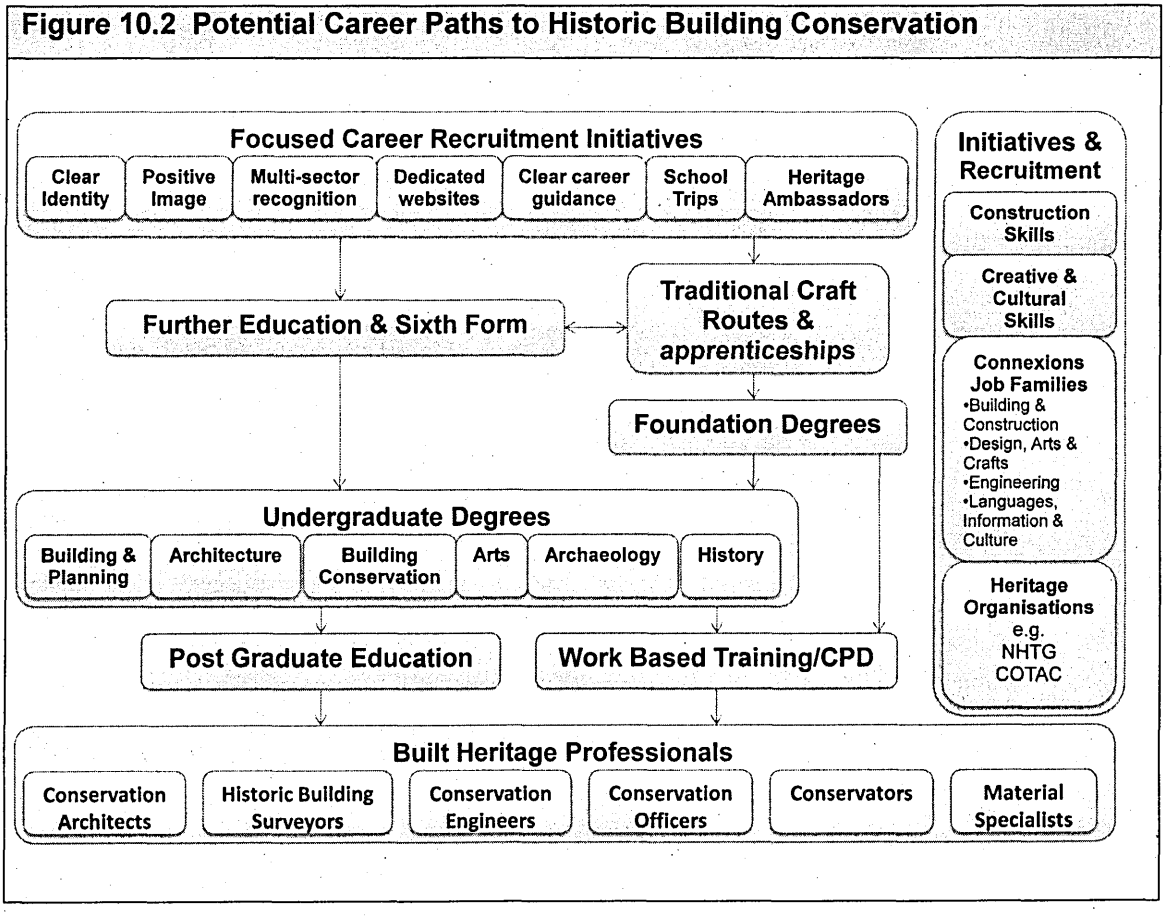
The Construction Industry is described by many as having a masculine culture and an image of a predominantly white male workforce where conflict and crisis are engrained (Gurjao, 2008; Dainty et al., 2007; Bagilhole et al., 2008; Gale, 1992; Greed, 2000). Presently, the Built Heritage sector relies on recruiting specialists in Building Conservation through the Construction Industry and the SSC ConstructionSkills. This research has highlighted that the nature and culture of Building Conservation is different and therefore, by promoting itself through Construction and the Built Environment, it limits its potential workforce. Where the Construction Industry has been described in the past as *"dirty, dark and dangerous"* (Chandler, 1992, p. 31), careers within the Built Heritage sector could be described more as delicate, detailed and delightful. The detailed, delicate and caring nature of the work required in the Built Heritage sector reflects a more feminine culture.

A diverse range of people, both male and female from backgrounds such as Art, History and Archaeology as well as the Built Environment often 'fall' into Building Conservation mid career. Henry Russell, course director for Conservation of the Historic Environment, confirmed that he too had 'fallen into Conservation'. He commented on the array of students he has on his courses and confirms that the wide ranging roles associated with works to historic buildings do attract a variety of people, many of whom are mid career changers. I questioned Henry on the professional backgrounds of his students and whether he felt it was important for them to have grounding in a Built Environment discipline. He stated that a range of academic backgrounds are included in the holistic care for historic buildings, which in turn allows for a diverse workforce. His comments confirm the findings of this research presented in Chapter Seven, which asserts that the diverse range of people entering the Built Heritage sector later on in their careers make different, but equally valuable contributions to the sector. Further to this, the students not from Built Environment or Construction backgrounds, such as respondent A, who came from an English and Classics background, are not disadvantaged. Yet the fact that the majority of students come to the sector as mid career changers who 'fall into it' by accident, strengthens the argument raised in my research findings that young people are not getting the message. It also validates the findings in Chapter Eight and Nine, which state that promotion among young people is required across a variety of subjects and interests and not limited to those attracted to Construction and the Built Environment.

A key feature in the promotion of the Built Heritage sector is the Government Sector Skills Council (SSC) ConstructionSkills. The National Heritage Training Group, one of the key stakeholders for the Built Heritage sector, is closely linked to ConstructionSkills. This limits the scope of how careers within the sector are promoted. The image and identity of the SSC promoting Built Heritage sector careers was an issue raised by Claire Nix. She agreed that if ConstructionSkills has a problem with its identity, then this will have a knock on effect to the Built Heritage sector. This research demonstrates that careers within the Built Heritage sector span a wider range of SSCs and that being promoted by ConstructionSkills, does not represent the diverse workforce making up the Built Heritage professions.

Figure 10.2 is based upon a similar diagram in Chapter Eight (figure 8.1), which highlighted the current visible paths to Built Heritage. Figure 10.2 shows the potential paths encompassing a more diverse range of undergraduate disciplines and recognising that the sector needs to be promoted across a number of Sector Skills Councils and job families in order to attract a larger group of potential recruits.

Figure 10.2 Potential Career Paths to Historic Building Conservation



Chapter Seven referred to respondent A, who described *"a lot more women in Conservation"*. She depicted the range of the Built Heritage workforce as including those from Archaeology, Art and Humanities backgrounds. The findings concluded that the sector requires a greater representation from the range of SSCs that relate to the care of historic buildings. This was supported by Claire Nix who discussed the role of the SSCs in promoting careers and agrees that working across a range of SSCs is often better for certain careers areas. However, she raised issues about the practicalities of working collaboratively, and suggested that this can cause logistical issues.

Further complications were raised by Seán O'Reilly, who stated that it was important for the Built Heritage sector to align itself within the Construction Industry.

> *"We put a lot of emphasis in saying that we operate substantially in the Construction Industry because otherwise you get side lined from it. The other values you were talking about in the first part tend to disappear, the idea of caring for, maintaining, looking after rather than just totally demolishing and replacing is a different sort of intellectual approach to a resource and in that sense reflects a radically different way of thinking how that resource can be used or managed."*
>
> (Seán O'Reilly)

This research is not recommending that the Built Heritage sector distance itself from the Construction Industry, but that is shouldn't limit its capability to attract a range of young people by way of many different routes. The IHBC does in fact present itself in both construction and cultural circles.

> *"We still pitch ourselves within the construction industry side of things and at the same time we also fit very comfortably within the cultural side of things as well and that is reflected in our membership. Our membership is 50:50 between male and female sort of balance and that is something I'm pretty proud of. We have not specifically made a huge effort it is just the way it worked out because of the way we are structured and because of the philosophy and focus that we have, so that is a good sign."*
>
> (Seán O'Reilly)

However, the IHBC currently does very little to attract young people and actively promote careers in Building Conservation. This research highlighted in Chapter Three, the significant work across a range of SSCs to promote careers in STEM, making them more visible among young people. These examples show that collaborative working is effective in promoting careers to a range of people. As well as a range of SSC's, the main stakeholders within the sector need to embrace an effective promotional strategy to really improve the image and visibility of careers in Built Heritage.

10.4 Careers information for Professional Roles in Historic Building Conservation

The skills shortages and gaps that exist within the Built Heritage sector may well be caused in part by the invisibility of careers in this area. However, the lack of clear directions on how to reach Mount Heritage, information on what the journey will be like, how long it will take and what it will be like once a traveller reaches the summit is also missing. The impact on recruitment caused by a lack of visibility and identity discussed previously, is not a problem just confined to the Built Heritage sector. Many other areas with an element of public presence fail to communicate the potential careers available. Claire Nix supported this notion and confirmed that it is a problem with careers work generally. She gave an example of a Maths teacher making the work relevant by putting their lessons in context, but regretted that very few go on to explore the possible jobs the work may lead to. When young people are able to make a connection between curricular activities and the potential careers available, but are not informed about the whole picture (including the availability of jobs), a different set of problems can arise, as in the case of Archaeology. Archaeology may share a similar culture and occupational and functional commonalities with Building Conservation (Aitchison, 2006), but it differs greatly in terms of potential job prospects. In 2008 there were over 900 courses at different levels throughout the country (Learndirect, 2008) demonstrating the presence and visibility enjoyed by the discipline. However, Archaeology offers very little employment opportunity, with poor pay and working conditions, yet still it attracts people. This is a big contrast to the Built Heritage sector where almost the opposite is true. If the Built Heritage sector and Archaeology do attract a similar workforce, the Built Heritage sector could benefit from a marketing campaign within Archaeology circles to offer the up skilling required to help reduce the skills gaps in the Built Heritage workforce. One of the advantages Archaeology has over the Built Heritage sector is its identification by its single unique name. This helps

the discipline to define itself clearly making it easier for young people to create a visual image about that role in their mind. It also provides a unique unambiguous term by which to search for career information.

10.4.1 Searching for Careers

The case study results in Chapter Nine, demonstrated the difficulties young people have with searching for information on careers in the Built Heritage sector. Despite being given an introduction to Built Heritage and hearing many of the terms used to describe the sector and the careers within it, the students still relied on sourcing information from internet search engines such as Google and the information portal Wikipedia. The findings suggest that even if more of the students had been able to find the Built Heritage websites, information within these sites, where the message about careers in heritage should be visible, is inadequate. If more of the students had accessed sites such as the NHTG or SPAB, they would not have found the information about careers that is required to demonstrate a clear path to the various Built Heritage professional roles. In order for young people effectively to plan a career path into Historic Building Conservation, the sector needs to improve the information available, and also make the websites more visible and accessible. Claire Nix specialises in promoting underrepresented career areas. She explained that the grouping of jobs and the method of navigation is very important because when young people search for careers information they might start off *"with a broad event but then that ...connects and leads them to seeing... how the Built Environment connects with historic buildings."* This *"clever tagging"* also needs to apply to broader subjects such as History, Art and Archaeology, so they can be used to signpost young people towards careers in Built Heritage form a range of starting points.

One key website young people use to access careers information is 'Jobs4U' provided by Connexions. A search for 'Building Conservation' does come up with 'Building Conservation Officer', but fails to provide information or reference to any other professional careers in the sector. Instead, as with other career websites, the varied professional roles available within Built Heritage, seem to be misleadingly lumped together into the single career. The sector requires not only a more defined, recognisable identity, but also a clear picture of the range of careers available. These should then be related to young people through career websites such as 'Jobs4U'. However, as Clair Nix pointed out, ConstructionSkills would need to get behind this.

> *"It is very interesting this because the Sector Skills Council have a strangle hold on careers information now in the country. I am getting quite concerned about that professionally because it means that they drive that...and basically you can't put new jobs on [the Jobs4U website] without the agreement of the Sector Skills Councils. There is a big reluctance to sort of add new jobs in. Yet, you know, that is almost the nature of the economy isn't it that emerge. I would want to test that out a bit more but I do think there is potentially a limitation from that approach."*
>
> (Claire Nix)

A range of other Built Heritage stakeholders would need to support a new promotion strategy for the sector. Although ConstructionSkills may hold the key to unlocking the visibility and promotion of careers through websites such as Job4U, organisations such as IHBC, SPAB, NHTG and COTAC have a role to play in highlighting the importance of why these roles should be promoted and to encourage a multi SSC approach.

10.4.2 Creating Clear Career Paths

One of the key findings highlights the lack of clear career paths to Built Heritage professional careers. This is illustrated by Respondent A and confirmed by internet searches detailed in Chapter Eight and also reflected in my personal experience in Chapter Six. If the visibility and identity of the sector is improved and more young people develop an interest in the Built Heritage sector, clear paths and signposting need to be established. Currently the majority of the education provision is postgraduate with very little being offered at undergraduate level. This research recognises that specialising in Building Conservation at undergraduate level without the grounding of an allied subject may not be ideal; however there is currently a gap at undergraduate level within the career paths available. The careers brochure produced by the NHTG, identified in Chapter Two, directs young potential Built Heritage professionals towards mainstream courses in Architecture and Building Surveying. The current message for young people with an interest in a career in Building Conservation is to put that interest on hold for between three and seven years while they complete an undergraduate course in a mainstream Built Environment or Construction subject before being able to study Building Conservation at postgraduate level. Chapter Two identified the lack of conservation taught within mainstream Architecture courses (ICOMOS, 2005; NHTG, 2008), which is also echoed in the interview data presented in Chapter Eight. Respondent B thought it was *"a bit weird"*

that the two were so separate, as she felt trainee Architects should learn about traditional buildings and techniques. Henry Russell described how much of what is taught on courses is regulated by the Professional institutions such as the RIBA and RICS. He says how on the one hand they like the idea of Building Conservation because it provides *"pretty pictures for their magazines"*, but that they do not see the importance of teaching it on undergraduate courses, despite the majority of building professionals working on pre 1919 buildings at some point in their careers (NHTG, 2008). Seán O'Reilly supported this notion saying,

> *"I think that is right but it is a struggle to even get the construction industry to regard conservation even as a viable discipline. The whole process of accreditation and things, where you say an Architect has to have slightly different skills set if they are dealing with traditional materials, is a big job to even get them to recognise that when it is only a technical matter and you have to do a whole other step and you have to convince them that it is philosophical matter. They can understand easily there are technical differences but they don't accept it."*
>
> (Seán O'Reilly)

The positioning of the sector is a complex thing, but one Seán O'Reilly understands has to be addressed in order to effectively promote professional careers in Built Heritage. Chapter Eight demonstrated that when searching through a range of course details for both Architecture and Building Surveying, it was clear that in many cases, Architecture courses fail to deliver any Building Conservation. However, it was found as a module within some Building Surveying undergraduate programmes. This reflects my own experiences detailed in Chapter Six, of custom building my own career path to Building Conservation via an undergraduate course in Building Surveying. I had not previously had an interest in the Built Environment or Construction, yet found I could keep my interest in historic buildings alive by choosing the right Building Surveying programme. The majority of undergraduate courses that do offer modules in Building Conservation do not promote it, contributing to the gap in the career paths at this level. If clear career paths are promoted, these courses together with foundation degrees and allied areas such as Archaeology, Arts and History could provide a range of route options for young people. Promoting undergraduate courses in Built Environment disciplines offering Building Conservation elements may also help to attract a more

diverse range of young people into the Construction and Built Environment sector. Heritage could act as a 'hook' for Construction.

10.4.3 Mount Heritage

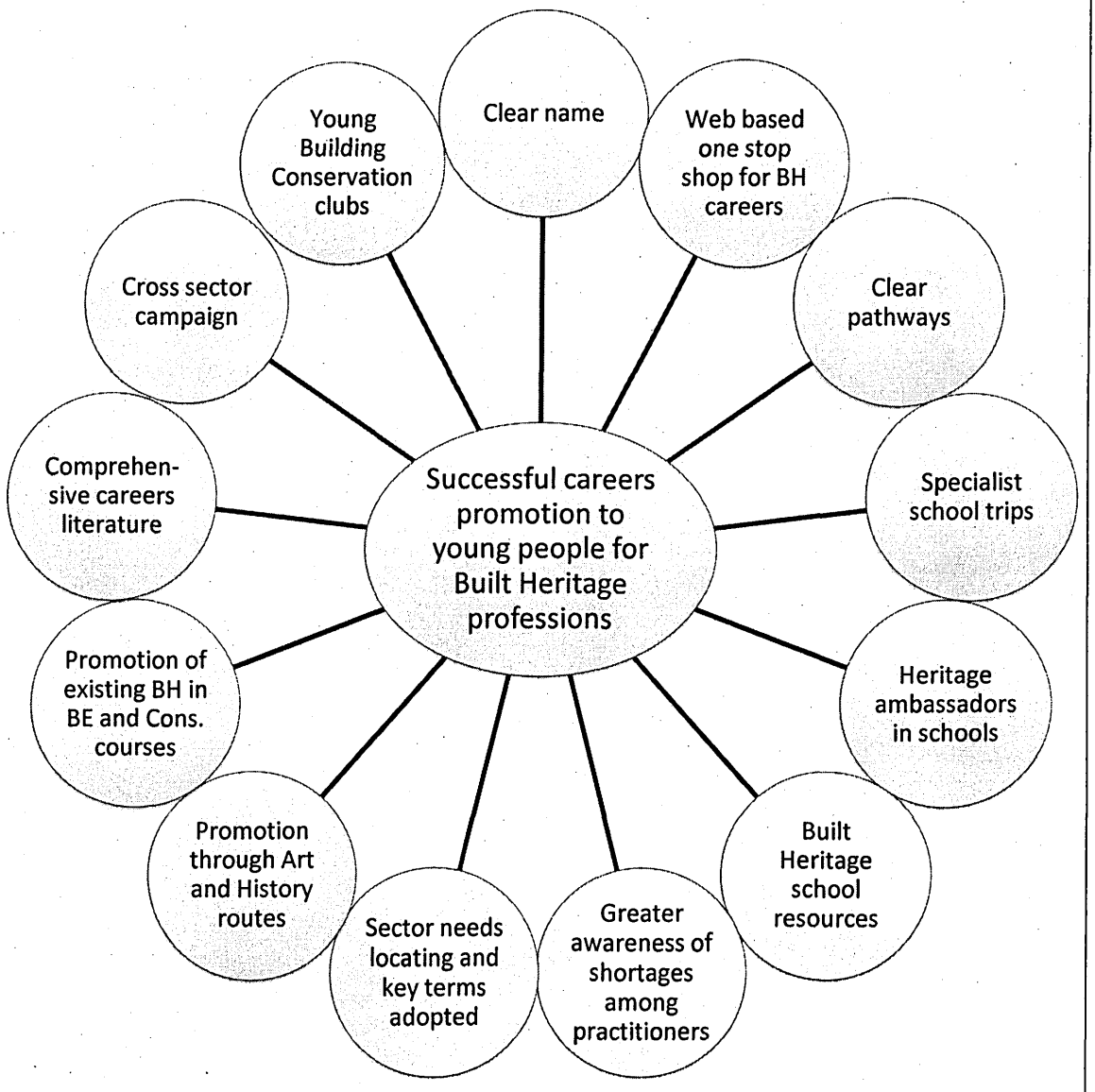
Throughout this research a landscape analogy has been used to describe the complex nature of promoting professional careers in Built Heritage. Mount Heritage is a destination that is currently obscured from view behind the enormous *"dirty, dark and dangerous"* (Chandler, 1992, p. 31) Mount Construction to the North and Mountains such as Archaeology, Art and History to the South. It is only once the 'traveller' has embarked on their journey along the mountain paths of these surrounding mountains, that Mount Heritage comes into sight and the 'traveller' is able to enquire about changing paths to reach this new mountain. For the many young people who are at the planning stage of their future journey into the careers landscape, certain mountains, including Mount Heritage remain invisible and largely unprompted. Where promotion for Mount Heritage is being developed, it is as part of Mount Construction. Mount Construction is a large mountain, with a wide range of paths and destinations reached from various sides. Its northern face dominates the landscape and is seen by many to attract certain types of 'traveller', drawn to the masculine 'climate' and motivated by time and money. Although not all of Mount Construction has this particular 'climate', it is the one most often perceived of the entire mountain, deflecting many 'travellers'. The southern side of Mount Construction also goes by the name Mount Built Environment and contains destinations such as Architecture and Planning. The 'climate' on this side of the mountain is known to attract a more diverse range of 'travellers'. It is from this side of the mountain that for some travellers, Mount Heritage comes into view. As 'Mount Heritage sits between this southern face of Mount Built Environment it has destinations that reflect this, whilst the 'climate' on Mount Heritage is more similar to those found on the mountains of Archaeology, Art and History which lie to the South.

To encourage more young people to visit Mount Heritage, a promotional strategy is required that firstly brands and promotes the mountain, but also provides a range of media by which to enquire and search for information regarding the route options, modes of travel, guides and finally what the view is like from the top.

10.5 What practical actions can be adopted by the sector to attract more young people to a professional career in Built Heritage?

This research has identified a range of factors affecting recruitment of young people into professional Built Heritage careers that need to be addressed by the sector. Figure 10.3 summarises the proposed career promotion strategy for the Built Heritage sector. The findings from this research hold relevance to some of the main action areas detailed in the NHTG action plan (see appendix F) and should be used to guide these.

Figure 10.3 Careers Promotion Strategy for the Built Heritage Sector



The action plan at the end of the NHTG report titled 'Built Heritage Sector Professionals: Current Skills, Future Training' (NHTG, 2008a) sets out key action points to address the needs of the professional side of the sector under four key themes; Demand, Supply, Material Supply Chain and Education and Training. As Chapter Seven has highlighted, the action committee set up to address the plan has made little progress since it was established in November 2008. A more detailed framework for promoting professional careers in Built Heritage based of the findings from this research can also be found in Appendix M. It is hoped that this will be adopted by the major stakeholders responsible for increasing the number of young people within the sector.

Seán O'Reilly expressed his overall support for this research and discussed how the IHBC could play their part in a new promotional strategy.

> *"If you want to bring us any list of thoughts or suggestions I would be really keen to hear.. I would be very keen to develop it on this basis ...(the committee are) very aware...on how little we have touched on these areas."*
>
> (Seán O'Reilly)

10.6 Chapter Summary

This chapter has reviewed the research findings in line with the research questions and highlighted how a range of barriers affect the entry of young people into the sector. It discussed how the lack of visibility and identity and the differing cultures that exist within Built Heritage and the Construction Industry impact on the amount of young people choosing professional careers with historic buildings. Specialist policy makers and practitioners in careers, Built Heritage education and Built Heritage professionals were used to provide feedback on the research findings. Access to careers information and the lack of clear career paths were discussed, before the analogy of a careers landscape was used to describe the whole scene. Finally, practical actions that can be adopted by the sector to address the skills shortages and gaps were presented together in a careers promotion strategy.

CHAPTER 11

Conclusions

11.1 Introduction

This final chapter concludes the overall study into 'A Future in the Past: Unlocking a Career in Britain's Built Heritage'. It reviews each of the preceding chapters and presents the developed theory and the contributions to knowledge. The chapter then highlights the value of the research before setting out recommendations for further research and drawing some final conclusions.

11.2 Chapter Review

Chapter One introduced the research by identifying the primary concern and need for this study before defining the research questions. It highlighted how the research draws upon and adds to an existing body of knowledge regarding the skills gaps and shortages that exist within Britain's Built Heritage sector as well as knowledge on young people and career choice. The introductory chapter set the context in which the research is situated and discussed the motivations driving it. Finally the structure of the thesis was presented with an outline of each chapter.

11.2.1 Part I: Research Context

Part I of the study presented the context in which the research was set and comprised Chapters Two, Three, Four and Five. Chapter Two introduced the reader to Britain's Built Heritage sector before outlining some of the issues the sector faces in relation to increasing skills shortages and gaps. The existing literature and information regarding the sector and its culture was reviewed together with existing research on Construction Industry culture.

Chapter Three explored how young people make career decisions and what influences these choices. The chapter concluded that the images and perceptions that young people hold about certain careers are obtained throughout their lives. If young people do not experience a career area, it remains invisible to them. The analogy of a careers

landscape was introduced as a way of thinking holistically about the complexities that make up the career choice process and how best to promote Mount Heritage.

Chapter Four detailed the theoretical framework and methodology adopted for the study. The chapter gave a broad understanding of the research process before exploring the range of methodologies available. The rationale behind choosing to conduct qualitative research informed by a constructivist theoretical perspective and a subjective epistemology was presented. Finally, the chapter introduced constructivist grounded theory as the chosen methodological approach for the research.

Chapter Five highlighted the data collection tools adopted in this research as well as the methods used to analyse the data. The primary data collection was presented in three phases. Firstly a range of interviews were conducted which produced two core concepts; 'A Cultural Conflict' and 'A Hidden Destination'. Phase two took the form of a small case study within a secondary school, testing out some of the emerging concepts behind how young people make career choices and how this may affect the Built Heritage sector. Finally, phase three of the data collection was a consultative exercise used to gain valuable feedback on the research findings and what they mean for three key areas affected by the research. These were careers, Built Heritage education and Built Heritage professionals.

11.2.2 Part II: Research Findings

The findings of the research were presented in Part II which comprised Chapters Six, Seven, Eight and Nine. Chapter Six, titled 'A personal journey into heritage' was a personal narrative detailing my career path from school through to Historic Building Surveyor. This provided a greater understanding of some of the experiences of the research participants and allowed comparisons to be made within the discussions of the research.

Chapter Seven explored the notion of a 'cultural conflict' that emerged as a core concept from the data. The chapter laid out the argument that the Built Heritage sector and the Construction Industry display differing cultures which impacts on recruitment. Where much of mainstream Construction and Built Environment disciplines are perceived by many as having a masculine working culture, the nature of Building Conservation and the Built Heritage sector was described by many of the participants

as having a more feminine, caring approach to the Built Environment. The chapter discussed the importance of this when considering how best to promote the sector and to whom. Currently, the little amount of promotion that does exist for careers within the Built Heritage sector and the career paths available are through the Built Environment and Construction Industry.

Chapter Eight, 'a hidden destination', was the second of the core concepts that emerged from the data. The chapter highlighted the lack of visibility and identity that the sector has among the general public and career conscious young people. It demonstrated that despite young people visiting historic buildings through school trips, links were not being made with potential careers. The chapter argues that without a single unique over-arching name for the sector, promotion of the careers and career paths will remain unclear.

Phase Two of the data collection was conducted through a case study and discussed in Chapter Nine. It used the findings from Phase One to pilot a new approach to informing Year 9 students about the careers available in Building Conservation. The chapter presented the results from the case study and demonstrated how young people might be informed about careers through visits to the school and school trips. It also demonstrated the difficulties young people currently have in accessing information about careers and education routes for the Built Heritage sector.

11.2.3 Part III: Discussion and Conclusions

Part III of the thesis presented the discussion and conclusions to the research. Chapter Ten reviewed the findings and discussed the implications of these on the Built Heritage sector. It used three specialists to consider further the effects of the research before presenting a promotional strategy to be adopted by the sector.

Finally, this present chapter concludes the research by reviewing each of the previous chapters before offering the contribution to knowledge and recommending further areas for research.

11.3 The Developed Theory

This research used a constructivist grounded theory approach, as advocated by Charmaz and detailed in Chapter Five, to unlock careers in Britain's Built Heritage. Having experienced trying to access the paths to Mount Heritage myself, I approached the research as an 'insider', a concept that is an accepted part of the constructivist grounded theory approach. Charmaz (2006) suggests that the researcher is not simply a passive receptacle into which information is placed, but comes to the field with experience, opinions and preconceptions. My past helped me to understand the experiences of the research participants. Holliday (2007) portrays this idea as not speaking on behalf of the participants but speaking for oneself as someone who understands their situation. The theory, which is grounded in the data, states that; concepts of a cultural conflict and a hidden destination contribute to the current lack of young people entering the Built Heritage sector.

11.4 Key Contributions to Knowledge

This study makes a number of significant contributions to the knowledge and research surrounding recruitment of young people to professional careers in the Built Heritage sector.

11.4.1 New Strategy for the Built Heritage Sector

At the commencement of this research there was very little detail known about the reasons behind the skills shortages and gaps that exist within the professional side of the Built Heritage sector and no known research into how more young people could be attracted to professional Built Heritage careers. Throughout the research process, I have worked closely with key stakeholders, professionals in the sector and young people to address these areas and produced a strategy to target recruitment into the sector. Further to this, the research findings have been confirmed by specialists within the field, who have each expressed the value of the research.

11.4.2 The Affects of a Lack of Identity

The research has identified and highlighted a problem the Built Heritage sector has with identity. Although existing research had acknowledged issues the sector has with visibility (NHTG, 2008a), the identity of the Built Heritage sector is an area that has not

previously been researched. The findings of this study demonstrate that the lack of an unique name causes confusion and difficulties during information searches and hinders attempts to promote the sector effectively. It argues that a universally applied name should be adopted by the sector, supported by all stakeholders, in order to focus promotion and subsequently help Built Heritage become recognised among the general public. As well as highlighting the problems the sector has with identity and visibility, this research has also offered a comprehensive range of solutions (see figure 10.3) and is encouraged by specialists from the sector.

11.4.3 Cultural Nature of Building Conservation

In researching the identity and visibility of the sector, this research has also deepened the understanding of how the Built Heritage sector promotes itself. It has shed light on to the differences between the nature of work and more feminine culture that exists within the careers involved in the care for historic buildings and the more masculine culture that exists within the sector's host and current main recruitment route, the Construction Industry. The research also suggests that highlighting Conservation content within mainstream Built Environment courses could act as a hook to attract a more diverse and inclusive workforce to other Built Environment professions.

11.4.4 Lack of Clear Career Paths

This research has shown that the current career paths for young people wishing to pursue a career in Building Conservation are unclear. It has pieced together the current education provision available and found gaps at undergraduate level. It has also shown that in some cases although Building Conservation is being taught within some mainstream undergraduate programmes, it is not being promoted and therefore currently does not make up part of a career path to Built Heritage. This research has draw attention to the hidden educational paths to careers in Mount Heritage and provided a set of solutions that, if adopted by the stakeholders, would provide a much clearer map for young people and assist the image of Built Environment education.

Further to the above, an additional contribution to knowledge has been provided through the identification of areas of further research, which will be discussed later within this chapter.

11.5 Value of the Research

This research is of considerable value to the Built Heritage sector as it has made a number of significant contributions to knowledge regarding the recruitment of young people. Throughout the research, close contact has been kept with major stakeholders to ensure the direction of the study was of value to the sector. Further to this, the research has provided a framework for the sector to adopt, detailing practical actions in a promotional strategy. This research has also provided value for other sectors facing similar recruitment issues. Many of the factors affecting Built Heritage, such as the lack of a clear identity and career paths may also be faced by other sectors, particularly new and emerging areas of employment, as confirmed by Claire Nix in Chapter Ten.

11.6 Recommendations for Further Research

Throughout this study it has become clear that very little research on certain aspects relating to the Built Heritage sector, such as education, careers and culture, currently exists and that more research in these areas would be beneficial.

11.6.1 Culture in Conservation

More specifically, this thesis recommends further research into the culture of Building Conservation and the impact this has on the makeup of the workforce. This research has gone some way in differentiating the culture from that found in some areas of the Built Environment and Construction Industry. However, more detailed and wider ranging research would help to build upon the notion put forward by this research that Building Conservation holds a more feminine culture to that of the Built Environment and Construction Industry.

11.6.2 Building Conservation and Archaeology

A small amount of research was found describing some of the similarities between workforce issues in Building Conservation and Archaeology (Aitchison, 2006). However, this contained very little actual data for Building Conservation. This research has highlighted some of the cultural similarities between the two professional areas however, further comparative research into the career routes into Built Heritage and Archaeology is recommended.

11.6.3 Education Provision

This research has highlighted that there is a lack of information on where Building Conservation exists in Built Environment undergraduate courses. Although this research has shown that it does exist within some Building Surveying courses, further detailed research into exactly what is currently available and where is recommended. This would help to establish a more detailed picture of the current education provision and also highlight the gaps. This data could then be used to develop the range of career path options for young people.

11.6.4 Sector Infrastructure

It is also recommended that further research be carried out to determine whether the sector (industry, employers, education, and training) infrastructure can handle an influx of young people interested in careers in heritage. This would ensure that provision is made at all levels to educate and support young people entering the sector as a result of an improved promotional strategy.

11.7 Conclusion

The purpose of this study was to contribute towards the overall understanding concerning the underlying reasons for the skills supply shortage and gaps in the professions within the UK's Built Heritage sector. Central to this, the research sought to explore the viability of a new approach to improve recruitment among young people. The research findings have highlighted a range of barriers contributing to skills shortages and lack of young people entering the sector. An analogy of a careers landscape has been used to highlight the complexities and the holistic approach required from the sector to address the situation. The combination of conflicting cultures between Building Conservation and the rest of the Construction Industry, as well as a lack of identity, visibility and clear career paths, contribute to the sector's inability effectively to promote the professional careers in Building Conservation. This research has established these findings and offered solutions through a promotional strategy championed by specialists within the field. If the Built Heritage sector is effectively to promote professional careers in Building Conservation, it needs to address the current barriers affecting entry and to adopt the recommendations set out in the promotional strategy framework.

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APPENDICES

APPENDIX A

Chronological Data Collection Table

Chronological Data Collection Table				
Date	**Form**	**Location**	**Participants**	**Recording method**
9th May 2008	Careers Interview	Sheffield	Respondent F Careers Professional and Academic in Education Research Institute	Digital recording
11th November 2008	NHTG Regional Heritage Skills Action Groups Conference/ meeting	Alnwick Castle - Northumbria	NHTG Regional Heritage Skills Action Groups plus other stakeholders	Note taking
18th November 2008	Women in Heritage Meeting	Sheffield	Ela Palmer WIH, Denise Eaton SHU,	Note taking
9th December 2008	NHTG Executive meeting	Tower of London	NHTG Executive committee	Note taking
10th December 2008	SPAB Scholarship student interviews	Norfolk	Respondent A Respondent B Respondent C	Digital recording / note taking
22nd December 2008	Construction Skills Careers meeting	NHTG Office Loughborough	Claire Martin –CSkills education dept. Mark Hinsley – Cskills, NHTG	Digital recording / note taking
4th February 2009	Interviews with young professional conservation building surveyors	London	Respondent D Respondent E	Digital recording / note taking
4th February 2009	Interview with young professional in heritage sector	London	Respondent H	Digital recording
4th February 2009	NHTG Action Committee meeting	Building Crafts College, Stratford, London	NHTG Action Committee	Digital recording / note taking
6th March 2009	Heritage Skills Co-ordinator Meeting - NECT	Blackfriers, Newcastle	Andie Harris (NECT)	Note taking
26th March 2009	Interview - heritage course provider	Sheffield	Respondent F	Digital recording

7th April 2009	Meeting	Telephone	Andie Harris (NECT)	Note taking
22nd April 2009	Meeting with school teacher	Hartlepool	Helen Musgrove	Note taking
29th April 2009	Symposium - Heritage skills	Preston Hall Museum, Stockton	Andie Harris Respondent G	Data packs
19th May 2009	Yr 9 assembly	Hartlepool	260 yr 9 students plus teachers	N/A
8th June 2009	Careers in heritage focus group	Hartlepool	14 Yr9 students	Note taking
29th June 2009	Trip to Durham Cathedral	Durham	9 students, teacher, local heritage skills co-ordinator	Note taking /photographs
13th July 2009	Presentation evening	College of Science – North East	9 students, 1 teacher, 10 parents, siblings, local heritage skills co-ordinator	Note taking/ photographs /evaluation forms
18th November 2009	NHTG Regional and Home Countries Heritage Skills Action Groups Conference	Lytham St. Annes, Lancashire	NHTG Regional Heritage Skills Action Groups plus other stakeholders	Note taking
20th April 2010	COTAC Standing Conference	London	COTAC Board Members	Note taking
13th July 2010	Professional feedback interview - Careers	Telephone	Claire Nix Careers Consultant Babcock	Digital recording
16th July 2010	Professional feedback interview - Education	Telephone	Henry Russell Course Director College of Estate Management	Digital recording
30th July 2010	Professional feedback interview - Built Heritage	Telephone	Dr Seán O'Reilly Director Institute of Historic Building Conservation	Digital recording

APPENDIX B

Interview Questions

Interview with Built Heritage Young Professional

Location:

Date:

Name:

Age:

Profession:

Contact email address:

- Describe your career up to this point
- Who / what has influenced your career path
- How/where did you find out about the routes and qualifications?
- Were there any barriers?
- Any issues or difficulties?
- Any role models/ influence to working with old buildings?
- Where do you see yourself in 10 yrs time?
- Do you think recruitment into the sector could be improved? How?
- Do you think there are differences between what you do in heritage and general construction
- I have called it 'built heritage sector' do you have a better name?
- How do you think we could get more young people into the sector?

Conservation Course Provider – Interview Questions

- Can you start by explaining your job role at your University
- I want to talk a bit about the building conservation/heritage courses that you have run:
- When did they start
- What did you run?
- At what level
- Were they successful?
- For how long?
- Why did they stop?
- What were the difficulties?
- How have people been recruited onto these courses?
- Is BC/heritage taught within any of the mainstream courses?
- Would you run an undergraduate course again if more people were interested?

Career Professional – Interview Questions

- Can you start by telling me a little about your professional background? (Current position, how long in role, past positions etc)
- My knowledge on careers guidance for school students is very limited and I know it is a little more active than when I was at school – Can you give me a clearer picture of how the careers system works?
- How many times does the average student see an advisor?
- How does the guidance work? Is it student lead? How much room is there to introduce new career areas or suggest alternative sectors?
- Are the student's core skills taken into account? (e.g. architecture is just as much about client/contractor relations as designing buildings – reality)
- If a student expresses a desire to be say a bricklayer, would all options be presented – such as historic bricklayer, dry stone waller etc?
- Is the career guidance linked directly with work experience?
- How does work experience work? Is the responsibility on the student or teachers or external body?
- Does the government/local authority have influence over how the career system works?
- Are they able to influence or encourage the promotion of certain career areas to fill skills gaps?
- In terms of building conservation, would it only be those who expressed an interest in the construction industry that were introduced to these conservation areas?
- If someone expressed an interest in working in the built heritage sector, how would you know where to sign post them – what happens in reality?
- Do specific sector representatives visit schools to try to recruit students?
- What role do careers fairs play?
- In your current role, what initiatives are you involved in to encourage more people into areas of SECT?
- Can you think of any improvements that could be made within the careers service to open the doors of the built heritage sector to more people?

APPENDIX C

Initial Codes

Initial Codes

1. Perception and career image
2. Foundation degrees
3. Post grad courses
4. Part time training
5. Positive course experience
6. Recruiting from arts and humanities
7. Awareness of BH organisations
8. Professional bodies
9. SPAB courses
10. Career guidance
11. Career landscape
12. Career paths
13. Job prospect uncertainty
14. Looking for a job
15. No clear career path
16. Realisation of career path
17. Recruiting to conservation
18. Researching career paths
19. A-level subjects
20. Craftsmen and women
21. Love for old buildings
22. Older people enter conservation
23. Studied architecture
24. Who is attracted to BH
25. Link with Archaeology
26. Attracting women
27. Role models
28. TV influence
29. Failed undergrad courses
30. Funding university courses
31. Lack of course content
32. Mode of study
33. Need for more technical experience
34. Lack of publicity for courses
35. Undergrad conservation courses
36. Careers in planning
37. Circumstantial conservation
38. Name of the sector
39. Attracting young people
40. Education in schools
41. First impressions of the sector
42. Improving recruitment
43. Interest in art
44. School aged experience
45. Kids clubs
46. School trips
47. Becoming mainstream
48. Being a separate career
49. Conservation on mainstream courses
50. Gaining knowledge of old buildings
51. History of conservation professionals
52. Importance of accreditation
53. Barriers
54. No internal awareness of skills shortage
55. Perception of a closed career

APPENDIX D

Built Heritage University Provision

Built Heritage University Course Provision

(taken from COTAC website 2009)
Other more general conservation courses are offered in other universities, however they do not specialise in built heritage.

First Degree Courses				
Establishment	**Course**	**Length**	**Entry Requirement**	**Qualification**
BOURNEMOUTH Bournemouth University	Heritage Conservation (special option buildings and monuments)	3 yrs	A levels	BSc (Hons)
KINGSTON Kingston University	Historic Building Conservation	2 yrs PT + optional 1 yr top up for BSc (Hons)	Experience and Interview	Foundation Degree leading to optional BSc (Hons)
SWANSEA Swansea Metropolitan University	Building Conservation Management	3 yrs	A levels	BSc(Hons)

Post Graduate Degree Courses				
Establishment	**Course**	**Length**	**Entry Requirement**	**Qualification**
BATH University of Bath	Conservation of Historic Buildings	1 yr FT or 2 yrs PT	1st degree / extensive experience in architecture, engineering, surveying or other related disciplines	MSc/Diploma (IHBC accredited)
BOURNEMOUTH Bournemouth University	Building Conservation	2 yrs PT	Graduate / experience	MSc
	Timber Building Conservation	2 yrs PT	Graduate / experience	MSc
CHICHESTER Weald and Downland Open Air Museum	Building Conservation	2 yrs PT	Graduate or experience	MSc
DUNDEE University of Dundee	European Urban Conservation	1 yr FT or 2 yrs PT	entry is multi-disciplinary	MSc / Diploma IHBC accredited & RTPI accredited
EDINBURGH Edinburgh College of Art	Architectural Conservation	9 months FT or 2 yrs PT	Graduate	Diploma
	Architectural Conservation	1 yr FT or 3 yrs PT	Graduate	MSc
ESSEX Anglia Ruskin University	Conservation of Buildings	3 yrs	1st degree in related subject	MSc
LONDON Architectural Association	Building Conservation	2 yr day release	Professional qualification or graduate of related discipline	AA grad dip
LONDON City & Guilds of London Art School	Conservation Studies	1 to 2yrs PT or FT	relevant degree / experience	Post grad dip
OXFORD Oxford Brookes University	Historic Conservation (awarded by Oxford Brookes University)	1 yr FT or 2 yrs PT	Graduate or appropriate qualification or experience in the field	MSc / Diploma
	Architectural History (awarded by the University of Oxford)	1 yr PT	Graduate	Post grad certificate

PLYMOUTH Plymouth School of Architecture	Architectural Conservation	1 yr FT or 2 yrs PT	Degree or appropriate professional qualification or experience	Postgraduate Diploma in Arch Cons
	Architectural Conservation	1 yr PT	Postgraduate Dip in Arch Conservation (see above)	MA Arch Con
	Architecture with Architectural Conservation Part II RIBA	2 yrs FT	Degree in Architecture + Part I RIBA	Graduate Diploma (Part II RIBA) with PgDip Architectural Conservation
PORTSMOUTH University of Portsmouth	Historic Building Conservation	1 yr FT	degree in appropriate subject	MSc
PRESTON University of Central Lancashire	Architectural Materials Conservation	1 yr FT or 2 yrs PT or block release	degree in appropriate subject	MSc / PG Dip / PGCert
	Building Heritage & Conservation	1 yr FT or 2 yrs PT or block release	degree in appropriate subject	MSc / PG Dip / PGCert
	Conservation of the Historic Environment	3 yrs MSc 2yrs Pg Dip Distance Learning	Graduates, professionals	RICS MSc: Postgraduate Diploma: University of Reading MSc
READING College of Estate Management	Historic Environmental Conservation	2 yrs PT (including 8 practical workshops in building skills)	appropriate graduate professionals	MA or PG Diploma
TELFORD Ironbridge Institute	Historic Buildings & Places	3 yrs term by term and up to 5 years module by module	Graduate	MA
YORK The University of York	Conservation Studies	1 year (full-time); 2-3 years (part-time)	Graduate	MA

APPENDIX E

University Built Heritage Course Attendees Data

Built Heritage Course information – 2009					
Course Provider	**Course level**	**Course Title**	**Number of Students per year (average)**	**Age range of students**	**Female to male ratio F:m**
University of Portsmouth	Post Grad MSc	Historic Building Conservation	14	22-79	1:1.8
The College of Estate Management	Post Grad Diploma/MSc	Conservation of the Historic Environment	25		1:1.7
University of York	Post grad MA	Conservation Studies	15	25-45	1:1

APPENDIX F

NHTG Action Plan

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	**CLIENT DEMAND** **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	**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 **2.** Make the establishment of maintenance plans a condition of grant for work on historic properties **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. **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	
Performance Measures	**2008 onwards:** Continue annual programme of outreach and dissemination of information to schools **2008:** Key messages and signposting as part of web resource **2008 onwards:** Targeted mail-out to identified stakeholders to drive demand **2009:** Assessment strategy in place for establishment of maintenance plans as a condition of grant **2010:** Establish maintenance agreements as condition of grant **2010:** Secure statistical foundation for evaluating client demand through local government conservation services	**Stakeholders:** 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

1.2	**BUILDING STANDARDS** **Improve the relevance of national building standards relating to the conservation, repair, maintenance and improvement of the historic built environment**	
Action	**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 **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) **3.** Work with the relevant building standards agencies to influence future revisions of the building regulations and supporting Approved Documents/Technical Handbooks **4.** Work with major manufacturers and suppliers to clarify the performance characteristics of traditional materials by modern standards **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	
Performance Measures	**2008:** 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 **2008 onwards:** National heritage agencies to increase engagement with the relevant building standards agencies **2008 onwards:** Continue development of UK-applicable guidance to support the application of building regulations to historic buildings **2009:** Establish annual meetings with All Party Parliamentary Groups and their equivalents across the UK **2011–13:** Repeat research shows reduced skills and knowledge gaps among professionals working in the built heritage sector [see also crossover with 1.1]	**Stakeholders:** National heritage agencies, BRE, British Isles Technical Forum, building standards agencies, Proskills, IMEM, Department of Communities and Local Government, manufacturers and suppliers, IHBC

13	**LATENT DEMAND** **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**	
Action	**1.** Identify UK-wide resource of Buildings at Risk **2.** Work with national and local government to identify UK needs in traditional building repair and maintenance, e.g. through house-condition surveys **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 **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	
Performance Measures	**2009:** Integrated Buildings at Risk framework for UK **2010:** 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 **2010 onwards:** 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	**Stakeholders:** National heritage agencies, IHBC, local government, BRE, IMBM, Asset Skills, manufacturers and suppliers, Proskills

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	SECTOR SUPPORT **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	**1.** Using this report and its findings, work to ensure support and buy-in from all relevant professional bodies and construction industry stakeholders **2.** Review representation of the building professionals sector within the current makeup of the NHTG and expand if necessary **3.** Build links to mainstream construction sector to facilitate training, sourcing and specification by non-specialists in traditional building works **4.** Develop and agree a national occupational standard (NOS) for professionals specialising in historic environment conservation	
Performance Measures	**2008:** NHTG Building Professionals Research promulgated to all relevant professional bodies **2008:** Review of Action Plan under consultation with all relevant professional bodies **2010:** Support industry-wide awareness-raising conference on role and potential of traditional buildings within the industry **2009–10:** All relevant professional bodies working to an agreed Action Plan, tied to each individual organisation's development plans **2010–11:** NOS established for historic environment conservation professionals	**Stakeholders:** ConstructionSkills NHTG and national heritage agencies, with IHBC and other professional bodies (e.g. RIBA, RIAS, RSAW, RSUA, CIAT, RICS, RTPI, ICE, IStructE, CIOB, CARF, ACE, ABF, IMBM)

2.2	RESOURCES **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	**1.** 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 **2.** 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 **3.** Develop a system for creating accessible guidance notes for practitioners based on specific technical queries on topics not covered by other resources	
Performance Measures	**2008:** New NHTG website to provide interim solution with signposts to existing guidance **2008:** Consultation and scoping proposal for online resource completed **2009:** Funding secured for development of online resource and to meet operational costs **2009:** Core elements of online resource launched **2009:** Development of new guidance notes under way	**Stakeholders:** Building conservation training groups, NHTG, IHBC and national heritage agencies

2.3	QUALITY ASSURANCE **Establish and propagate standards of best practice for professionals working in the built heritage sector**	
Action	**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 **2.** Support the professional bodies to establish a UK-wide pan-professional system of accreditation **3.** Promote wider use of the 'Understanding Conservation' online resource for building professionals **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 **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 **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	
Performance Measures	**2008:** Secure sector support from relevant professional bodies **2009:** Achieve a 15% increase in the number of accredited individuals on conservation registers **2009:** Secure a 30% increase in IHBC's professional membership (including trainee membership) from 2007 levels **2009:** Pan-professional system of accreditation in place **2010:** All building professionals working on historic buildings to be CSCS carded **2011–13:** Repeat research shows improved recognition of understandingconservation.org as a tool to assist in the achievement of conservation accreditation for building professionals	**Stakeholders:** Edinburgh Group, COTAC with professional bodies, IHEC, 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

2.4	POSITIVE IMAGE **Improve the image of the built heritage sector among potential new recruits**	
Action	**1.** Develop and promote a clear career progression route for building professionals looking to specialise in traditional building work **2.** Support the delivery of events targeted at 14–19-year-olds to promote careers in building conservation **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 **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 **5.** Encourage media and public relations opportunities to promote the image of professional activity in the traditional building and historic environment conservation sectors **6.** Identify high-profile supporters of good practice in traditional building specialisms and historic environment conservation to help support and promote the sector	
Performance Measures	**2008:** Undertake full review of current NHTG careers brochure and improve content relating to building professionals **2008:** Relaunched NHTG website to carry strong, clear and positive messages to potential new recruits at professional level **2008 onwards:** 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 **2008 onwards:** Potential building professionals targeted as a high-priority group for all events planning **2008 onwards:** Development of IHEC's 'Honorary Associates' programme **2009 onwards:** Roll-out of Heritage Ambassadors Scheme for young professionals **2011–13:** Repeat research shows improved perception of heritage sector among potential new recruits	**Stakeholders:** ConstructionSkills, NHTG and national heritage agencies with IHBC and other professional bodies

2.5	INCREASE NUMBER OF NEW ENTRANTS **Maximise the student intake for existing higher education courses and support the development of new providers where appropriate**	
Action	**1.** Provide a package of careers information specifically for heritage sector building professionals **2.** Produce an accessible centralised register of higher education providers supporting the heritage sector **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 **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 **5.** Work with training providers to develop more courses targeted specifically at building professionals involved in designing and writing heritage work specifications and schedules **6.** Provide coordinated guidance on grants, bursaries and awards available for building professionals to support uptake of relevant HE courses	
Performance Measures	**2008:** Undertake full review of current NHTG careers brochure and improve content relating to building professionals **2008:** Scoping exercise of all relevant grants, bursaries and awards available **2008:** Clearly map out current opportunities for progressing in each profession where the discipline has an impact on the historic built environment **2008:** Redesigned NHTG website to include search facility for higher education providers supporting the built heritage sector **2008–9:** 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 **2010:** Increase to 15 (from 6) the number of conservation courses in the UK fully recognised by the IHBC under its 2005 assessment programme **2011–13:** Repeat research shows increased number of building professionals working in the heritage sector with appropriate skills and knowledge	**Stakeholders:** NHTG and national heritage agencies, existing HE providers, Conservation Course Directors' Forum (CCDF) and professional bodies

2.6	EMPLOYMENT OPPORTUNITIES **Strengthen the sector by ensuring that the best potential new entrants have ready access to information on current vacancies**	
Action	**1.** Explore improving the current arrangement of signposting for vacancies and provide a centralised resource if necessary **2.** Establish career development structure/models for professionals to specialise in built heritage sector work	
Performance Measures	**2008:** Scoping exercise of current sources of information **2008:** Clearly map out current opportunities for progressing in each profession relating to the historic built environment **2011–13:** 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	**Stakeholders:** NHTG, national heritage agencies with professional bodies and Urban Design Alliance

2.7	TREND MONITORING **Monitor improvements within the sector**	
Action	**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	
Performance Measures	**2009:** Achieve full buy-in from all relevant professional bodies **2011–13:** Repeat baseline research	**Stakeholders:** NHTG, national heritage agencies and associations, professional bodies

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

3.1	**STIMULATE DEMAND** **Increase awareness of the need to specify traditional materials on pre-1919 buildings in order to stimulate demand**	
Action	**1.** Increase awareness with n planning authorities of the need to specify traditional materials and techniques in order to stimulate demand **2.** Use the planning and listed building consent process to propagate best practice **3.** Support increase in relevant training, education and CPD opportunities for professionals involved in the planning or listing process **4.** Stimulate client demand for traditional building materials in accordance with Action 3.1	
Performance Measures	**2008:** Distribute existing guidance on the use of traditional materials to all local authorities **2008:** Identify baseline figures for the sale of benchmark materials (e.g. lime mortars) and monitor on an annual basis **2008–9:** 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 **2009:** Guidance on the use of appropriately skilled craftspeople and traditional materials to be issued with every listed building consent application form **2012:** 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 **2011–13:** Repeat research shows higher percentage use of traditional materials on pre-1919 projects	**Stakeholders:** NHTG, Proskills, Asset Skills and national heritage agencies working with IHBC, local authorities and their conservation specialists

3.2	**INCREASE SUPPLY** **Enable greater cross-fertilisation of ideas and practices among traditional building and material manufacturing companies to improve standards**	
Action	**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 **2.** Encourage manufacturers/suppliers to self-help by promoting their products and good practice to building professionals as part of CPD training **3.** Promote reintroduction of sustainable, low-environmental impact snatch quarrying where appropriate **4.** Promote key message on importance of using appropriate building materials for conservation, repair, maintenance and restoration to all stakeholders **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 **6.** Encourage links between relevant professional bodies and industry to facilitate improved knowledge transfer between manufacturing and specifiers	
Performance Measures	**2008 onwards:** propagate and support the work of the Scottish Stone Liaison Group, the English Stone Forum and the Welsh Stone Forum **2009 onwards:** 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]	**Stakeholders:** Proskills, Confederation of British Industry, NHTG and national heritage agencies, SSLG, IHBC

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

4.1	HIGHER EDUCATION **Strengthen the traditional building and conservation components of professional courses and higher education study curricula**	
Action	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 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 3. Work with providers to develop more courses targeted specifically at building professionals involved in designing and writing heritage work specifications and schedules 4. Support the development of Foundation Degrees dedicated to the historic built environment 5. Identify and promulgate teaching and training priorities, to ensure that built heritage education and training is appropriate to the workplace 6. Expand NHTG mentoring programme to support delivery of built heritage education within mainstream built environment degrees	
Performance Measures	**2008:** 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 **2008–9:** 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 **2009:** Scoping study to identify teaching and training priorities **2009:** Identified teaching and training priorities promulgated to existing and potential education providers **2010:** Deliver bespoke pilot CPD programme for HE lecturers **2010–12:** Embedment of identified teaching and training priorities within existing HE provision **2011–13:** Repeat research shows increased demand for undergraduate and postgraduate courses relevant to the built heritage sector	**Stakeholders:** NHTG, national heritage agencies (including HELM in EH) and HBC, with professional bodies and professional link bodies (such as Urban Design Alliance), FE colleges and HE institutions (in particular the CCDF) and student societies

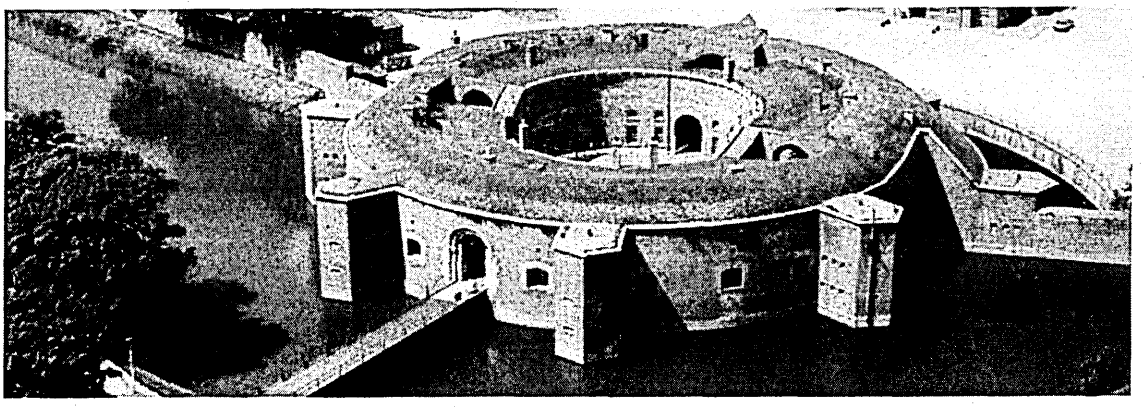
4.2	UNDERSTANDING BUILDING CRAFT SKILLS **Strengthen understanding among the professions of traditional building craft skills and their application on site**	
Action	1. Encourage and support the development and delivery of training models geared towards on-site training, such as the National Skills Academy for Construction (NSAfC), to increase flexibility and relevance of training options for building professionals 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 3. Fully engage the emerging National Heritage Training Academy framework with further and higher education institutions to maximise opportunities 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 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 6. Establish greater parity of esteem between vocational and academic training and education routes for the benefit of the sector as a whole	
Performance Measures	**2008:** Identify all existing education providers for professionals and current placement provision **2008:** Involvement of building professionals in heritage skills taster days and demonstrations **2009:** Increase by 20% the live-site placements delivered across the UK **2010:** Heritage sector and education providers to fully engage with the National Skills Academy for Construction as a primary training delivery route **2011–13:** Repeat research shows increased understanding of traditional building skills and materials among new recruits to the professional sector	**Stakeholders:** NHTG, ConstructionSkills, Asset Skills, National Heritage Training Academy, SCFTE and national heritage agencies with professional bodies, HE and FE bodies and CCDF

4.3	**LIFELONG LEARNING AND CPD** **Improve the knowledge base of professionals already working in the sector**	
Action	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 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 3. Work with professional bodies to increase the number of CPD accredited short courses available to professionals working in the built heritage sector 4. Explore and promote as necessary European programmes for exchanges of personnel and experts	
Performance Measures	**2008:** Scoping exercise on current range of accredited CPD of relevance to the built heritage sector **2008:** Confirmation with partners of critical areas of specific training need and agreement of strategy to address **2008:** Launch training provider search facility as part of redesigned NHTG website **2008 onwards:** Develop links with other home countries, Republic of Ireland and European partners on traditional building skills training **2008 onwards:** Implement generic self-assessment CPD planning resources for specialists in historic environment conservation **2009 onwards:** Survey the CPD needs of specialists based on review of CPD practice and returns **2011:** 25% increase in range of accredited CPD of relevance to the built heritage sector, from 2008 figures	**Stakeholders:** NHTG and national heritage agencies and professional bodies, with Heritage Lottery Fund, CCDF and professional bodies (e.g. IHEC, RIBA, RIAS, RSAW, RSUA, CIAT, RICS, RTPI, ICE, IStructE, CIOB, CABE, ACE, ABE, IMBM)

APPENDIX G

English Heritage's Fort Brockhurst Discovery Visits

Fort Brockhurst



Gosport - PO12 4DS Bookings: *01483 252013*

Built in the 1860s to protect Portsmouth; now storing a treasure trove of objects.

Hands on Victoriana

Key Stage: 1,2 History

Investigate fascinating artefacts of the Victorian period by handling and discussing objects from Fort Brockhurst's extensive collection.
"Being able to touch real objects from the past definitely brought the subject to life for my pupils" (teacher).

When: Wednesdays during term time, two sessions a day Duration: 1½ hours

Get switched on to lighting - from olive oil to electricity

Key Stage: 1,2 Science, History

Discover how our ancestors learnt to create their own light. Handle a variety of intriguing objects relating to artificial light from the Romans to the present day, learn how they work and share your discoveries.

When: Wednesdays during term time, two sessions a day Duration: 1½ hours

From clay, wattle and daub to bricks and mortar

Key Stage: 1-2 Art & Design, Mathematics, Science.
Theme: Building materials. Visit type: workshop

Discover how the construction of homes has changed over time. Handle original materials and look at design and pattern within this Victorian Fort. Pupils will have the opportunity to create their own tantalising tessellation!

When: Wednesdays during term time Duration: 1 ½ hours

APPENDIX H

Internet Search Results for Building Conservation and Related Search Terms

Search Results

To find courses about

'building conservation' near where you live please enter your postcode and click 'search'.

Postcode [ ] [search]

Search results for 'building conservation'

Results **1** to 20 displayed of **20**

1. 50% Conservator Job Profile [Job Profile]
   Degrees in conservation are available, but other subjects like fine art, ceramics and ... www.thegmcgroup.com/theguild Institute of Conservation 3rd Floor Downstream Building 1 London Bridge
2. 50% Furniture Restorer Job Profile [Job Profile]
   Conservation involves making sure that items keep their original features. ... Warmwell ... www.museumsassociation.org Institute of Conservation 3rd Floor Downstream Building 1 London Bridge
3. 50% Planning and Development Surveyor Job Profile [Job Profile]
   property conservation in rural and urban areas. ... Development and Control (includes options in planning, conservation and building) ... www.rics.org Chartered Institute of Building Englemere
4. 50% Botanist Job Profile [Job Profile]
   ... produced by plants for use in products such as drugs, food, fabrics, solvents and building materials ... be trained in areas such as conservation techniques and plant identification (check ...
5. 50% Landscape Scientist Job Profile [Job Profile]
   ... you would usually specialise in an area such as botany, geology, soil science, ecology or conservation. ... , and with companies involved in building, civil engineering, mining, power supply ...
6. 50% Building Surveyor Job Profile [Job Profile]
   Careers Advice > Jobs and Careers > Job Profiles > Building Surveyor Building Surveyor What is the work like? ... and engineering firms, building conservation bodies and specialist surveying ...
7. 49% Thatcher Job Profile [Job Profile]
   Thatcher ... putting up scaffolding or securing ladders to the building to allow access to the roof ... a knowledge of building, safety and conservation regulations ... Providers Back to top
8. 49% Ecologist Job Profile [Job Profile]
   building computer models to predict the effects of development or climate change ... if you do some further work in your own time, for example volunteering for a conservation charity.
9. 49% Rural Surveyor Job Profile [Job Profile]
   ... the land for other uses, such as leisure, conservation areas, specialised food production or biofuel crops ... RICS or the Chartered Institute of Building's (CIOB) Faculty for Architecture and ...
10. 49% Plasterer Job Profile [Job Profile]
    ... craft skills used in the repair and conservation of historical buildings. ... Many building contractors now insist that you have a Construction Skills Certification Scheme (CSCS) card to work ...
11. 49% Fine Artist Job Profile [Job Profile]
    Fine Artist ... 2nd Floor Back Building 150 Curtain Road . Your fine arts training could help towards moving into other areas, such as art therapy or art restoration and conservation.
12. 49% Town Planner Job Profile [Job Profile]
    Town Planner ... enforcing planning controls, for instance on building that has started without permission ... There may also be opportunities with environmental and conservation bodies.
13. 49% Thermal Insulation Engineer Job Profile [Job Profile]

planning where to put insulation by referring to building layout plans ... Issues around energy conservation and regulations on the environmental impact of buildings may lead to increased job ...

14. 49% Dental Technician Job Profile [Job Profile]
... assist in dental surgery by designing and building artificial parts for patients with facial injuries ... and partial denture prosthetics, conservation and restoration, orthodontic appliances ... -

15. 48% Landscape Manager Job Profile [Job Profile]
... for the environment an understanding of conservation issues organisational skills ... departments, and with companies involved in building, civil engineering, mining, power supply and land ...

16. 48% Arboricultural Worker Job Profile [Job Profile]
National Proficiency Tests Council (NPTC) Building 500 Abbey Park ... an interest in conservation and environmental issues the ability to work as part of a team good communication skills

17. 48% Building Control Officer Job Profile [Job Profile]
... areas like public health, fire safety, energy conservation and building accessibility. ... civil engineering building control building surveying. Employers' entry requirements can vary so you ...

18. 48% Architect Job Profile [Job Profile]
social factors building regulations planning laws. ... such as civil engineering, town planning, surveying, building and building services, landscape design, interior design and conservation.

19. 48% Stonemason Job Profile [Job Profile]
... this career by completing an Apprenticeship with a building or stonemasonry firm. ... with stonemasonry firms, construction companies and building conservation trusts, with a smaller number of ...

20. 48% Forest Worker Job Profile [Job Profile]
putting up fences, digging drainage ditches and clearing trails building roads. As a self-employed contractor ... the British Trust for Conservation Volunteers. ... Providers Back to top

1 |

Additional Keywords

Type in some additional keywords below to search within the above results.

Building Conservation Officer

This job belongs to job family > **Building and Construction**

Building conservation officers work to promote and preserve historically important buildings by offering advice on how to maintain them in an architecturally accurate and sympathetic way. They may work with many different types of buildings, including houses, churches, windmills, lighthouses and factories, ensuring that they survive for future generations to enjoy. As well as providing valuable evidence of the way people lived and worked in the past, such buildings also help to preserve the character of our cities, towns and villages for the future.

The work may involve:

- inspecting and surveying buildings
- writing reports on the condition of buildings
- producing a schedule of the conservation work that is required
- finding suppliers and craftspeople able to work with traditional building materials
- estimating costs of the conservation work
- making sure that all work complies with legislation, including health and safety guidelines
- giving advice on building conservation to owners, architects, heritage groups and other bodies.

Building conservation officers usually work standard office hours from Monday to Friday. They are usually based in offices but spend much of their time visiting buildings and sites. This can involve working outdoors in all weather conditions, and in buildings that are in a poor state of repair. Work environments are likely to be dirty and dusty. When on site, conservation officers need to wear protective clothing, including a safety helmet, safety boots and a high-visibility jacket.

A driving licence may be useful for travelling to buildings.

Salaries range from £18,000 to £40,000 a year or more.

A building conservation officer should:

- understand historic architecture, building methods and techniques
- be confident working with measurements and budget calculations
- understand legislation relating to buildings and conservation
- be able to follow health and safety procedures.

Vacancies may be advertised in local and national newspapers and on specialist recruitment websites. Jobs in local government can be found at www.lgjobs.com

The majority of entrants are graduates. Relevant degrees include planning, building/construction, civil/structural engineering, surveying and architecture. The Diploma in construction and the built

environment may be useful for this area of work.

Training usually takes place in the workplace. The professional bodies organise a broad programme of training courses and seminars.

A building conservation officer may be promoted to senior conservation officer or a managerial role. Experienced building conservation officers may become self-employed, offering advisory and design work on a consultancy basis or lecturing in universities.

CASE STUDIES

- Building Conservation Officer

RELATED JOBS

- Architect
- Building Control Surveyor
- Building Technician
- Conservator/Restorer
- Museum/Art Gallery Curator
- Town Planner

EXTERNAL LINKS (open in new window)

- Ancient Monuments Society
- Civic Society Initiative
- English Heritage
- The Georgian Group
- Institute of Historic Building Conservation
- The National Trust
- The Society for the Protection of Ancient Buildings (SPAB)
- The Society of Architectural Historians of Great Britain
- The Victorian Society

LOCAL LEARNING OPTIONS (open in new window)

Look up your **local 14-19 prospectus** to find courses and qualifications in your local area:

- local services finder on Connexions Direct
- location finder on Directgov

Talk to an adviser...

- phone
- e-mail
- text
- adviser online
- mini-com
- community

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Architectural conservation Search

About 696,000 results (0.32 seconds) Advanced search

Scholarly articles for **Architectural conservation**

A history of architectural conservation - Jokilehto - Cited by 116

... : materials science for architectural conservation - Torraca - Cited by 35

... heritage: from consciousness to conservation - Erder - Cited by 20

Architectural conservation - Wikipedia, the free encyclopedia

Architectural conservation describes the process through which the material, historical, and design integrity of mankind's built heritage are prolonged ...
Narrow definition - Broad definition - Regional usage
en.wikipedia.org/wiki/**Architectural_conservation** - Cached - Similar

Journal of **Architectural Conservation**

As the leading authority in its field, the international Journal of **Architectural Conservation** provides invaluable guidance on policy, practice and ...
www.donhead.com/journal_of_architectural_conservation.htm - Cached - Similar

Building **Conservation** Books

Donhead is the leading independent publisher of building **conservation**, preservation and **architecture** books, specializing in publishing original material for ...
www.donhead.com/ - Cached - Similar

Show more results from www.donhead.com

COTAC Conference on Training in **Architectural Conservation**

Welcome to the COTAC website. Information about building **conservation** education and training.
www.cotac.org.uk/ - Cached - Similar

MA **Architectural Conservation** - University of Plymouth

to enhance understanding of the legislative and management framework related to **architectural conservation**; to develop an understanding of the attitudes and ...
www.plymouth.ac.uk › courses › postgraduate - Cached - Similar

postgraduate taught programmes - eca

The highly regarded **Architectural Conservation** programme at Edinburgh College of Art is over forty years old - the longest established architectural ...
www.eca.ac.uk/index.php?id=85 - Cached - Similar

History of **Architectural Conservation**

CONSERVATION AND MUSEOLOGY ...

Architectural Conservation: Principles and Practice by Aylin Orbasli ... Living Buildings: **Architectural Conservation**, Philosophy, Principles and Practice ...
www.amazon.co.uk › ... › Conservation, Restoration & Care - Cached - Similar

Architectural Conservation UK - Directory of UK Architectural ...

Directory of UK **Architectural Conservation** Companies with detailed profiles, customer reviews, location maps and photos.
www.freeindex.co.uk › ... › Architectural Services - Cached - Similar

Everything
Books
More

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Pages from the UK
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More search tools

Architectural Conservation HND / HNC College Courses - Glasgow Met ...
Architectural Conservation HND or HNC college course at Glasgow Metropolitan College in Glasgow, Scotland. Browse our list of courses and apply online ...
www.glasgowmet.ac.uk/architectural-conservation-hnc-hnd.aspx - Cached - Similar

Masters | Postgraduate Course - **Architectural Conservation** MA ...
Architectural Conservation MA at University of Plymouth, listed on FindAMasters.com - a comprehensive database of Masters, MSc, MA, MPhil & MRes courses in ...
www.findamasters.com/search/showcourse.asp?cour_id... - Cached - Similar

Searches related to **Architectural conservation**
international journal of architectural heritage
editorial international architectural heritage

1 2 3 4 5 6 7 8 9 10 **Next**

Architectural conservation Search

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Sponsored links

Barratt Housing Careers
Register now to join a company with a 5 star house building status.
www.buildingcareerstogether.co.uk/

Purcell Miller Tritton
Award-winning architects with **conservation** specialists UK wide
www.purcellmillertritton.com

Career in **Conservation**?
Countryside Management and Wildlife
Visit Brackenhurst on an Open Day!
www.ntu.ac.uk

Bishop **Architecture**
Specialism in **Conservation** areas
Historic and Listed buildings
www.BishopArchitecture.com

WMF Britain
Conserving historic
St Vincent Street Church.
wmf.org.uk

Architectural Conservation
History of British Art and Design
Browse our Online Collection
www.vam.ac.uk

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Built Heritage Search

About 4,340,000 results (0.38 seconds) Advanced search

Everything
News
More

The web
Pages from the UK
Any time
Latest
Standard view
Timeline

More search tools

Northern Ireland Environment Agency: Built Heritage
Maintains the Northern Ireland Monuments and Buildings Record, which includes databases, written records, maps, photographic, drawn and digital material.
www.ni-environment.gov.uk/built-home.htm - Cached - Similar

404 page not found
30 Jun 2008 ... Listed Buildings Database · NI Monuments Record · NetRegs · Digital Downloads · Built Heritage Map Viewer · River Basin Plan Map Viewer ...
www.ni-environment.gov.uk/404-page-not-found.htm - Cached - Similar

Show more results from www.ni-environment.gov.uk

Natural and built heritage
Heritage is anything from the past, considered as the inheritance of present-day society. Natural and built heritage can include archaeological sites and ...
www.bgs.ac.uk/planning4minerals/NB_Heritage_1.htm - Cached

The Church of England's Built Heritage | Church of England
The official Church of England site. Organization, history, built heritage.
www.cofe.anglican.org/about/builtheritage/ - Cached - Similar

[PDF] BUILT HERITAGE STRATEGY
File Format: PDF/Adobe Acrobat - Quick View
To address these concerns the Built Heritage Strategy proposes ... protect and enhance built heritage. This strategy does not aim to replace or add to ...
www.falkirk.gov.uk/.../Built%20Heritage%20Strategy.pdf - Similar

Historic Scotland
Following on from the conference, request your copy of Power to the People - the built heritage of Scotland's hydroelectric power. Resources ...
www.historic-scotland.gov.uk/ - Cached - Similar

ICCROM - conservation of built heritage programme
13 Apr 2010 ... ICCROM conservation of built heritage programme - comprises activities and courses related to conservation of the built heritage.
www.iccrom.org › programmes - Cached - Similar

UNESCO World Heritage Centre - 3rd Course on Conservation of Built ...
3rd Course on Conservation of Built Heritage organized by ICCROM and which will take place from 5 March to 30 April 2010 in Rome, Italy. ...
whc.unesco.org/en/events/589 - Cached - Similar

Doors Open Days | Glasgow's Built Heritage Festival
Glasgow Doors Open Days is a festival running from September 15 to 19th with special walks and access to historic buildings that are normally closed to the ...
www.glasgowdoorsopenday.com/ - Cached - Similar

PPS 6: Planning, Archaeology & Built Heritage | PPS 6: Planning ...
This PPS sets out the Department's planning policies for the protection and conservation of archaeological remains and features of the built heritage. ...
www.planningni.gov.uk/index/policy/policy.../pps06.htm - Cached - Similar

News for Built Heritage
DLH Built & Natural Heritage Journalism Award Scheme 2010 - 13 hours ago
Journalistic entries for the Built Heritage Award may refer to a single building, a complex of buildings or a historic urban environment or townscape. ...
Gozo News - 2 related articles »

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Heritage

Search

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Advanced search

English **Heritage** Home Page | English **Heritage**

English Heritage exists to protect and promote England's spectacular historic environment and ensure that its past is researched and understood.
Jobs - Days Out - Holiday Cottages - Professional
www.english-heritage.org.uk/ - Cached - Similar

Free Family Tree, Genealogy and Family History - MyHeritage.com

Create your family tree and discover your family history. Free genealogy software. Get automatic Smart Matches on
www.myheritage.com/ - Cached - Similar

Heritage Bathrooms for all your Contemporary
Celebrity Face Recognition - Celebrities & Fun - Genealogy
www.myheritage.com/ - Cached - Similar

Heritage Bathrooms for all your Contemporary and Traditional ...

Traditional and contemporary style bathroom suites. Basins & WCs - Spare parts - Taps & Wastes - Baths
www.heritagebathrooms.com/ - Cached - Similar

Local business results for **Heritage** near Sheffield - Change location

Norfolk Heritage Park
www.sheffield.gov.uk -
0114 275 1176 - 2 reviews

Traditional Heritage Museum
thm.group.shef.ac.uk -
0114 222 6296 - 6 reviews

EM Illustration/Emma Metcalfe Freelance Illustrator
www.emillustration.co.uk -
07743 420 084 - More

Heritage Creative Products
www.heritagecreativeproducts.co.uk -
0114 245 9777 - More

Heritage Doors & Floors LTD
www.theheritagecollection.co.uk -
0114 247 4917 - More

Olney Building Contractors
maps.google.co.uk -
07859 878 384 - More

Elsecar Heritage Centre
www.barnsley.gov.uk -
01226 746 746 - 6 reviews

More results near Sheffield »

Heritage - Wikipedia, the free encyclopedia

Heritage refers to something which is inherited from one's ancestors. It has several different senses, including: Natural **heritage**, a nation's inheritance ...
en.wikipedia.org/wiki/**Heritage** - Cached - Similar

Heritage Lottery Fund

The body which distributes a share of the income from the National Lottery to projects aimed at preserving and making accessible the nation's **heritage**.
www.hlf.org.uk/ - 10 hours ago - Cached - Similar

Heritage Estate Agents

Properties for sale in the North Somerset area. Details on line including interior and exterior photos and floor plans.
www.heritage4homes.co.uk/ - Cached - Similar

Google

building conservation Search

About 5,970,000 results (0.33 seconds) Advanced search

BuildingConservation.com Homepage

On-line information resource for the **conservation** and repair of historic buildings: specialist products and services; articles and guidance; courses and ...
www.buildingconservation.com/ - Cached - Similar

Articles	Situations vacant
Directory	Advertising
Products & services	Contact
The Building Conservation Directory	Whats On

More results from buildingconservation.com »

Building Conservation: Articles by subject

Most of the articles on this website are reproduced from past editions of The **Building Conservation** Directory and Historic Churches ...
www.buildingconservation.com/articles.htm - Cached - Similar

Institute of Historic Building Conservation

The professional institute which represents **conservation** professionals in the public and private sectors in the United Kingdom and Ireland.
www.ihbc.org.uk/ - Cached - Similar

SPAB: Other Building Conservation Organisations

Other **Building Conservation** Organisations. Listed below are the sites of other organisations which share the SPAB's interest in old buildings ...
www.spab.org.uk › Contacts - Cached - Similar

Building Conservation Services

25 Mar 2008 ... ***Building Conservation*** *Services is a co-operative* of conservation craftsmen working in the UK, which has undertaken several hundred projects ...
www.buildingconservationservices.com/ - Cached - Similar

J G Matthews - Repairs, conservation: buildingconservation.co.uk

Building Conservation Specialists in repairs, maintenance and extensions to listed buildings, timber frames, lime rendering etc.
www.buildingconservation.co.uk/ - Cached - Similar

The Register of Architects Accredited in Building Conservation (AABC)

The AABC Register - Architects accredited in **building conservation** - A Register of architects accredited for their knowledge and experience in the care and ...
www.aabc-register.co.uk/ - Cached - Similar

Building Conservation Books

Donhead is the leading independent publisher of **building conservation**, preservation and architecture books, specializing in publishing original material for ...
www.donhead.com/ - Cached - Similar

Owlsworth IJP - Care and Repair of Historic Structures

... as one of the leading specialist contractors within the **conservation** sector. ... To maintain an environmentally acceptable harmony between each **building** ...
www.ijp.co.uk/ - Cached - Similar

Dolmen Building Conservation

Craftsmen and professionals providing a range of traditional products and **conservation** services. Specialists in vernacular and ecological **building** materials ...
www.dolmen-conservation.co.uk/ - Cached - Similar

Books for building conservation

Structural Aspects of Building Conservation - Poul Beckmann, Robert Bowles - 2004 - 367 pages

Google

conservation Search

About 107,000,000 results (0.32 seconds) Advanced search

Conservation Sponsored link
www.Chevron.com Learn How Chevron Works to Improve Energy Efficiency & **Conservation**.

Conservation - Wikipedia, the free encyclopedia

Conservation. Art **conservation**, protecting works of art of life; **Conservation** biology, the science of the protection and management of biodiversity ...
en.wikipedia.org/wiki/**Conservation** - Cached - Similar

Conservation (ethic) - Wikipedia, the free encyclopedia

Conservation is an ethic of resource use, allocation, and protection. Its primary focus is upon maintaining the health of the natural world: its, fisheries, ...
en.wikipedia.org/wiki/**Conservation**_(ethic) - Cached - Similar

Show more results from en.wikipedia.org

Building **Conservation**

On-line information resource for the **conservation** and repair of historic buildings: specialist products and services; articles and guidance; courses and ...
www.building**conservation** com/ - Cached - Similar

Conservation news, comment and analysis | Environment | guardian.co.uk

28 Jun 2010 ... Latest news, comment and analysis on **conservation** and wildlife from the Guardian, the world's leading liberal voice.
www.guardian co.uk/environment/**conservation** - Cached - Similar

BBC - Science & Nature - **Conservation**

A look at the plight of animals listed as endangered. Including current status, links, **conservation** measures and further reading.
www.bbc.co.uk › Science & Nature › Animals - Cached - Similar

Home - **Conservation** International

Nonprofit applies innovations in science, economics, policy and community participation to protect the Earth's biodiversity around the world
www.**conservation**.org/ - Cached - Similar

ICON - Institute of **Conservation** - Home

Icon, the Institute of **Conservation**, is the lead voice for the **conservation** of cultural heritage in the UK. It is committed to public benefit through ...
Internships - Membership - Events - Careers &Training
www.icon.org.uk/ - Cached - Similar

BTCV - Home

link to **Conservation** holidays · link to Training Courses · link to Green Gym · Jobs with BTCV · link to BTCV Enterprises. top of page ...
www.btcv.org/ - Cached - Similar

Home - Butterfly **Conservation**

Dedicated to saving wild butterflies, moths and their habitats throughout the UK.
www.butterfly-**conservation**.org/ - Cached - Similar

The **Conservation** Foundation

The group was founded by David Bellamy and David

APPENDIX J

SPAB 'Careers Information' Webpage

Taken from the SPAB website

JOBS IN CONSERVATION

***Q**. What jobs are there in building conservation ?*

A. There are very few paid jobs in building conservation that do not rely on a specific technical training and skill. Where such jobs do exist they tend to be low paid and highly sought after. Vacancies occur by chance so it is virtually impossible to plan ahead for a career in the field. It's almost entirely a matter of luck and persistence. People sometimes hope to get into the field mid-career after stressful jobs elsewhere, and wrongly assume it is easy to find a lower paid post with a heritage/historic buildings body. There are two principal ways of working with old buildings:

- as a conservation architect, planner, conservation officer, surveyor, builder, craftsman etc. These all require professional training.
- as an administrator working for bodies like the National Trust, Heritage Lottery Fund, or English Heritage, Historic Scotland etc. Jobs for art and architectural historians are few, and competition is very fierce.

Many organisations in the field, like the SPAB, building preservation trusts, etc. rely almost entirely on volunteers with a largely clerical support staff directing their work. Within the tourist industry there is room for those with heritage interpretation training, and courses in this do exist.

If you have no technical background you might consider offering yourself as a volunteer to bodies like the National Trust. This would at least give you something of an insider's view of what might be available, and let them get to know your face. However, this is no guarantee of a way in.

Short and long courses exist, but with the exception of the SPAB's weekend course for owners, these are mainly aimed at those with technical qualifications.

There is a serious shortage of building craft skills in certain parts of the country. If you have the aptitude and are prepared to train, there may well be openings. However the building trade does depend on the economic cycle so demand for your skill may fluctuate.

APPENDIX K

School Case Study Resources

Inspiring Building Heritage and Conservation in Schools

Stage 1 - **Yr 9 Assembly - 8.45am Tuesday 19th May 2009**
Heritage talk with photos on PowerPoint by Ali and Andie Harris (Heritage Skills Initiative) to all year 9 students. Post assembly Helen Musgrove (D&T teacher) to co-ordinate formation of 10-12 interested yr9 students and give out 'mood board brief' and date of focus group

Stage 2 - **Focus group - Early June (TBC)**
Held at High Tunstall College of Science, Hartlepool. See plan. Set BH&C Challenge.

Stage 3 - **Site Visit - Late June (TBC)**
Arranged by North of England Civic Trust - Heritage Skills Initiative. Local historic building to be confirmed, tour, hands on craft skills, Speed dating with the pro's (5? mins with each profession represented to ask questions and find out as much info as pos?)

Stage 4 - **Presentation and prize giving evening - July (TBC)**
Invite teachers, parents and people from the sector to view posters, small judging panel, short talk about the sector and prize giving. (secure prises from the sector and free merchandise - IHBC, NHTG, EH, NH, NECT, Cravens college - goody bags?)

Yr 9 Assembly Plan

8.45am Tuesday 19th May 2009

Introductions **Alison - Historic Building Surveyor** It's my job to measure and record old buildings and plan any works that need to be carried out or design a new interior for an old building but being sensitive to the style and age of the building. I am currently doing some research looking at how we can encourage more young people to follow in a career like mine. **Andie - HSI / NECT** Andie's role...
Historic Buildings - Not just castles and cathedrals - Anything built before 1919 Examples of a range of buildings
Why are they Important? - Tell us a lot about the past - Workmanship and quality is high - something that is quite often not practiced today - Once they are gone we will never get them back - Sustainability - Reuse of buildings is better than new build
Why is Heritage and Conservation Different from Mainstream Construction? - Old building techniques need to be understood - More craft based - e.g. stonemasons, blacksmiths, stain glaziers - Specialist architects, engineers and surveyors
Challenge - Anyone watch Grand Designs or Restoration? - Who is a bit crafty (I don't mean sneaky) - Who enjoys art or design technology, or history? - Or who has an interest in archaeology, architecture or engineering? - Any of the above? We have an exciting challenge for you. All those who want to be involved need to go and see Mrs Musgrove at the end of the assembly.

Building Heritage and Conservation Mood Board

Brief: On an A4 sheet of paper put together a 'mood board*' using single words, colours and images of what the term *"careers in building heritage and conservation"* mean to YOU.
To be brought to the focus group meeting
On:
At:

*Definition: A **mood board** is a type of poster design that may consist of images, text, and samples of objects in a composition of the choice of the mood board creator. Designers and others use mood boards to develop their design concepts and to communicate to other members of the design team. (Wikipedia)

HSI

What is heritage?

When we think of heritage...

Bamburgh Castle, Northumberland

or...

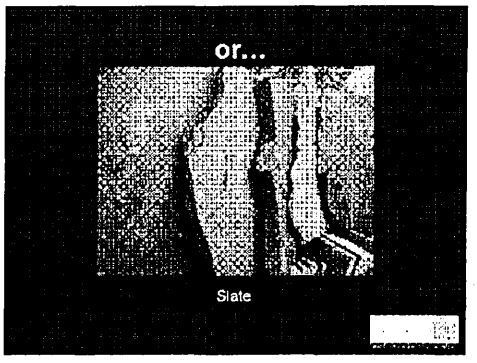
Bowes Museum, County Durham

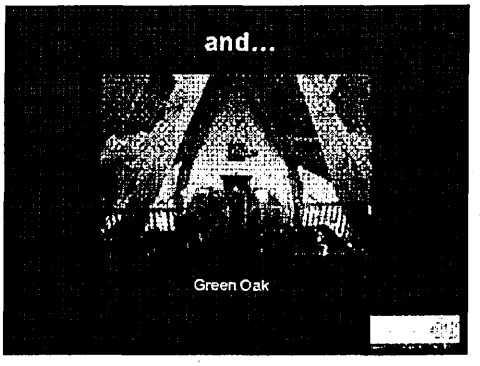
and...

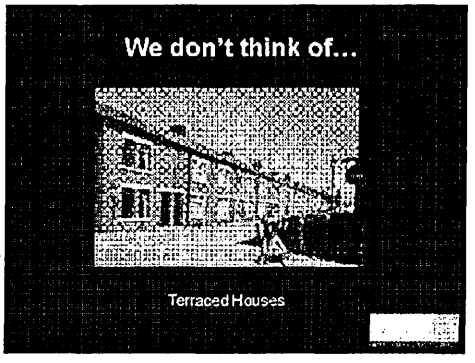
Guisborough Priory, Teeside

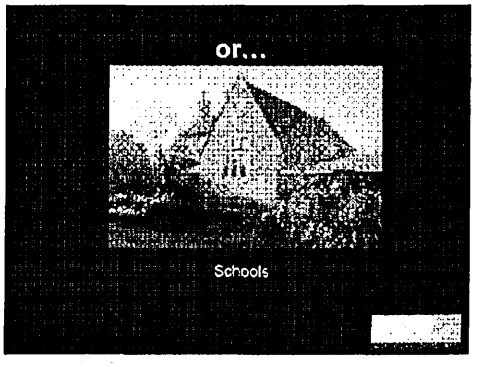
and Building Materials like...

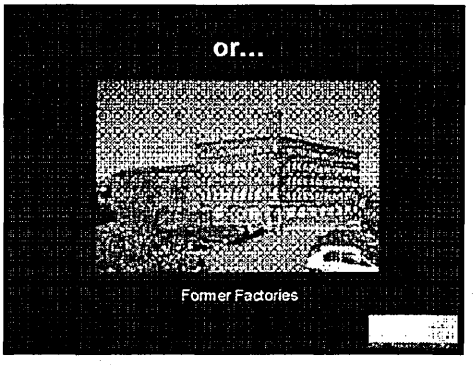
Stone

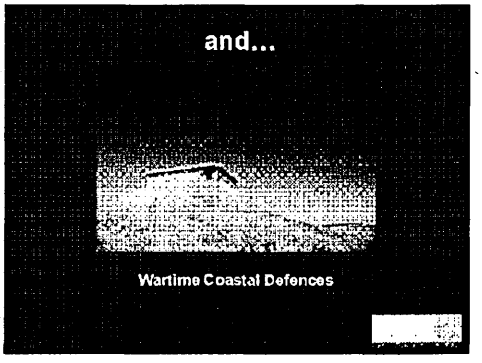

or...
Slate


and...
Green Oak

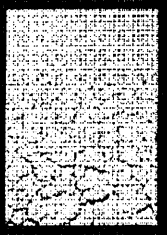

We don't think of...
Terraced Houses


or...
Schools


or...
Former Factories


and...
Wartime Coastal Defences

Or materials like...



Clay

or...

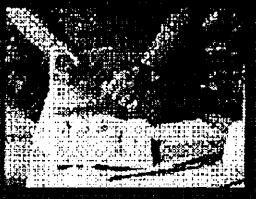
Horse Hair

and...

Limestone

Historic Buildings need...

Qualified specialists to look after and maintain them!



Specialist craftspeople...

- Bricklayers
- Stonemasons
- Carpenters and Joiners
- Lead Workers
- Painters and Decorators
- Roof Slaters and tilers
- Steeplejacks
- Plasterers

Specialist professionals...

- Architects
- Building Surveyors
- Conservation Officers
- Engineers
- Quantity Surveyors
- Conservators

What interests you?

- Art & Design
- Design Technology
- History
- Geography
- Archaeology
- Science

What inspires you?

Are you up for a Heritage & Conservation Challenge?

Stage 2 - Focus group (Plan)

1. **Introductions**

Go round the group stating name and why they wanted to take part in the challenge, what subjects they like doing/are good at (Digitally record).

2. **What are their career aspirations?**

Have they chosen a career and training route? If so what career, uni? A levels? Vocational? Yr 10 options? (Digitally record).

3. **Discuss mood boards**

Go round the group and ask each person to explain their 'mood' about careers in building conservation and heritage (Digitally record).

4. **Who works in building heritage and conservation?**

Work together to discuss all the possible jobs that are involved in working in building conservation and heritage. Group to start with help from A&A (Spider diagram / mind map).

5. **Take a closer look**

Look at 6 job roles in more detail (e.g. Architect, surveyor, engineer, stone mason, lime plasterer, painter/decorator, stain glazier). Use pre-prepared laminated fact sheets to aid discussion.

6. **Which role in BH&C would they be most suited to?**

Discuss with the group which role each young person thinks they would most like to try or they would be most suited to and why (maybe not as a career, but perhaps a hobby?). If someone is unsure look at what subjects they enjoy,
and are good at, whether they want to be more office, workshop or site based, etc and try to find something that matches. (need to try and ensure they are not all craft or all professional)

7. **Set Challenge**

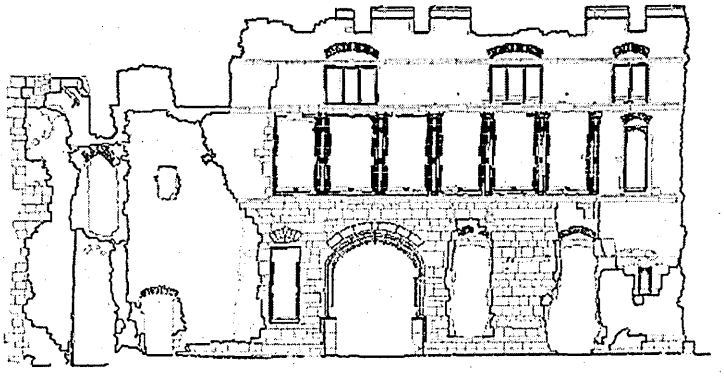
Chose a career from the building heritage and conservation sector that most suits you, your interests and your future career aspirations and **produce an A1 sized poster** advertising your chosen career. The poster should include:

- What skills are required
- What the job entails
- How and where to find relevant information
- Training/career pathway
- Typical pay
- Good use of wording and appropriate graphics

Posters to be judged and prizes awarded at....(time and date to be confirmed).

Historic Building Surveyor

It's the historic or conservation building surveyor's job to "care for" old buildings, ensuring that they are structurally sound and in good condition. This will include being involved in the design, maintenance, alteration, repair and refurbishment of historic buildings.



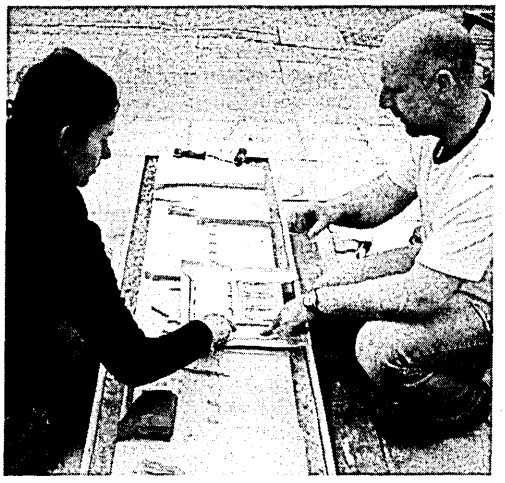
Building surveyors provide professional advice on all aspects of property and construction. They work on site with buildings and are concerned with the aftercare and performance of them. This is a very wide field and may include advising on various aspects of buildings at different stages, including: design; maintenance; repair; dilapidations; refurbishment; restoration; sustainability.

Building surveyors may be called upon to give evidence in court in cases where building regulations have been breached and as expert witnesses on building defects and dilapidations.

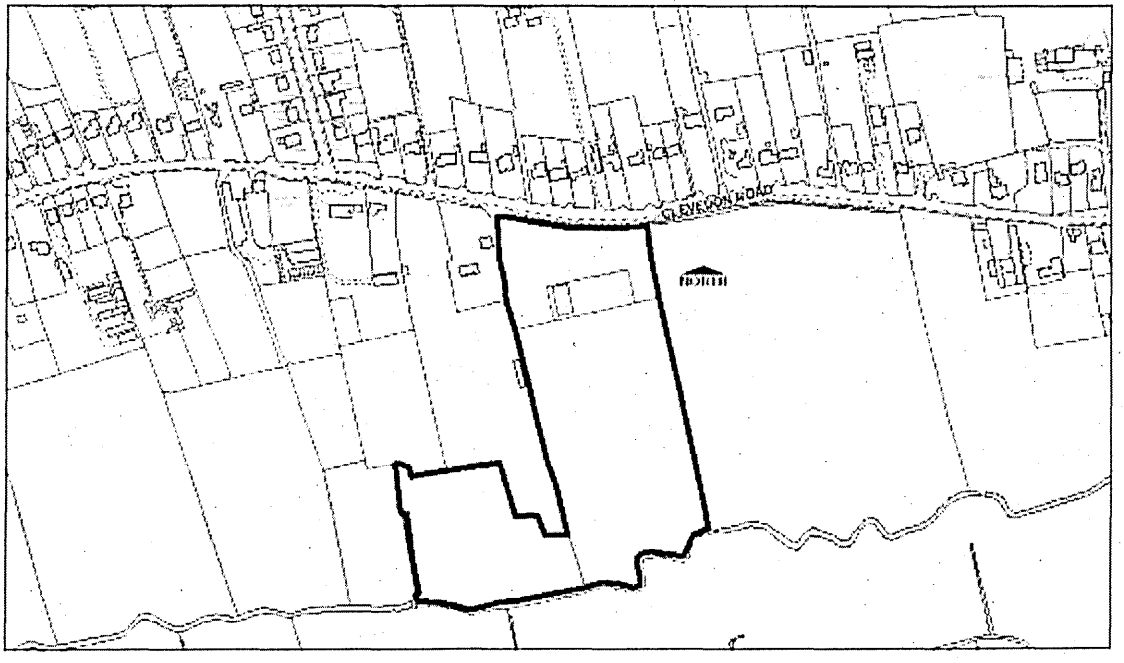
Building surveyors work in many areas of property and construction so the work is diverse and rarely routine. Tasks typically involve: advising clients on schemes and projects and determining requirements; determining the condition of existing buildings, identifying and analysing defects, including proposals for repair; advising on the preservation/conservation of historic buildings; advising on management and supervision of maintenance of buildings; dealing with planning applications and advising on property legislation and building regulations;

Conservation Officer

Conservation Officers usually work in local authority Planning Departments but more and more of them are joining Consultants' offices. Some go into business setting up their own consultancies. Most of these are in the cities but there is a demand from rural areas too. The work is very varied and you get out on site a lot – looking at other peoples' houses and poking around old buildings. They are also responsible for designating and managing Conservation Areas, and



helping to find new uses for Buildings at Risk. Some advise individual building owners about repair, maintenance and alterations. This involves knowing a lot about the historic buildings of the area they are working in and about the materials and techniques required to maintain these buildings. A conservation officer will go out and visit buildings that are going to be repaired and make sure that the correct materials and techniques are being used. Conservation Officers need analytical skills to understand what they are looking at when they see building work that was done centuries ago and imagination to see how the heritage can continue for further generations.



Conservator (Stone or Stained Glass)

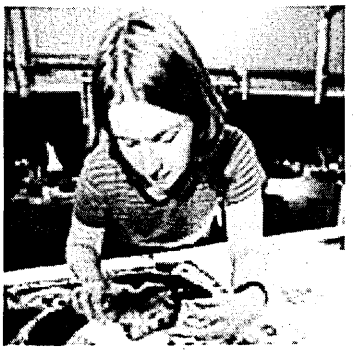
Conservation of the cultural heritage is fascinating and rewarding career - linking arts, science, history and craft. The scope of conservators' work has widened in recent years, and is no longer dominated by hands-on conservation.
Conservators now expect to be involved with exhibitions, conservation science, preventive conservation, project management and advocacy work. Conservators are required in fields such as stone and stained glass

A Stone Conservator is a very interesting and unique job that only a few people are lucky enough to have the opportunity to use their creative and artistic abilities to their fullest potential. Their main job is to clean statues and remove any pollution deposits that may have formed. They work both to prevent and repair the damage to stone-used buildings and sculptures. They use lasers and sometimes use surgical microscopes to examine the surfaces of statues and to remove anything that seems to be foreign to the object.

Before they do any of this work though, they must research the objects they will be working with. Then they apply certain methods to preserve the stone once it has been repaired. They must research what materials the object is made out of so that they do not damage it.

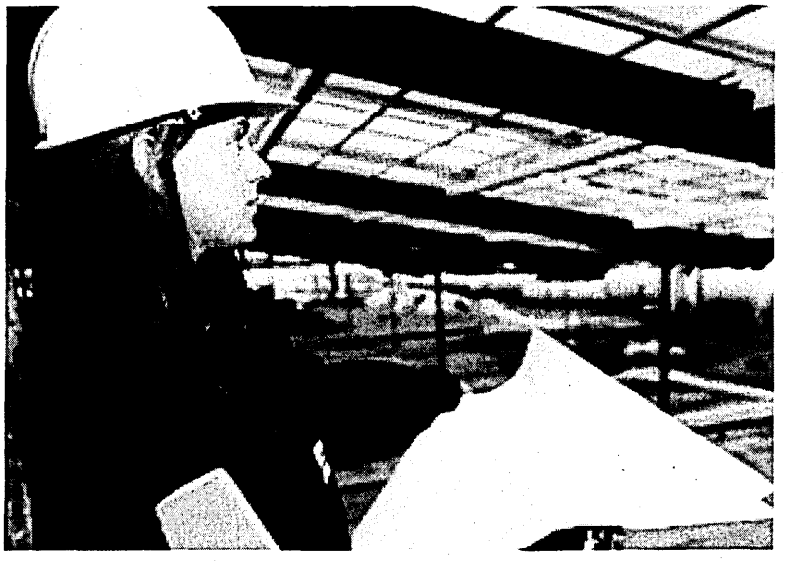
Historic glass is one of the most vulnerable features of many church building its maintenance has to be based on a thorough knowledge of the building's windows, an awareness of typical problems and the advice of an accredited stained and historic glass conservator.
In order to understand the properties of, and the dangers to, a window it is necessary to be familiar with its component parts. Each of these is vital to the survival of the whole window and damage to one part can lead to the failure of the whole window.

The principal component of any glass window is glass, which can be undecorated, coloured, stained, painted, enamelled, etched and of a range of textures. Compared to machine-made glass, hand-made antique glasses have a unique quality and whenever the replacement of old glass becomes necessary it should be kept to an absolute minimum.



Conservation Architect

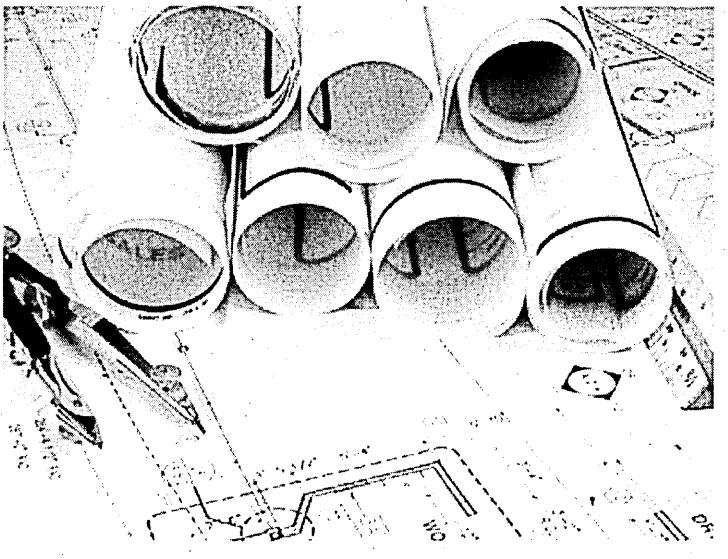
Architects normally design and construct new buildings and plan the layout of whole groups of buildings and the spaces around them, but they also restore and conserve old ones. The conservation architect looks after historic and buildings of significant importance and may also need to design a new building in a historic environment, like an extension to a church. They are responsible for the building project from the earliest stages right through to completion.



Designs for the repair or refurbishment works are produced based on client's requirements, taking into account cost, safety and social factors, and any building and planning regulations. On larger jobs a team of architects work together.

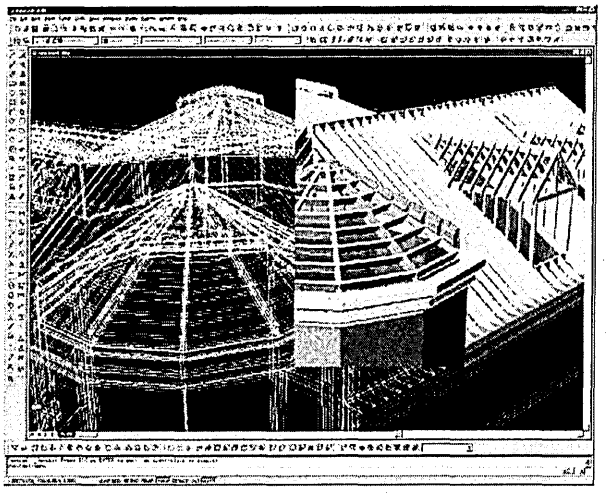
Once the design is agreed, a further set of detailed working drawings are produced for the building contractor, showing precise dimensions and the materials to be used. In addition to liaising closely with contractors, engineers, surveyors, lawyers and planning departments, the architect will regularly inspect the construction work to assess progress.

The work is mostly office-based although some time will be spent visiting clients, planners, builders and sites. This means being outside in all weathers, and includes walking, climbing ladders and scaffolding, and wearing safety equipment such as hard hats and boots.



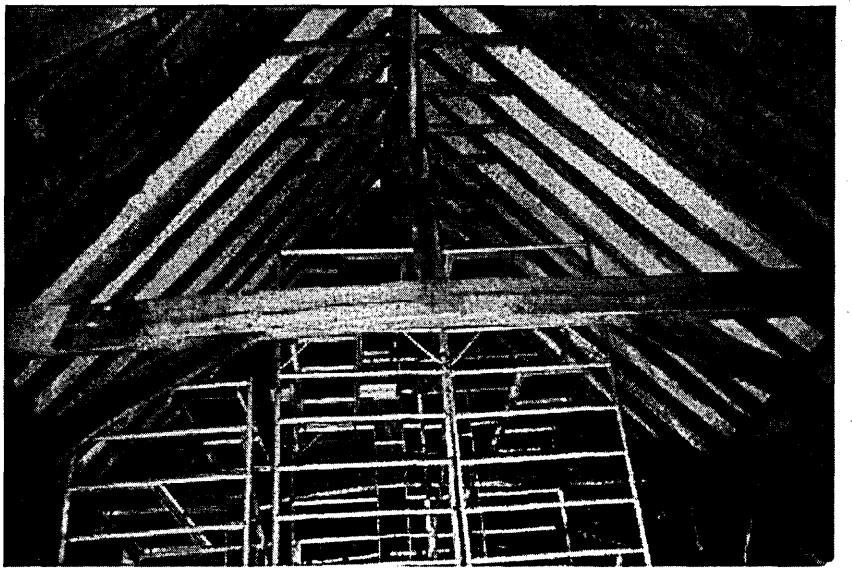
Structural Engineer in Heritage

The key to an engineering approach to conservation and the repair of existing buildings is in understanding how a building has developed over the years; how it was originally constructed and how it was altered to allow for new uses. They combine modern engineering techniques with an appreciation of the construction practices of the past to produce sound and sensible structural engineering solutions for the repair of all kinds of buildings.



In many cases as well as lack of appropriate maintenance, often buildings have generations of alterations in-built and sometimes the next alteration may be the one that triggers off problems - be it from a strength, stiffness or stability viewpoint.

Building engineers well versed in construction techniques and with an appreciation of historical construction, can be invaluable when considering the options for reusing existing buildings. They develop initial designs, using mathematics to calculate the stress that could arise at each point in the structure, and simulate and model possible situations, such as high winds and earth movements. When construction has begun, they are often involved in inspecting the work and advising contractors.
Structural engineers often work in partnership with architects. They also examine buildings, bridges and other structures to discover whether or not they are structurally sound.



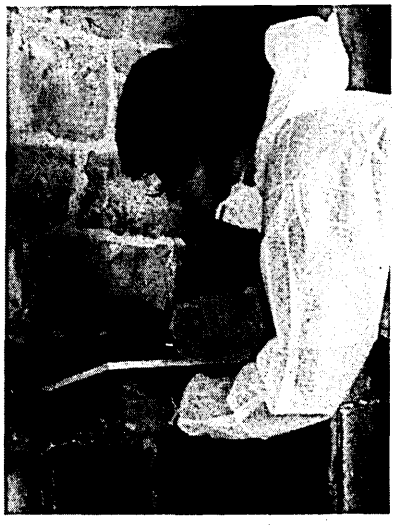
Heritage Material Analyst

Before carrying out most conservation work, an understanding of the materials, both original and later phases, is essential and often dictates the course of treatment, both passive and active. In order to evaluate the potential factors of decay, it is essential to understand the nature of the original materials, together with any later additions (for example, consolidants, varnishes and waxes), and products of alteration and deterioration of the original materials.

To determine paint characteristics, pigment and media type UV fluorescence and polarised microscopy is employed together with staining, micro-chemical, solubility and flame tests in order to establish the characteristics and composition of various organic and inorganic materials within paint and plaster samples.

Plaster analysis is undertaken in order to determine the mix ratios of the various constituents, the aggregate characteristics and mode and most essentially the type of binder. Titrimetric, volumetric and gravimetric techniques are generally employed to determine the constituents and their relative proportions in plasters and mortars. Once established this enables the replication of suitable repair mortars and materials to be formulated. Analysis of later plaster repairs should also be undertaken, to identify repair mixes and potential hazards they may pose to the significant fabric.

Bricklayers and Craft Masons

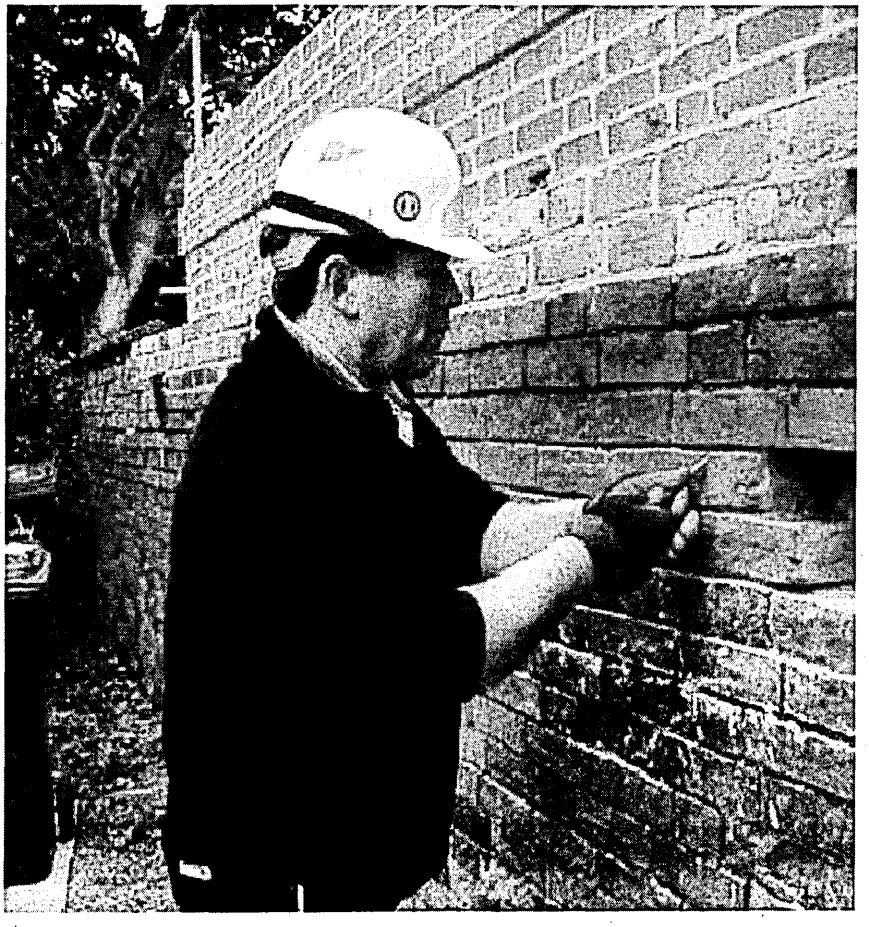


Bricklayers and craft masons build or repair external and internal walls and chimneys using lime mortar, rather than ordinary Portland cement mortar. Sometimes, this will include special shapes, thicknesses and patterns of bricks and the use of different bonds, maybe with handmade rather than mass-produced bricks. Walls may contain a variety of different kinds of openings, including arches, and some high status buildings feature specialised high quality gauged brickwork or a range of other decorative features requiring precision craft skills.

In some parts of the United Kingdom, craft masons build and restore walls using natural, rough stone. This is different from the fine square dressed blocks worked and constructed by stonemasons.

Each building or structure is different and offers a unique set of challenges to understand and resolve.

The variety of buildings and the different techniques used to build them in the past means it is important to have an understanding of the building materials, so as to sympathetically replace or repair these using similar methods and materials.

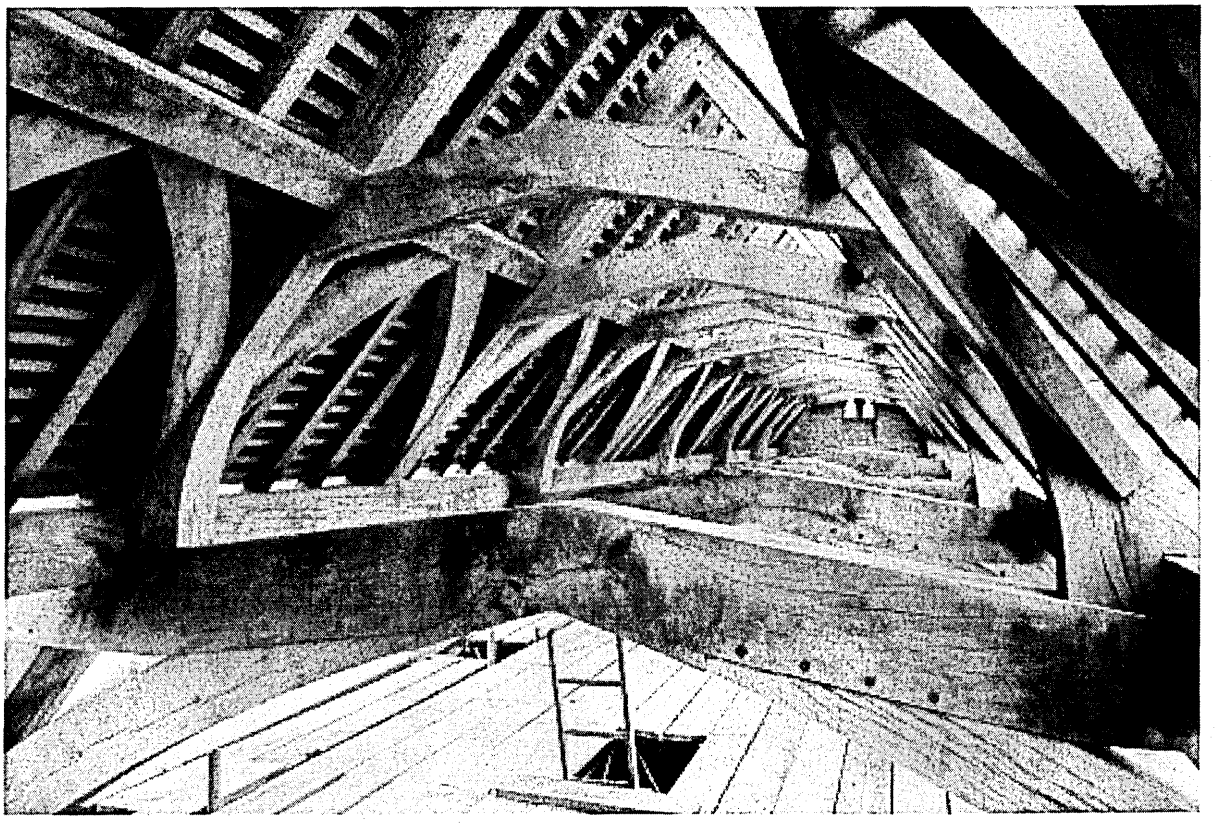


Carpenter and Joiner

Carpenters and joiners make, fix and install replacement timber components for a building. This can include structural work, such as roofs, staircases or floors, or the repair or replacement of doors, door frames, skirting boards, architraves and other mouldings.

A bench joiner works in a workshop using a range of different woods to prepare components, such as doors, staircases and windows. Sometimes they may be required to make copies of the original elements.

Carpenters and joiners need an understanding of how wood may be affected in different situations in terms of moisture content, shrinkage and fungal attack. They also need to know how to overcome problems with the way the work is carried out and the quantity of materials needed to do the job. Working with other craftspeople is part of the job, as may be working closely with the architect or other professionals on particular projects.

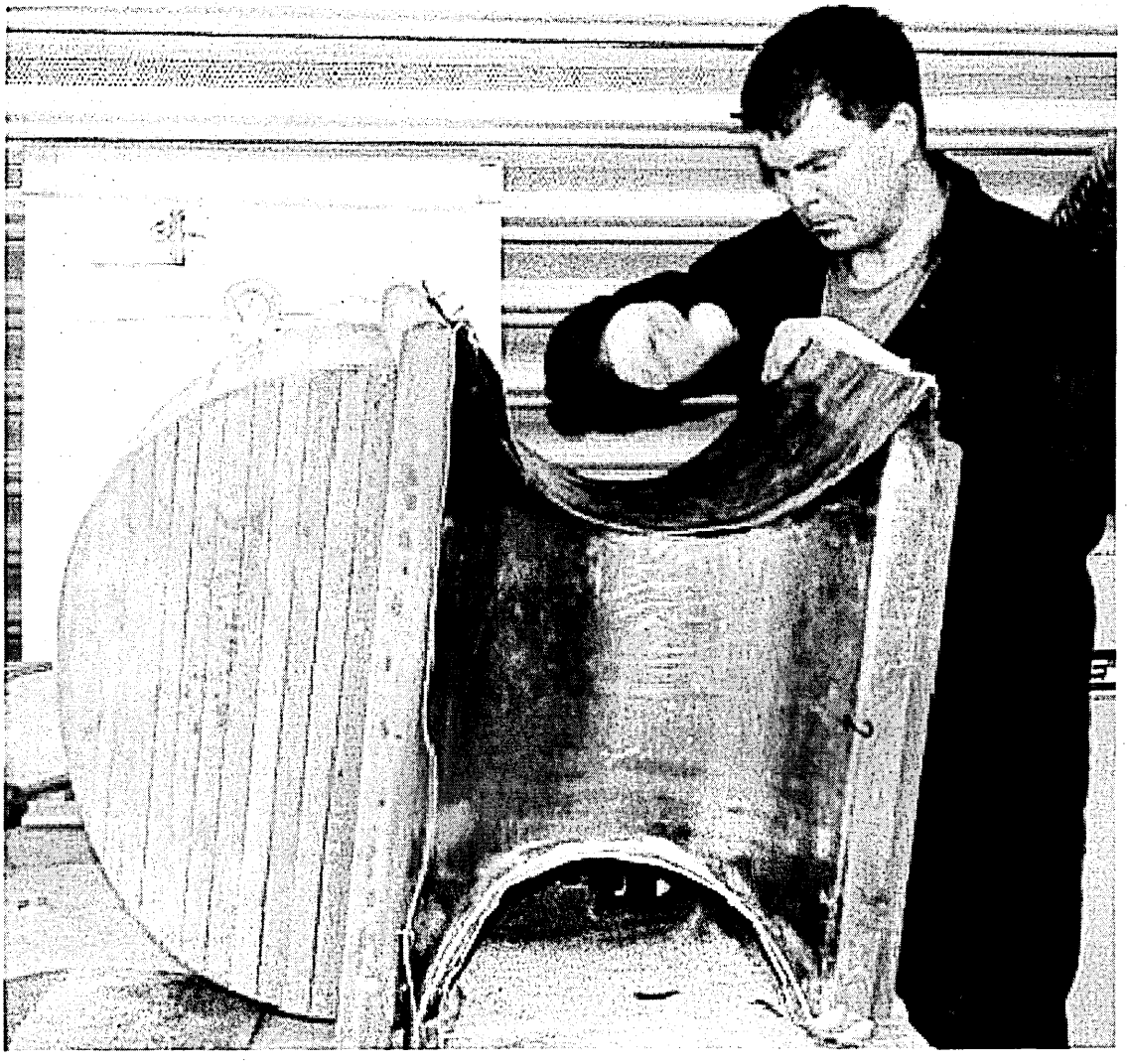


Lead Worker

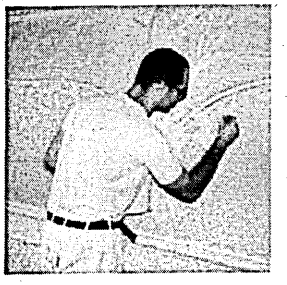
Lead has been used for centuries as a roofing material and remains a prominent feature of the modern skyline, providing protection from the elements for some of the UK's most cherished buildings.

The skills of a lead worker in shaping and forming (bossing) the metal have hardly needed to change over many generations and – together with more modern welding techniques – can be applied just as easily to modern-day applications of lead sheet as to more traditional uses. Over 100,000 tonnes of lead sheet is used in UK construction each year, both in heritage work and modern weathering installations. A skilled lead worker can therefore be found just as often working on a modern roof as carrying out the refurbishment of a historic building.

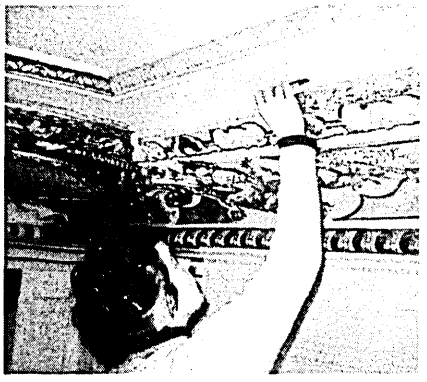
Lead sheet durability and performance continues to provide long-term peace of mind for those charged with the responsibility of preserving our built heritage: the skills of the lead work craftsperson therefore remain at a premium for both traditional and modern installations.



Painter and Decorator



Painters and decorators work on internal and external restoration projects. Traditional skills involve thorough preparation of the surfaces, followed by careful application of the required finish, such as paint, varnish or wallpaper.
Because decorating methods have changed over the years, it can be challenging and inspiring to replicate the decorative finishes of earlier times.

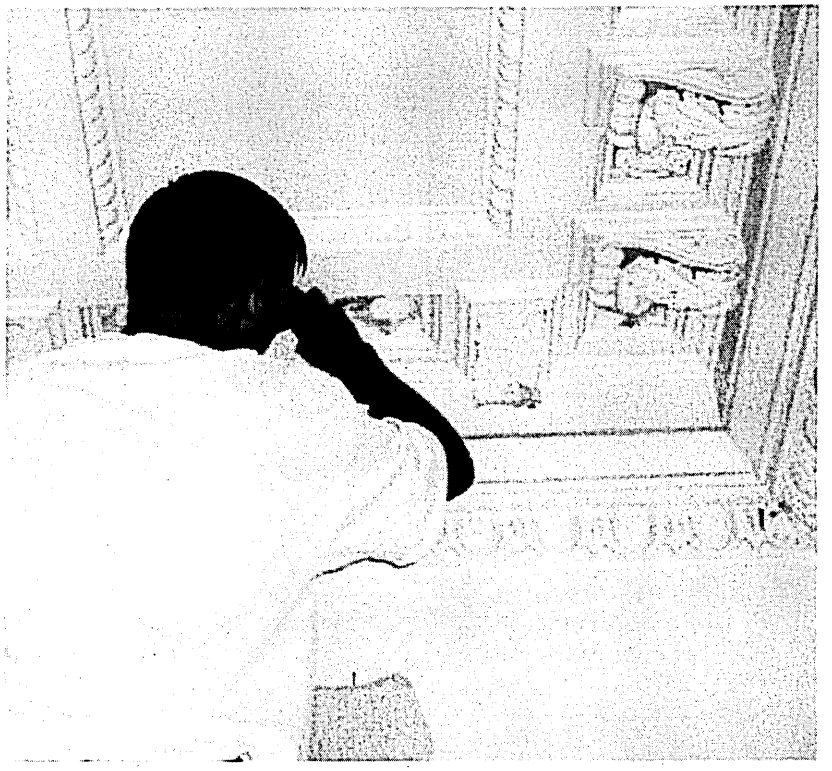


This often requires different preparation and application techniques. It is also common for the paint or wall covering to be specially produced for the specific project and made in the style of the original. Painters and decorators on restoration projects need to be highly skilled and be fully aware of the properties of the materials they are using.

The ornate nature of the finishes within many old buildings means that painters and decorators need a creative flair, but also an eye for detail. This is important when applying gold leaf or creating a grained or marbled paint finish.

Plasterer

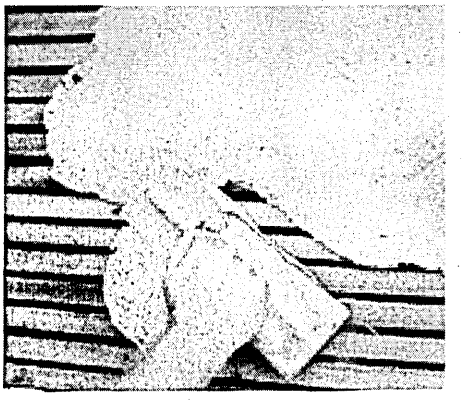
Solid plasterers repair and restore external walls (known as rendering or harling), internal walls and ceilings (plastering), or floor finishes (screeds), which may be smooth or semi-smooth.



Plasterers can also be responsible for the repair, restoration or replication of missing ornamental decoration on unusual surfaces, such as cornices, domed ceilings, vaults and other mouldings within historic buildings. This type of work is unique and may be carried out in either solid or fibrous plaster.

The plaster finish is only as strong as the underlying material it is being bonded to. So, before any actual plastering starts, a thorough examination and preparation of the background surface is needed.

This may include repair and maybe replacement of timber laths, essential in producing a high-quality and well adhered finish.



Roof Slater and Tiler

Roof slaters and tilers install and repair roof coverings to protect buildings against the elements, normally working in pairs or in small teams over relatively short periods before moving on to the next job.

The slater and tiler will gain solid background knowledge of modern slating and tiling, using machine-made products, before learning conservation aspects of heritage roofing and then working with handmade materials from clay tiles to different types of natural stone and slate.

Roof slates and tiles on traditional buildings were usually quarried or produced locally. Therefore roofing materials, types and styles varied greatly from region to region around the UK.

The formation of an even, effective and eye-catching roof covering from random and inconsistent shapes of solid materials is one of the greatest challenges for the roof slater and tiler.

They have the opportunity to develop various managerial roles, work closely with architects and other professionals, and develop an understanding of the design and history of traditional roofing.

Stonemason

Stonemasonry involves conservation, repair and restoration of natural stone buildings, as well as the construction of new masonry structures. These may be built from different stone types in different regions in the UK, such as limestone, sandstone and granite, and often contain a range of decorative features and intricate carved detail.

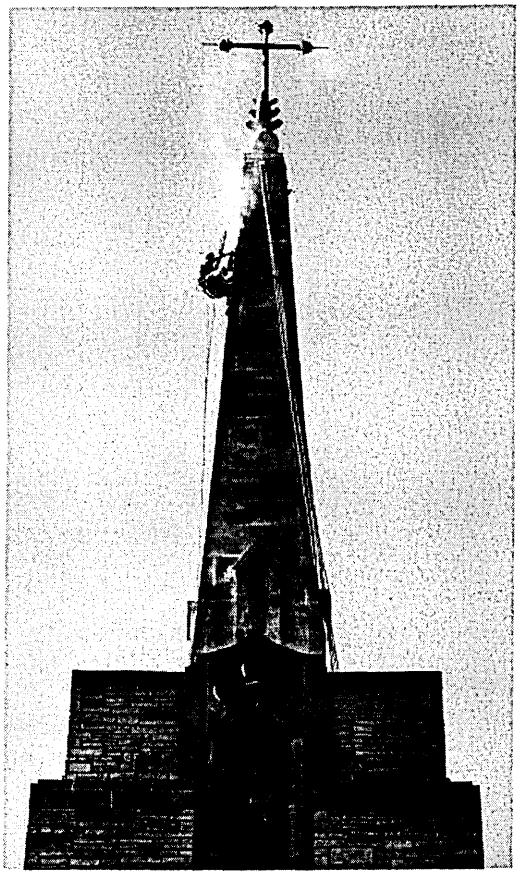
Banker masons tend to be based off-site in a workshop and need to be skilful with tools used to shape different components. These are created from sawn blocks of stone, using templates and drawings as a guide. Often, decayed stones from a building need to be replaced and the banker mason must accurately replicate the shape and form of the original. Intricate carved details and decorative features require the skills of a carver, an extension of the same basic skills as the banker mason.

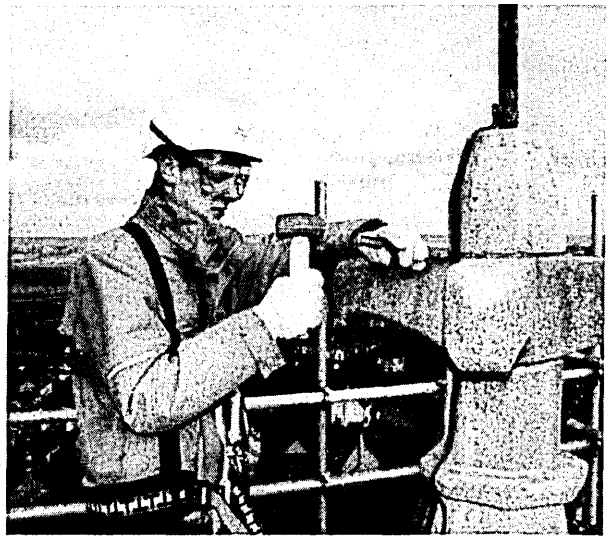
Fixer masons install the stone components produced by the banker masons to repair or restore the building, which may be of historic or architectural importance. This work normally involves working outside and often at height. The fixer mason needs to know how to use traditional lime mortars when building with stone and to have an understanding of the structural aspects of load-bearing elements, such as arches and lintels.

An understanding of the wide range of stone types and how they react to various conditions is necessary for all aspects of stonemasonry. Façade preservation, cleaning and repair of old buildings is a specialised area of stonemasonry. The correct application of cleaning techniques and repair methods is crucial to avoid lasting damage to the building.

Steeplejack

Churches, ancient monuments and listed buildings often have inaccessible features, such as spires, turrets and chimneys, which require the specialist access skills of a steeplejack. So, if you like the idea of scaling new heights this could be the job for you.





Steeplejacks usually work in pairs, using a range of access systems and abseiling. Once in position, they carry out visual and physical inspections to assess the overall structural stability or condition of individual building components; obtain samples for testing; report on identified problems and recommend necessary repair to the architect, surveyor or engineer.

On older buildings, steeplejacks must also possess a range of skills to undertake in-situ repair work, including re-pointing and masonry repairs, partial dismantling and re-building or applying coatings. You could even be involved in cleaning, repairing and maintaining lightning conductors – a modern invention, but very important in preventing damage to old buildings.

APPENDIX L

Specialist Biographies

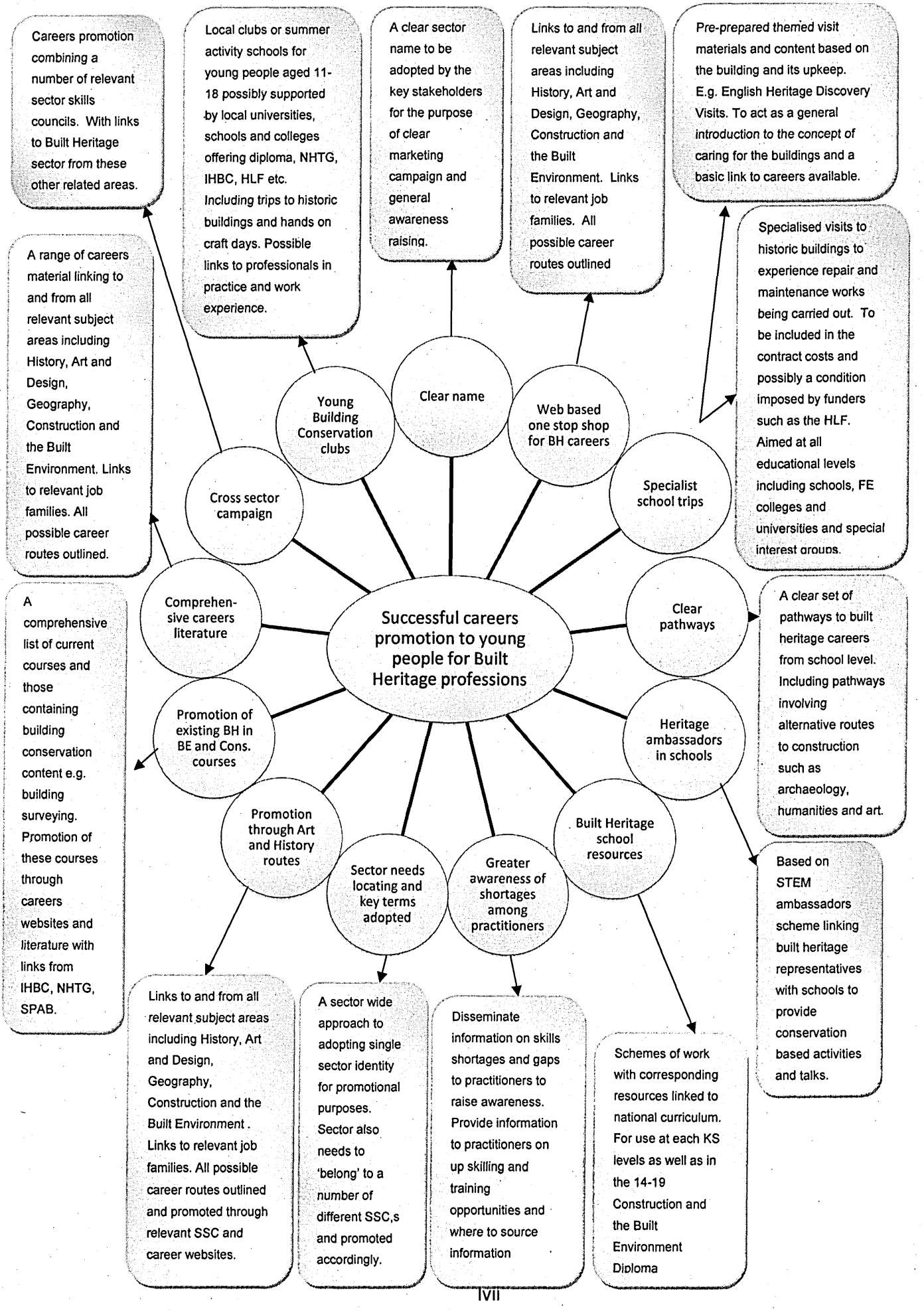
Claire Nix Career Guidance Policy Maker
Babcock
Claire Nix is a consultant and trainer in careers education, information, advice and guidance. Claire has led the national support programme for careers education and IAG since November 2001 and oversees the development of the cegnet and iagworkforce websites. Claire led the development of the new Resources Pack to support the implementation for the Statutory Guidance for Careers Education. She is an external examiner for the Qualification in Careers Guidance at Christ Church University and has worked as a consultant for local authorities, Connexions services and careers companies. Since January of 2008 she has worked with the Centre for Science Education at Sheffield Hallam University on the Science, Technology, Engineering and Maths (STEM) Choice and Careers project. This is one of a series of national Action Programmes to engage young people in the power and potential of STEM.

Henry Russell OBE MA (Cantab) DipBlgCons FRICS FSA IHBC
Course Director, MSc in Conservation of the Historic Environment
College of Estate Management
Henry Russell is course director of the postgraduate Conservation of the Historic Environment programme at the College of Estate Management, Reading. He is a chartered surveyor by profession, with a first degree in history. He is trustee of a 3 heritage bodies, and is chairman of Gloucester Diocesan Advisory Committee for the Care of Churches, which looks after churches in the Anglican diocese.

Dr Seán O'Reilly BA, PhD, MURP, IHBC, FSA Scot
Director - The Institute of Historic Building Conservation
Dr Seán O'Reilly is director of The Institute of Historic Building Conservation (IHBC), the UK's professional body for built and historic environment conservation specialists (see www.ihbc.org.uk). He was previously the director of The Architectural Heritage Society of Scotland, Scotland's national amenity society, and before that operated his conservation consultancy in Ireland, where he also lectured extensively in his primary discipline, architectural history. Now living in Scotland, and with a degree in planning, as director of the IHBC Dr O'Reilly is actively involved across the UK in shaping professional standards and services and in advising on conservation policy, planning and legislative matters. He is a co-founder & director of Built Environment Forum Scotland (BEFS), the link group for professional and voluntary built environment interests in Scotland (see www.befs.org.uk).

APPENDIX M

Framework for Careers Promotion Strategy for the Built Heritage Sector


Careers promotion combining a number of relevant sector skills councils. With links to Built Heritage sector from these other related areas.
Local clubs or summer activity schools for young people aged 11-18 possibly supported by local universities, schools and colleges offering diploma, NHTG, IHBC, HLF etc. Including trips to historic buildings and hands on craft days. Possible links to professionals in practice and work experience.
A clear sector name to be adopted by the key stakeholders for the purpose of clear marketing campaign and general awareness raising.
Links to and from all relevant subject areas including History, Art and Design, Geography, Construction and the Built Environment. Links to relevant job families. All possible career routes outlined
Pre-prepared themed visit materials and content based on the building and its upkeep. E.g. English Heritage Discovery Visits. To act as a general introduction to the concept of caring for the buildings and a basic link to careers available.
Specialised visits to historic buildings to experience repair and maintenance works being carried out. To be included in the contract costs and possibly a condition imposed by funders such as the HLF. Aimed at all educational levels including schools, FE colleges and universities and special interest groups.
A range of careers material linking to and from all relevant subject areas including History, Art and Design, Geography, Construction and the Built Environment. Links to relevant job families. All possible career routes outlined.
Young Building Conservation clubs
Clear name
Web based one stop shop for BH careers
Cross sector campaign
Specialist school trips
Comprehen-sive careers literature
Successful careers promotion to young people for Built Heritage professions
Clear pathways
A clear set of pathways to built heritage careers from school level. Including pathways involving alternative routes to construction such as archaeology, humanities and art.
A comprehensive list of current courses and those containing building conservation content e.g. building surveying. Promotion of these courses through careers websites and literature with links from IHBC, NHTG, SPAB.
Promotion of existing BH in BE and Cons. courses
Heritage ambassadors in schools
Promotion through Art and History routes
Built Heritage school resources
Sector needs locating and key terms adopted
Greater awareness of shortages among practitioners
Based on STEM ambassadors scheme linking built heritage representatives with schools to provide conservation based activities and talks.
Links to and from all relevant subject areas including History, Art and Design, Geography, Construction and the Built Environment . Links to relevant job families. All possible career routes outlined and promoted through relevant SSC and career websites.
A sector wide approach to adopting single sector identity for promotional purposes. Sector also needs to 'belong' to a number of different SSC,s and promoted accordingly.
Disseminate information on skills shortages and gaps to practitioners to raise awareness. Provide information to practitioners on up skilling and training opportunities and where to source information
Schemes of work with corresponding resources linked to national curriculum. For use at each KS levels as well as in the 14-19 Construction and the Built Environment Diploma