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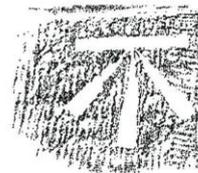
# Heritage Skills in the Galloway Glens

Final Report

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November 2016





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# Heritage Skills in the Galloway Glens

Final Report



Commissioned by  
Dumfries and Galloway Council  
for the  
Galloway Glens Landscape  
Partnership

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## Summary

The Galloway Glens Landscape Partnership is developing a five year project to connect people and communities with their natural, built, and cultural heritage across a 590km<sup>2</sup> area of the river catchment of the Ken/Dee, from Carsphairn in the north to Kirkcudbright in the south. Through an ambitious scheme of capital projects and activities for people, the Partnership aims to secure a prosperous, sustainable future for the heritage and communities of the area.

One element of the Galloway Glens Landscape Partnership Scheme is the development and delivery of a programme of heritage skills training activity. The aims of such a programme are to enhance employment opportunities in the area for local people, particularly young people, and to ensure that the heritage of the Galloway Glens is better understood, managed and conserved for future generations. The programme will act as a trailblazer for similar training activities in future, for example across the Galloway and Southern Ayrshire Biosphere.

Heritage Skills are the specialist skills needed to understand, protect, conserve, manage and share natural, built and cultural heritage. They include practical, professional, and technical skills, and can be generic across the heritage sector or highly specific to different aspects. Heritage skills are vital in ensuring a sustainable future for heritage, ensuring better conservation and management.

North of England Civic Trust (NECT) was commissioned by Dumfries and Galloway Council in autumn 2016 to research current heritage skills needs, opportunities and training in the Galloway Glens, within a wider regional and national context. NECT was asked to complete this research in light of the economy and demography of the project area, and to draw up a proposed suite of recommendations for heritage skills training to be delivered through the Landscape Partnership Scheme. Research was both desk-based, drawing on the growing body of evidence highlighting the need for heritage skills, and consultative, with the NECT teams speaking to stakeholders from the public sector, third sector, land owners and managers, educational organisations, and community groups amongst others.

NECT concluded that:

- ◆ There is a clear gap in current and likely future heritage skills training provision in the Galloway Glens, echoing the national situation but with some issues magnified by the remoteness of the area.
- ◆ Heritage skills work can form the basis of economic opportunity for some living and working in the area, either through the creation of new businesses or, as is more sustainable for the Galloway Glens, through the diversification, expansion or upskilling of existing enterprises.
- ◆ Succession planning, recruitment, and in some cases retention, are major factors in the heritage skills sector in the Galloway Glens. However, those working with young people reported a high demand for training and jobs based on practical skills and outdoors work, and a high level of connection between young people and the local area, suggesting that if the training gap can be addressed there is a keen audience willing to take on heritage skills roles.
- ◆ There are numerous audiences for heritage skills training, the most significant of which are young people aged 11-25, and those wishing to upskill and expand their existing skill set to enhance prospects or establish new careers.



A number of barriers to both providing training and audiences accessing training were identified, the most significant of which is transport. The high costs of transport and the time it takes to travel to remote locations must be considered in the delivery of all training recommendations.

The following ten areas were identified as the most important heritage skill areas for the economy of the Galloway Glens over the next 5-10 years:

- ◆ Heritage Construction: Repair and Maintenance
- ◆ Heritage Construction: Energy Efficiency, Renewables and Retrofitting
- ◆ Heritage Construction: Specific Local Building Techniques
- ◆ Upland Path Creation and Maintenance
- ◆ Land and Estate Management
- ◆ Trees and Timber
- ◆ Raising Awareness and Aspirations
- ◆ Heritage Tourism
- ◆ Drystone Dyking, Fencing, Hedgelaying and other boundary work
- ◆ Technical and Professional Heritage Skills

In order to address the training needs for these ten skill areas, a training plan was drawn up which identifies training mechanisms, cost, audiences, training providers, partners, accreditation and progression routes, and benefits of delivery. These recommendations propose a range of different activities, including:

- ◆ Awareness raising events for local people and tourists
- ◆ An intensive programme of opportunities for secondary schools
- ◆ Short and long term bursaried on-the-job training opportunities and apprenticeships hosted by local companies, land owners, farmers, and other organisations
- ◆ Practical upskilling courses and master classes for those already working in the sector
- ◆ Training for communities and local people in aspects of heritage skills such as woodland management
- ◆ CPD networking and learning opportunities

These activities should be co-ordinated by a dedicated Heritage Skills expert working for the Landscape Partnership Scheme, working in partnership with others across the region, including the those in education, skills and employability, and organisations such as the Galloway and South Ayrshire Biosphere, to ensure a joined up approach and a sustainable future for the programme after the Landscape Partnership Scheme ends.

In addition to the proposed training programme, NECT presents three Business Cases for Heritage Skills activities in the Galloway Glens area:

- ◆ Upskilling SME's with Heritage Skills
- ◆ Partnership Pilot Project – Threave Garden and Estate, Kelton Mains
- ◆ Traditional Skills Team

These Business Cases consider the ways in which the range and scope of heritage skills activity in the Galloway Glens could be expanded during the delivery of the Landscape Partnership Scheme.



# Introduction and Methodology

## Introduction

1.1 The Galloway Glens Landscape Partnership is developing a five year project to connect people and communities with their heritage, protecting natural and cultural heritage in the river catchment of the Ken/Dee, from Carsphairn to Kirkcudbright. Through a programme of projects in the river catchment, including major capital projects and activities for people, the Partnership aims to secure a prosperous future for the heritage and communities of the area.

1.2 As part of the development phase of this work, Dumfries and Galloway Council commissioned North of England Civic Trust (NECT) to carry out an audit of the current and potential future heritage skills situation in the Galloway Glens, considering heritage skills in a wider national context, with an emphasis on economic opportunities and long term sustainability for both the heritage and communities of the area. The audit considers current provision of specialist heritage skills in and around the project area, and opportunities for heritage skills training. On the basis of the research, NECT have created a suite of recommendations for heritage skills activities and training to be delivered through the Landscape Partnership project, along with three detailed business cases to support the creation and expansion of economically sustainable heritage skills activity in the area.

1.3 This report is the response to the brief, for consideration by the Galloway Glens Landscape Partnership Board.

## The Galloway Glens Landscape Partnership Project

1.4 The Galloway Glens Landscape Partnership project area is larger than the average Landscape Partnership area, covering a 590km<sup>2</sup> catchment of the Ken/Dee river valley from Carsphairn in the north to Kirkcudbright in the south. The project aims to explore the interaction between people and their natural, cultural and built environment, supporting communities in better understanding and better management of the heritage for future generations through a programme of capital works and activities.

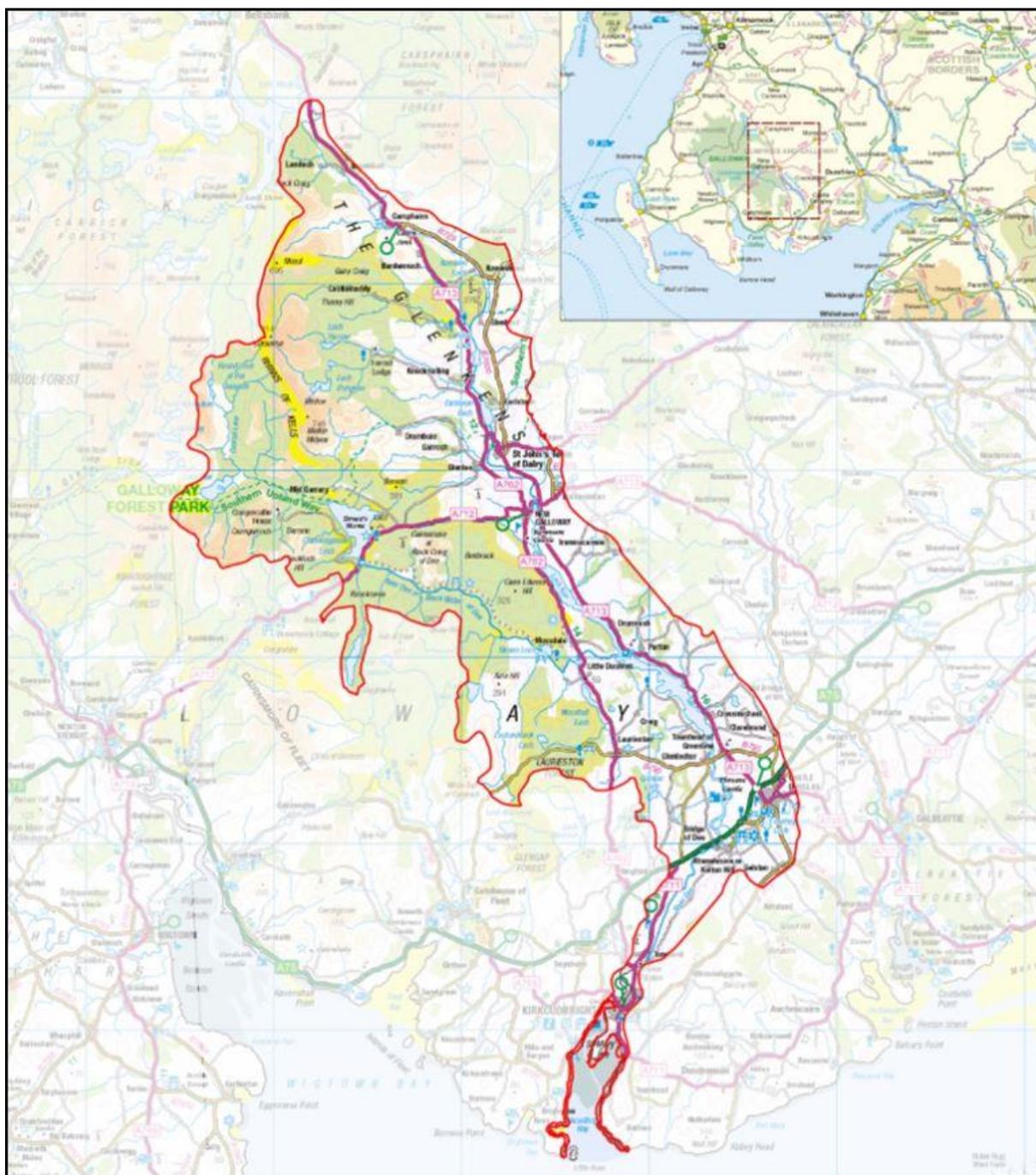
1.5 The Galloway Glens are an undiscovered area of south west Scotland, sandwiched between the Solway Firth to the south and the highlands to the north. The landscape comprises rolling hills, winding roads, and water from the Ken and Dee rivers, Loch Ken and a mosaic of smaller lochs and glens. Settlements are small and scattered, with towns at Kirkcudbright, Castle Douglas and St John's Town of Dalry, and a network of smaller villages and hamlets. Despite a landscape dominated by forestry and agriculture, industry has shaped the area, with the magnificent hydroelectric power system of dams and reservoirs, including the grade A listed Tongland Power Station, still standing proud. The uplands in the north of the project area are only accessible by forest tracks. Much of the area is part of the Galloway Hills and Solway Coast Regional Scenic Areas, and is also a part of the Galloway Forest Park (Scotland's first Dark Sky Park), and the UNESCO designated Galloway and Southern Ayrshire Biosphere. The area has numerous SACs, SSSIs, two RAMSAR sites, and many listed buildings and ancient monuments. The National Trust for Scotland, Historic Environment Scotland, and the RSPB own and manage sites in the project area.

1.6 The project aims to safeguard the future of the Galloway Glens by working across three strands; people, places, and prosperity.



- ◆ People – Rural skills training, education and interpretation, volunteering and employment opportunities
- ◆ Places – Research and capital works relating to improved management of Loch Ken and the river systems, peatland and other habitat restoration, forestry design, archaeological and historical research, access and interpretation
- ◆ Prosperity – Better access and visitor facilities, support for nature based tourism and community enterprise

1.7 The project is currently in the development phase, with the delivery phase due to start in 2018 and run until 2023.



*Galloway Glens Landscape Partnership area*



## Methodology

1.8 The methodology for this research was developed in response to the brief set out by Dumfries and Galloway Council (Quote Reference DGC/KM/550/16).

1.9 Work began with background reading and an initial desk-based assessment of the heritage skills situation across Scotland, informed by previous heritage skills audits carried out by NECT, considering current heritage skills training provision, identified skills needs and shortages, and employment opportunities. This sets the context for the heritage skills situation in the Galloway Glens. An initial long-list of the types of heritage skills to be considered in the research was drawn up (see Appendix 1).

1.10 An initial project meeting was attended by Graham Bell and Elanor Johnson (NECT), Karen Morley (Dumfries and Galloway Countryside Service), McNabb Laurie (Galloway Glens Development Officer), and Kerry Monteith (Dumfries and Galloway Employability and Skills Service) to discuss the background to the research and the aims of the Landscape Partnership in developing a heritage skills training aspect of their project.

1.11 Following the initial meeting, a suite of research questions were developed to form the basis of consultation with stakeholders and desk-based research.

- ◆ What is the national heritage skills situation (training and economic opportunities)?
- ◆ What types of heritage skills are important in the Galloway Glens, and the surrounding area?
- ◆ What is the nature and scope of current heritage skills work and opportunities in and around the Galloway Glens? How does heritage skills activity fit in to the economy of the area?
- ◆ What can we learn from past and current heritage skills training opportunities, successes and failures in and around the Galloway Glens?
- ◆ What is the population, demographics, and economy of the Galloway Glens?
- ◆ Who are the audiences for heritage skills training?
- ◆ What barriers prevent delivery of, or participation in, heritage skills training?
- ◆ What barriers prevent audiences from accessing heritage skills training?
- ◆ What opportunities exist for research in to heritage themes in the Galloway Glens?

1.12 Due to the very small population of the project area and nature of the local economy, particularly relating to heritage skills work, a standardised survey was not felt to be the most useful tool. Instead, in-depth face-to-face and telephone conversations were held with a wide range of local stakeholders, establishing the nature and scope of each stakeholder's involvement in heritage skills and discussing the research questions.

1.13 The initial list of stakeholder contacts was generated by the Landscape Partnership, but this was added to throughout the research period by exploiting local networks, internet searches, and use of social media. Social media based research, harnessing opinion via Twitter and Facebook, was not as successful as hoped, but a survey monkey survey of farmers did elicit responses. A wide range of contacts was reached via existing local networks, such as the NFU Scotland and Scottish Land and Estates, and contacts in the communities of the area.

1.14 Local stakeholders consulted included commercial businesses, contractors, community projects, educational and training establishments, umbrella bodies, land owners and managers, and other agencies. In addition, regional and national stakeholders in the heritage sector were interviewed, including staff at Historic Environment Scotland, the Scottish Lime Centre, and others. A full range of the stakeholders consulted can be found in Appendix Two. As the consultation process concluded, additional email or telephone interviews were



held with some stakeholders to clarify understanding or discuss particular issues. In parallel to the consultation process, NECT carried out additional desk based research.

1.15 Responses from the stakeholders were analysed and emerging patterns identified. Links between skills, training, and economic opportunity were established. The original long list of heritage skills was refined to reflect the nature of the project area and the feedback from stakeholders, resulting in a working, relevant definition of heritage skills in the context of this particular project. This can be found in Section Three. A summary of the current situation of the ten most important heritage skills for the future of the Galloway Glens can be found in Section Eight.

1.16 On the basis of our findings during the research process, NECT proposes a suite of training recommendations, with details of the audiences, associated qualifications, potential training providers, possible venues, barriers, and financial/resource implications. Our proposals not only draw on the outcomes of the consultation process, but also take in to account best practice and our experience of developing and delivering heritage skills training through the Heritage Skills Initiative.

### ***Limitations***

1.17 At the request of the commissioning client, this research and report focuses largely on employment directed training, aimed at increasing or safeguarding jobs and economic activities for individuals and businesses in the Galloway Glens area. As a result, the recommendations for training activities to be delivered through the Galloway Glens Landscape Partnership project aim to make a 'sustainable, genuine difference' (Karen Morley, Dumfries and Galloway Council) in terms of economic opportunities and jobs, and should be delivered alongside strategic training activity across the region.

1.18 Heritage Skills training can also be successfully delivered via community engagement or volunteering activities, this is vital for the long term sustainability and protection of heritage, and in creating communities who are better able to manage and care for their heritage. However, much of this type of training does not impact economically due to the nature of the audiences it attracts. NECT recommends that community and volunteer heritage skills training should be built in to other aspects of the Galloway Glens Landscape Partnership Scheme, to run alongside a programme of heritage skills training aimed at developing and enhancing economic activity.

1.19 In contrast, raising awareness of heritage skills, of what they are and why they are so important, is an integral part of the recommendations made in this report. If heritage skills specialists, whether drystone dykers or conservation architects, are to sell their services to the population of the Galloway Glens and beyond, the reasons for choosing a specialist, trained, experienced, and often more expensive option must be understood by those outside the sector. Additionally, if we are to attract people to specialist training, in particular young people, we must initially raise awareness of what heritage skills are. For these reasons, our recommendations do include a number of awareness raising and informal training opportunities.

1.20 In developing our proposals, we have been mindful of the deliverability of the recommendations, and have wherever possible provided information on possible training providers, placement hosts, and potential venues. The deliverability of some of the recommendations will be bolstered once the other elements of the overall Landscape Partnership project are confirmed, with other projects becoming vehicles for elements of the training programme.

1.21 The context of the landscape geography, population demography, and the scale and level of economic activity in the Galloway Glens area must also be taken in to account. Consideration must be given in particular to



the very low population levels, and the relatively small scale of economic activity which is spread over a wide geographic area with a scarcity of good transport links. This has resulted in the development of a programme which is ambitious in quality but realistic in terms of quantity.

1.22 The research process was limited by a very short timeframe for the work, with only six weeks between the initial project meeting and the submission of a draft report. This unfortunately coincided with a two-week school holiday in Dumfries and Galloway, meaning that a significant number of potential consultees were unavailable at key points. However, we were able to contact a large number and range of stakeholders, and those we spoke to and met were very positive about the project and happy to participate in development.



# The Galloway Glens

2.1 If we are to make meaningful recommendations for heritage skills activity and training in the Galloway Glens, we must consider the economic and social context of the project area. Information for this section of our report draws heavily on two documents, the Stewartry Area Profile, and the Dumfries and Galloway Regional Economic Strategy 2014-2020. Dumfries and Galloway covers a much larger area, and although the Stewartry area is more closely matched to that of the Galloway Glens project area, it is slightly larger and includes the town of Dalbeattie, which is out with the Galloway Glens area. However, the trends and issues are likely to be very similar.

2.2 The project area covers 590 km<sup>2</sup> of rural landscape, with the population living in scattered farms, hamlets, villages, and three small towns. The entire project area is remote, or very remote.

## Population

2.3 The population of the Stewartry is around 24,000. This equates to 0.14 people per hectare, compared to 0.24 people per hectare across Dumfries and Galloway, which is itself one of the least densely populated areas of Scotland. The average age of the population is 46.2, compared to 40.4 across Scotland. There are a lower proportion of young people (under 25), and a higher proportion of older people aged over 65. Dumfries and Galloway is projected to have the highest proportion of over 65s of any Scottish Local Authority by 2020, which clearly has an impact on skills loss through retirement, the need for succession planning, and attracting new entrants in to the heritage sector workforce.

2.4 There are three main towns in the Galloway Glens; Castle Douglas (population c.4000), Kirkcudbright (population c.3500), and St Johns Town of Dalry (population c. 400). Significant villages are New Galloway and Carsphairn, both of which have services such as a shop and community hall/centre.

2.5 Consultees and official statistics indicate an outward migration of young people. This is in common with comparator regions, and is rooted in lack of opportunity, poverty of transport and living costs.

## Economy, Employment and Business

2.6 In 2011, around 10,600 people in the Stewartry were in employment, representing 61% of people of working age. Around 14% were employed in agriculture, fishing or forestry, compared to 9% in Dumfries and Galloway and 2% across Scotland, figures for the construction industry were comparable with the rest of Scotland. Dumfries and Galloway has approximately 8% of all of Scotland's farm holdings.

2.7 Across Dumfries and Galloway, there is a distinct pattern of under employment; many people are working part time, seasonally, or less than they would wish, or in roles beneath their level of skills and qualifications.

2.8 Current threats to the economy in the project area include public sector spending cuts, welfare reforms, and changes to agricultural policy including grant schemes.

2.9 Statistics reflect the pattern of businesses described by consultees, with a large number of self-employed people (19%) or micro businesses. Nearly 40% of all enterprises in the Stewartry are in the agriculture, forestry or fishing sector. 89% of VAT registered businesses in Dumfries and Galloway have 10 or less employees. Businesses are supported by Scottish Enterprise, Business Gateway, and Young Entrepreneurs. New businesses do tend to thrive in the area, surviving beyond the first three years.



2.10 Tourism is also a key sector in the regional economy of Dumfries and Galloway, with sustainable tourism accounting for around 3,500 jobs. However, consultees report that this very much a seasonal economy, with accommodation providers and caterers closing over the winter months.

## Society and Community

2.11 Transport is a huge issue in the Galloway Glens, in terms of transport infrastructure, transport poverty, and lack of public transport. Settlements are scattered, 20% of households in Dumfries and Galloway have no access to private transport, and public transport is scarce, infrequent, and expensive. This prevents uptake of training and work opportunities, as well as adding to social isolation. Commuting is expensive for those who do so, but the average earnings of those who live in the region are higher than those who commute in to the region to work, suggesting that residents commute out for better paid work. It is not known if this pattern relates more to the accessible town of Dumfries or whether it is also true for the remote rural areas.

2.12 Despite the dispersed nature of the settlement pattern, many villages in the project area have strong sense of community identity, and have facilities such as a small shop, community hall, or pub/café.

2.13 Most of the project area does not have access to superfast broadband. There are issues around fuel poverty in some communities.

2.14 People living in Dumfries and Galloway report a very high level of satisfaction and personal well-being, greater than in comparator regions.

2.15 Information from consultees was conflicting regarding connectedness of individuals and communities to the landscape. Some felt that there is an increasing disconnect, as less people work on the land, and as young people move away from where they have grown up and communities are filled with people retiring from elsewhere. However, other consultees suggested a slightly different reality, that people living in the area are very connected with their place and have an identity bound up in where they live in the landscape, but that this doesn't tend to be shared, celebrated, or valued in an outward way, particularly in younger cohorts.

## Education and Skills

2.16 There are three secondary schools in the area, Castle Douglas High School with 550 students, Kirkcudbright Academy with 420 students, and Dalry School, with 55 students at secondary level. Dalry students who continue in education past S4 must travel to Castle Douglas or Kirkcudbright. Castle Douglas High School in particular reports that a higher than average number of students leave education at S4, mainly in to employment which is often on family farms. Achievement in all three schools in the project area is good, with the proportion of pupils gaining qualifications at S4, S5 and S6 higher than the regional and national average.

2.17 Dumfries & Galloway College is the nearest college for school leavers in the Galloway Glens.

2.18 12% of the population of Dumfries and Galloway have no qualifications.

2.19 Only 20% of the workforce in Dumfries and Galloway have a degree, as opposed to 30% across Scotland, and those who leave the region to attend university tend not to return at the end of their studies.

2.20 Only 19% of employees in Dumfries and Galloway across all sectors report receiving any workplace training, which may be linked to the large number of micro businesses and the high number of agricultural jobs, a sector which does not traditionally value training for staff. This is below comparator regions.



2.21 The number of young people in Foundation and Modern Apprenticeships in the area is increasing, which mirrors trends across Scotland.

## Young People

2.22 Statistics on youth employment may not be picking up the reality of the employment situation for young people (16-25 year olds) in the area. Youth employment is higher than in comparator regions, and lower numbers of school leavers than average go to university. The Employability and Skills team working directly with this section of the population in the area suggest that there is a pattern of under employment, with individuals either working less hours than they wish, seasonal employment, or in roles that do not accurately reflect their skills. Barriers such as access to transport and costs of living can disproportionately affect young people, and in addition a lack of training, qualifications or employment during this formative period can have longer term effect on individuals and society as a whole, with impacts on future earnings potential, health and wellbeing, and the public purse.

## Future Issues facing the Galloway Glens

2.23 The Galloway Glens Landscape Partnership Board suggest the following issues as major challenges for the future of the communities and landscape, amongst others:

- ◆ Restructuring and restocking of the forest
- ◆ Climate change and associated flooding risks
- ◆ An aging population, with high levels of young people migrating
- ◆ Changing land management and increasingly intensive agriculture
- ◆ Increased pressure due to rise in tourism
- ◆ Disconnection between communities and landscape

## The Galloway and Southern Ayrshire Biosphere

2.24 The Galloway Glens Landscape Partnership area sits within the Galloway and Southern Ayrshire Biosphere Reserve, designated by UNESCO because of the specialness and significance of its wildlife areas, cultural heritage, and communities. The Biosphere is one of only four in the UK, and offers new opportunities for people to demonstrate how we can work and live in ways that benefit both people and heritage, leading in developing sustainable ways of living through conservation, learning and research, and connecting communities with natural and cultural heritage. The Biosphere area includes the catchment of seven river systems, of which the Ken-Dee, the river catchment for the Galloway Glens Landscape Partnership Scheme, is one.

2.25 The themes and principles of the Galloway and Southern Ayrshire Biosphere and the Galloway Glens Landscape Partnership are very closely aligned, and in particular the heritage skills training element of the Landscape Partnership Scheme has clear links to the role of the Biosphere is stimulating the local economy through environmentally and financially sustainable employment, which in turn connects to the common theme of the addressing the outward migration of young people from remote rural areas. Heritage Skills training recommendations can be piloted through the Landscape Partnership Scheme, with successful methods and mechanisms then being rolled out across the wider Biosphere, resulting in a more sustainable programme.



2.26 The Landscape Partnership Scheme offers an ideal opportunity to deliver the principles of the Biosphere in an active, on the ground way. It is recommended that the Biosphere team work closely with the Landscape Partnership during the final development, delivery and evaluation of training activities.



# Heritage Skills

## What are Heritage Skills?

3.1 Heritage Skills are the specialist skills needed to understand, protect, conserve, manage, and share natural and cultural heritage. They include practical, professional, and technical skills, some applicable across the whole heritage sector and some highly specialised or aligned to individual aspects of natural, built, industrial, maritime, transport or intangible heritage. These skills are vital in conserving heritage and in ensuring that it is better managed and protected for future generations.

3.2 Following the initial meeting and early consultation process, and a review of the national context, three key areas of heritage skills were identified as most relevant to the Galloway Glens area. Within these three overarching heritage skill areas sit a variety of specialist skills. There is some cross over between the three key areas, and individuals both currently and in future are likely to be skilled and experienced in more than one specialism. These skill sets are not exhaustive, and additional specialisms should also be considered in any training programme. Underpinning all three skill areas is a knowledge of the local environment, its geology, geography, history, and culture. The three skills areas are:

- ◆ **Skills for Built Heritage** Traditional construction skills such as stone masonry, clay bonding methods (potentially used in as many as 20% of traditional buildings locally), use of lime for mortar, plastering, and render, carpentry and joinery, roofing, lead work and blacksmithing. Construction skills necessary to protect 20<sup>th</sup> century heritage structures, such as the concrete buildings of the hydroelectric system. Modern construction skills which impact upon heritage, such as retrofitting of energy efficiency measures to traditional buildings.
- ◆ **Heritage Skills for Management of Landscapes and Natural Heritage** Traditional rural and landscape skills such as drystone dyking, fencing and hedgelaying, trees and timber skills including woodland management and processing of timber, game keeping, horticulture, path pitching and estate maintenance. Traditional and modern construction skills used to protect and conserve the heritage landscape of the 21<sup>st</sup> century in terms of water management, such as construction and maintenance of culverts, stream and river banks, and rainwater run-off features.
- ◆ **Skills for Heritage Interpretation and Access** Community engagement, leading guided walks, rides, and other tours, interpretation skills for print and digital media, designing trails and interpretation panels, wildlife, landscape, or night sky photography, creating exhibitions.
- ◆ **Professional and Technical Heritage Skills** - building recording, estate management, water and flood management, academic research in to natural or cultural environment, archive skills, field survey skills (archaeology, ecology, water courses), architecture and planning.

3.3 Heritage skills and training in heritage skills cannot be completely separated from generic business and employability skills, as without these skills individuals and organisations are unable to successfully work in the heritage sector.

3.4 Artisan craft skills, such as basket making, pottery, silversmithing, and textiles were excluded from this study as it was felt that they are better addressed elsewhere. The production, processing, and preparation of food using artisan and traditional methods was also excluded, as this was considered a buoyant element of the local economy at present, having benefitted from development support over recent years.



## What is Heritage Skills Training?

3.5 Training in heritage skills is defined by the Heritage Lottery Fund as ‘formal or informal courses or on-the-job tuition which provide(s) people with knowledge and specialist skills to sustain heritage to the highest standards’.

3.6 This definition covers a wealth of training mechanisms, including formal and informal training, training leading to qualifications or accreditation, upskilling, peer-to-peer training or mentoring, work experience, bursaried placements and apprenticeships, and research and study opportunities. All options have been considered in developing the proposals for the Galloway Glens Partnership project.



## Heritage Skills in Scotland – The Wider Context

4.1 Since the early 2000s, there has been a growing body of research commissioned by Historic Environment Scotland, the National Heritage Training Group, and other heritage organisations on skills needs, shortages, and training in the natural and historic environment. This research has attempted to ascertain the nature of the skills issues; to understand which skills are most needed, to quantify supply and demand, and to explore how patterns of training and development match these needs. Alongside this research sits a growing body of knowledge regarding the value of heritage to our economy, and the size and nature of the heritage workforce. The majority of this research relates to built heritage, rather than natural heritage, but there is also evidence of the role heritage plays in the tourism sector in Scotland.

4.2 The historic environment contributes in excess of £23 billion to Scotland's Gross Value Added every year. Total spend on the historic environment in Scotland was £986 million in 2013/14, and the sector is a major employer, providing 2.5% of Scotland's employment and supporting around 60,000 jobs, or 41,000 FTE.

### Skills for Built Heritage

4.3 Within these figures, the heritage construction sector employs around 20,000 people. There are 450,000 traditional buildings in Scotland, around 20% of the building stock, and £600 million is spent on pre-1919 buildings in Scotland annually. The 2014 Scottish Housing Survey identified that 72% of pre-1919 dwellings were not wind or watertight, or suffer from disrepair to critical elements. 33% of pre-1919 dwellings have a need for critical and urgent repair. Every town surveyed had instances of serious disrepair to pre-1919 buildings.

4.4 Although the overwhelming needs in the Scottish construction industry over the next 5 years are likely to be related to infrastructure projects, there is a predicted 2.3% growth in the repair and maintenance sector. Half of all repair and maintenance work in Scotland is to traditionally constructed, pre-1919 buildings, and as such requires the sympathetic use of traditional materials and the knowledgeable use of specialist techniques. An estimated £0.6 billion is spent on repair and maintenance of traditional, pre-1919 buildings every year in Scotland. With nine in every ten pre-1919 buildings having basic repair needs, and demand for repair and maintenance outstripping new build, skilled heritage construction tradespeople and businesses will continue to be needed.

4.5 The most common specialist heritage skills gaps identified by building contractors were:

- ◆ Carpentry and bench joinery
- ◆ Plastering (lime)
- ◆ Traditional glazing
- ◆ Lead work
- ◆ Decorating
- ◆ Slate roofing

4.6 A report to Scottish Ministers by the Historic Advisory Council echoed this, with stone, lead, plaster and wood reported as the key shortage areas, along with a general demise in the availability of workers with good vernacular building skills due to retirement.

4.7 Lack of awareness amongst customers and clients means that new build and replacement is often chosen over repair and conservation, and traditional skills are regarded as an expensive luxury.



4.8 In addition to traditional building skills, the retrofitting of energy efficiency measures and renewables to traditional buildings and buildings in heritage settings is a growing element of the heritage construction sector. Traditional buildings can be seen as difficult in terms of energy efficiency measures, but this is largely down to lack of awareness and a poorly trained workforce. Retrofitting and energy efficiency are strategic priorities at a national level, and as well as reducing carbon emissions can ease fuel poverty.

4.9 Traditional building techniques and materials are increasingly being used in the construction of new design, whether as part of extensions and alterations to existing buildings, or for new buildings and structures. This ranges from the use of drystone dyking techniques to build benches and garden features through to the construction of timber framed houses and straw bale and lime buildings. Architecture and Design Scotland promote the use of traditional materials in new build, and a number of local authorities encourage the use of traditional materials in their planning and design guidance in order to minimise the impact of new build on sensitive settings.

## Heritage Skills for Management of Landscapes and Natural Heritage

4.10 Around 150,000 people are employed in Scotland in the land and environment sector, with 96% of these people working in businesses of 10 or less people. It is thought to be a highly skilled yet under qualified sector. During the period 2010-2020, Lantra predicted that 12,000 more people would be need to enter the land and environment sector, the majority of whom would be expected to have a qualification at equivalent to SVQ level 4 or above.

4.11 Turnover in land maintenance and management roles is very low, with few vacancies. When vacancies cannot be filled, lack of skilled candidates is cited as the main factor.

4.12 The roles played by those working in farming and land management are changing, and this is altering how people use traditional skills in their working life. Increasingly, farms and estates are being staffed by much lower numbers of people and older workers are retiring without succession planning. Young people are less likely to follow in the family footsteps in to work on farms, particularly in upland areas. Existing and new workers are taking on a wider range of roles, due to a combination of diversification and reduced employee numbers, meaning that they require a greater range of skills.

4.13 Changes to the grant system, particularly for boundary work on farms, is leading to less use of external, specialist contractors for boundary repairs and more in-house repair work by untrained farm/estate workers.

4.14 The situation in Scotland around forestry, and associated forestry, trees, and timber skills, is different to that across the rest of the UK and Europe. Scotland has huge areas of forest owned by individual landowners, although many who actually work in forestry will never own their own forest or woodland. Large areas of woodland have little or no management in place, which can lead to long term decrease in quality of habitat, and there are also changes in felling and planting patterns in this vital economic asset.

4.15 Skills Development Scotland has recently commissioned a study looking at the skills needs in the forestry sector. The report cites an aging workforce, a lack of forestry learning at degree level, and lack of capacity for training by employers as key issues facing the sector in coming years. There is a need for increased numbers of workers skilled in practical and professional forestry particularly in terms of wood fuel energy, forest tourism, sustainable construction and timber engineering, and planting, felling and estate management. There are



currently a number of initiatives to increase community management and ownership of woodlands, but many communities have a desire but not the necessary skills to get involved.

## Skills for Heritage Interpretation and Access

4.16 Tourism is one of the most important industries in Scotland, and the historic environment is a major contributor to Scottish tourism. Figures available from 2012 suggest that 28% of adults in Scotland had visited an archaeological or historical site in the previous 12 months, and around 14 million tourists visited heritage attractions in the same year. Heritage, history and culture are regarded as the main reasons for visiting Scotland by many visitors.

4.17 Heritage skills for employment in the tourism sector are two-fold. Individuals require a level of knowledge about the heritage they work with, but also skills to interpret or provide access to that heritage, whether it is natural, built or cultural heritage, tangible or intangible. These skills include leading guided walks, cycle rides, boat/canoe trips, or horse rides, wildlife or night sky photography, giving talks and presentations, planning and preparing routes, trails, or interpretation panels, storytelling, and much more.

4.18 Employment in these heritage skill areas falls predominantly in to two groups; those employed by large organisations that manage heritage sites and places such as NTS, Historic Environment Scotland, or the RSPB, private owners of heritage sites and places that are open to the public, and those working on a self-employed basis or for micro/small businesses providing these services for heritage owners/managers.

4.19 Published data relating to skills needs specifically for heritage interpretation and access could not be found, but with nature and history based tourism an increasing part of the economy, it is highly likely that these skills will be needed in future, particularly in remote and rural areas such as the Galloway Glens.

## Heritage Skills Training in Scotland

4.20 The Skills for Scotland Strategy (2010) states that a skilled and educated workforce is essential to improve productivity and sustain economic growth. This includes professional, technical and vocational heritage skills, with trained, skilled individuals contributing to economic growth through employment in heritage construction, landscape management and rural work, heritage management, and heritage tourism and interpretation.

4.21 There are concerns in the spheres of natural heritage and built heritage around retirement of skilled workers, and lack of succession planning, with a fear of skills being lost without the provision of suitable training to plug the gap. For example in the UK construction workforce, there are fewer younger workers and more older workers employed on traditional building projects. This highlights the importance of recruiting younger workers, providing specialist training, and enabling older experienced workers to pass on their skills, and is of particular relevance to the Galloway Glens, where the national picture is magnified by an aging population.

4.22 A number of recent initiatives indicate a move towards addressing the traditional skills gap, with, for example, the development of new modern apprenticeships in subjects like estate management, the creation of the Engine Shed (a new technical building conservation and training hub in Stirling) by Historic Environment Scotland, and a number of heritage skills training programmes running through organisations such as the Scottish Forestry Commission or National Trust for Scotland, and the Scottish Traditional Building Centre at Fyvie in Aberdeenshire.



4.23 Accredited training and qualifications in heritage skills in Scotland are offered by a combination of different organisations and bodies, including the SQA, colleges and schools, universities, and private training providers such as the Scottish Lime Centre and Rural Skills Scotland, and various charitable bodies. The system can be difficult to navigate. There is considerable variation in the existing qualifications related to traditional skills in particular, with some qualifications officially available but in reality not offered by any training providers, and other skills have no qualifications attached. Across the board, the depth and quality of training is considered to be variable, and the availability of skilled trainers is a problem.

4.24 Apprenticeships associated with various heritage skills are available, supported by Skills Development Scotland, including a number of new apprenticeship options that have only recently come on stream. Apprentice wages are funded by employers, with Skills Development Scotland covering associated training and qualification costs. Specialist options relating to heritage skills are available as Modern Apprenticeships, or as part of more generic Modern Apprenticeships. However, many employers are unaware of the options available within apprenticeships, and micro and small businesses are deterred from employing apprenticeships by perceptions of costs and bureaucracy.

4.25 Specific trade bodies, such as the Dry Stone Walling Association, offer training and accreditation related to their own craft. However, some heritage skills, such as blacksmithing, are highly specialised, and often require individuals to travel or live away from their homes for extended periods in order to obtain a high quality training experience.

4.26 Economic viability is a key issue in the provision of training, as the training market is commercial and low numbers of enrolled trainees, whatever the training mechanism, can result in lack of opportunity. This has resulted in a loss of specialist heritage training through colleges in particular, but the gap is increasingly being filled by private training providers offering assessment through on the job training, or in some cases via remote learning.

4.27 The highly specialised nature of many heritage skills, and a lack of qualifications and clear pathways in some of these skills, can mean that those wishing to enter heritage trades and professions find it hard to access good quality advice both locally and online. This particularly impacts on young people in schools and colleges, as many careers advisors have limited knowledge of the sector and are therefore unable to provide the right advice, signposting, or to set up work experience.

4.28 Technical and professional heritage skills training, such as archaeology, ecology, or building surveying is usually offered by universities and colleges at HNC/D or degree level. However, many courses such as architecture or town planning do not include heritage elements as a standard part of the course. CPD is also an important aspect of heritage skills training for technical and professional roles, but increasingly employers are cutting back on CPD opportunities for staff in order to save money.

4.29 Informal heritage skills training, and locally specific training, is often delivered through other initiatives such as Conservation Area regeneration Schemes or Landscape Partnerships, such as rural skills training for young people delivered by the Living Loch Lomonds Landscape Project, or traditional construction training offered by Selkirk CARS.



# Heritage Skills Training in the Galloway Glens

## Current and recent provision

- 5.1 Current and recent heritage skills training in the Galloway Glens is sparse, with few opportunities for training in any heritage specialism whether vocational, professional, or technical.
- 5.2 Past initiatives, including those run through a previous landscape project, focused on traditional land and building skills. This training was aimed at a range of audiences, and although people developed heritage skills there was little measureable impact on the economy or in terms of jobs. Upskilling courses, such as lime mortar sessions for builders, have been attended, but no information is available on whether those attending went on to apply their new skills in their day to day work.
- 5.3 It is likely that there is a high level of skill sharing of traditional skills occurring on an ad hoc, hidden basis, with those involved in farming, land management, or construction passing down their skills to younger people as the need arises. This is particularly thought to be the case with skills such as drystone dyking, with work to small sections often done 'in-house'. In many ways, this informal skill sharing is how traditional skills have been passed on for generations, however with no accreditations, skills can become diluted and bad habits magnified, and younger workers do not gain qualifications to allow them to develop or progress their careers.
- 5.4 Castle Douglas High School offers a National 4 qualification in Rural Skills, with 10 students currently enrolled. The school also reports a higher than average number of pupils studying history and geography at higher and advanced higher level, suggesting a keen interest in heritage amongst young people. It is not known whether these young people progress in to careers in heritage, but the school is keen to support initiatives to encourage these students to take up heritage skills training and work.
- 5.5 Dumfries & Galloway College offers no specialist heritage construction training. The college recently considered the feasibility of running a full time programme in this area, but concluded that the minimum number of students to make this course viable would be 14, and decided there was not enough demand. The college has construction apprentices but none are specialising in heritage trades. The number of apprentices in the Galloway Glens working towards heritage related qualifications is not known, but the consultation process did identify at least two apprentice stone masons working locally. However, training for these apprenticeships is via college in Glasgow. Until recently, apprentices were employed by the Scottish Forestry Commission at the Galloway Forest Park, but this programme has now ended.
- 5.6 The University of Glasgow and the Crichton Institute at the Crichton Campus, Dumfries, act as a hub for a range of professional and academic heritage skills learning and research opportunities for students, professionals, and community/volunteer groups. Formal taught courses are available, with uptake growing, in subjects including Tourism, Heritage and Sustainability, and Environment, Culture and Communications. The student body comes from across Scotland, England, and other countries, with low numbers of local young people enrolling. Many of the taught postgraduate courses include an element of work-based learning or independent research; some of these projects are located in Dumfries and Galloway.
- 5.7 The Crichton Institute hosts researchers and provides reports on numerous issues relating to the heritage sector locally and further afield. The Solway Centre for Environment and Culture runs a number of community and volunteer programmes including lectures series, archival mapping and community archaeology activities.



5.8 It was very difficult to get a clear picture of what training is taking place within the farming sector locally. Feedback from the NFU Scotland local branch suggests issues with succession planning, as young people are not moving in to farm work, particularly in the upland areas. However, a new initiative is currently running at Castle Douglas High School for young people to obtain a Dumfries and Galloway Employability Award in Agriculture, through a pilot partnership project with the NFU Scotland and SRUC Barony.

5.9 It was also difficult to establish the current training and heritage skills needs within the sphere of the estates in and around the area; the umbrella body Scottish Land and Estates, some individual estate owners, and land agents reported a willingness to get involved in training, and in some cases a lack of suitable candidates locally when recruiting staff. However, training initiatives are not running locally, new estate management qualifications have only just come on stream, and the barriers of cost need to be considered to increase training opportunities.

5.10 A number of training initiatives relating to specific heritage skills have also been delivered locally in recent years:

- ◆ The Dry Stone Walling Association runs around 3 practical training courses, with progression opportunities for qualification testing, in and around the Galloway Glens area every year. Over past years, these courses have included a number of heavily subsidised places for young people, which was successful in attracting potential career wallers/dykers as opposed to the usual hobbyist audience. It is not known how many of the young people who attended went on to use their skills in employment.
- ◆ The Galloway and Southern Ayrshire Biosphere ran a Dark Sky Ranger training programme, training and supporting approximately five people in skills associated with the Dark Sky Park. At least two of these trainees now run successful heritage tourism enterprises as a result of their training.
- ◆ The National School of Heritage Gardening is based on the NTS Threave Estate, and offers accredited training in horticulture and practical gardening in a heritage setting. Threave is the only venue to run this kind of residential training in Scotland, and currently have 6 resident students on their one year course, along with 4 additional students. The School of Heritage Gardening is currently under review by NTS however, and if it continues is likely to have to become more commercially viable.
- ◆ The Connecting in Retirement project at the CatStrand in New Galloway runs a successful Men's Shed, where local retired people skill share with others, particularly skills in traditional joinery and woodcarving. This project hopes to expand in future years, and is interested in intergeneration skill sharing.
- ◆ Home Energy Scotland offers occasional awareness raising events in Dumfries and local towns specifically aimed at those who own or manage historic and traditional buildings. Energy Efficient Scotland are responsible for training contractors in retrofitting, but are not thought to offer any training locally at present.

5.11 On the periphery of the project area, there is some activity in terms of specialist heritage skills training at the present. At Dumfries House, Ayrshire, the Kuanyshev Traditional Building and Crafts Centre offers traditional building and land management training to young people through the Prince's Trust, and the Conservation Area Regeneration Scheme at Stranraer is about to begin a programme of traditional building training.

5.12 Generic employability training and qualifications are widely available in the project area, with support in particular through Dumfries and Galloway Total Access Point. The Dumfries and Galloway TAP Employability Award is registered through SQA, and should be considered alongside specialist qualifications in the Galloway Glens Landscape Partnership project heritage skills training programme.



5.13 Dumfries and Galloway Total Access Point (D&G TAP) offer support and guidance for young people, and those who are seeking work or progression around all aspects of employment and training. D&G TAP also have a number of dedicated members of staff who liaise with employers on issues of training and recruitment. The involvement of D&G TAP on a strategic and day to day delivery basis will be vital to the success of the Galloway Glens Landscape Partnership Scheme heritage skills training scheme.

## Future needs

5.14 Overarching themes around future heritage skills needs emerged during the consultation process, mainly around issues of qualifications and accreditations.

5.15 There was a split amongst those consulted about the value of accredited training in terms of heritage skills. Most employers and potential participants consulted did not consider formal qualifications in particular specialisms as a priority, and were more concerned with experience and employability. In contrast, amongst consultees in the education/training sector there is a much stronger focus on accredited training and qualifications, and on clearly defined pathways for work experience and training.

5.16 A balance needs to be struck between these two viewpoints, and a mix of accredited and non-accredited training mechanisms will be recommended. Training aimed at young people in particular will need to have more emphasis on qualifications and defined pathways than that aimed at upskilling existing workers, as it will ensure that training has a more rounded and longer lasting value to young people as they move through their careers. Our recommendations will identify available qualifications for each heritage skill, and in addition will set out progression options for those participating in each activity.

5.17 There was concern across the board that training must be linked to sustainable economic activity and positive personal outcomes for participants after the lifetime of the project, building a strong legacy. There was concern amongst stakeholders that training activities should avoid creating a situation where certain skills were oversupplied in the region as this could disrupt an already sensitive market, for example training a large number of additional drystone dykers will not result in an improved network of dykes in the long term unless it is backed by funding to carry out repair work, it is more likely to put existing dykers out of business.

5.18 A significant number of stakeholders highlighted the importance of generic skills training as part of developing a stronger heritage skills workforce. This includes skills for employability and transferable skills and qualifications amongst young people, and skills in areas such as marketing, business development and growth, and business finances for those looking to establish heritage skills businesses or to expand in to the sector from an existing mainstream base. This training could be integrated in to heritage skills courses, provided in parallel, or accessed via mentoring and networking mechanisms.



# Audiences

6.1 The following audiences were identified on the basis of desk based research, local demography and population information, and the consultation process.

- ◆ School students
- ◆ College Students
- ◆ University Students and Researchers
- ◆ Young people (16-25), including school leavers
- ◆ Farmers and land managers, and those working on farms
- ◆ Owners of traditional buildings (private homeowners or property owners)
- ◆ Forestry, trees and timber workers
- ◆ Professionals currently employed in the heritage sector locally
- ◆ Professionals working in roles associated sectors
- ◆ Estate Managers and estate workers, including gamekeepers, ghillies, foresters, etc
- ◆ Public and Charity Sector Organisations and their staff
- ◆ Day visitors to the area
- ◆ Tourists on longer visits including at least one overnight stay
- ◆ Community and Volunteer Groups
- ◆ Graduates, in particular graduates wishing to return to the Galloway Glens area

6.2 Participants in the training activities offered through the Landscape Partnership Scheme should be drawn from as wide a range of the identified audiences as possible, with recommendations for training targeted at different audience groups. It is thought that the majority of those engaged in the training activities will be resident either in the project area, or on the periphery of the project area across the wider Dumfries and Galloway area.

6.3 There is a strong focus on young people in the training recommendations, in order to maximise the potential economic benefit, and to tackle in a very limited way some of the issues around the migration of young people out of the Galloway Glens area. However, experience from other training programmes, particularly bursary schemes run by the National Heritage Training Group, suggests that adhering to a strict age cap can result in a poor outcome; it is more important to provide opportunities to the 'right' candidate on a case by case basis. For this reason, it is suggested that all training activities, bar the Heritage Schools Programme, be offered to participants of any age who are seeking training, progression, or employment in the sector.



## Barriers to Heritage Skills Training

7.1 Various barriers to the successful provision of heritage skills training have been identified, falling in to two main groups: barriers to participation, and barriers to successful delivery. Overwhelmingly, the two main barriers identified by all those consulted were transport and cost.

### Barriers to participation in training

7.2 The following barriers to participation in training were identified:

- ◆ Transport - Transport was identified as the single largest barrier likely to prevent people in the Galloway Glens accessing training opportunities. The rural landscape, with small scattered settlements spread over relatively long distances and linked by winding roads means that travel around the project area is difficult even for those with access to a private vehicle.
- ◆ Cost - Cost is key factor for employers in participating in training opportunities. This includes the financial cost of training or qualifications for their staff, but also the financial impact of loss of productive work time if staff are attending training.
- ◆ Lack of awareness of heritage skills, and lack of understanding of the benefit heritage skills training can have on a career or business
- ◆ Lack of awareness of what heritage skills are, and how they help us to protect, conserve, and share the landscape, ecology, history, and culture of the area
- ◆ Culture of not expanding businesses or skills – many consultees reported a general culture of individuals and employers being satisfied with 'just getting by' and not wishing to further invest or expand their business.
- ◆ Low aspirations, particularly amongst young people, about the opportunities available, and in particular a poor perception of the types of employment in the rural economy.

7.3 Young people in the Galloway Glens face a number of barriers to accessing any form of training, including training in the heritage skills sector, and are in many cases more adversely affected by these barriers. The population of young people in the area is very small and scattered, particularly away from Castle Douglas and Kirkcudbright, and as such needs and barriers must be considered on an individual basis. Key factors effecting young people include social and rural isolation, with associated mental health issues, a poverty of aspiration and a lack of awareness of the types of careers available, as well as issue around transport poverty.

### Barriers to delivery of training

7.4 The following barriers to the delivery of training were identified:

- ◆ Cost of provision of training
- ◆ Lack of skilled trainers and mentors – this reflects the small population, combined with the low level of specialist heritage skills work that is carried out by those who are qualified in their specialism. Whilst trainers can be brought in to deliver courses, it can be hard to set up mentoring schemes and on-the-job training when existing skills are so sparse.
- ◆ Lack of commitment to training - uncertainty, particularly economic uncertainty, means that employers are less likely to take on trainees or to send existing staff on courses unless they are convinced of the value in real terms.



- ◆ Lack of central coordinator to organise and promote heritage skills training in the area, resulting in disjointed marketing, repetition of opportunities, minimal networking possibilities, and lack of learning from previous initiatives
- ◆ Bureaucracy – high numbers of small businesses in the area are likely to be disproportionately affected by the bureaucracy involved in taking on an apprentice
- ◆ Lack of available qualification/accreditation options, and confusion over the value of accredited training.

## **Barriers to increasing economic heritage skills activity**

7.5 In addition to the barriers identified relating to training in heritage skills, a common theme across all respondents was that there is a culture locally of not increasing workload or growing businesses by branching out in to new skill areas. This in many ways was thought to be linked to quality of life, wellbeing, and lifestyle choices, with micro business owners and self-employed people choosing to maintain a steady level of economic activity and pair this with leisure time, rather than to take on a larger or more complex workload.

7.6 This perception is purely anecdotal, but should be considered when developing the training programme.



# Heritage Skills in the Galloway Glens – Addressing Current Needs

8.1 This section offers an overview of the training needs and opportunities in ten specific heritage skill areas thought to be of most importance to the Galloway Glens area. Each specialist area is considered, and a number of potential training activities are suggested. A more detailed training programme to be delivered through the Galloway Glens Landscape Partnership Project is then proposed. In addition, we present three businesses cases for ideas that have emerged during our research.

## Heritage Construction – Repair and Maintenance

8.2 The following conclusions and recommendations have emerged from the consultation process.

- ◆ There are a very small number of built heritage specialists operating in and around the Galloway glens area, including at least two specialist joinery companies and one stone masonry business. It is unlikely that the local or regional market could support any more highly specialised heritage construction businesses.
- ◆ In contrast, almost all mainstream construction companies in the area report that they provide heritage skills services, and that they regularly work on traditional buildings.
- ◆ Construction workers operating in the Galloway Glens for the most part do not have any specialist training. Little formal specialist training is available.
- ◆ Much of the work on traditional buildings is repair and maintenance work, and this is likely to continue to be the case. Repair and maintenance work on traditional buildings often requires a number of different heritage specialists on one project, for example repairing a small section of roofing, replacing lead flashing, and cutting in new sections of wooden windows. If this work is done badly, the overall character of any area can be damaged over time. Insensitive repair and maintenance can also cause long term problems. In particular, traditional windows are difficult to reinstate once removed.
- ◆ Listed building consents are increasingly requiring clients to use lime mortars and other heritage materials.
- ◆ For some skills, including use of lime, a lack of confidence on the part of both contractors and clients is an issue.
- ◆ Dumfries and Galloway Built Environment Awards (biannual) recognise and celebrate good quality design and craftsmanship and include an award for the best conservation/conversion project

### *Recommended Training Activities*

8.3 Upskilling courses and masterclasses, paid bursaries or apprenticeships for young people, mentoring and support to encourage micro/small construction companies to expand their services, awareness raising activities

## Heritage Construction – Energy Efficiency, Renewables, and Retrofitting

8.4 The following conclusions and recommendations have emerged from the consultation process.

- ◆ No specialists in retrofitting or energy efficiency in traditional buildings were identified as active in the Galloway Glens or surrounding area
- ◆ Fuel poverty is an issue for householders in Dumfries and Galloway, many of whom live in traditionally constructed properties.



- ◆ Energy efficiency and carbon reduction is a priority nationally.
- ◆ Information on energy efficiency in traditional buildings is contradictory, particularly in terms of windows and glazing, although there are specialist companies in the region who make and fit new timber windows and can supply secondary glazing.
- ◆ There are a very small number of built heritage specialists operating in and around the Galloway glens area, including at least two specialist joinery companies and one stone masonry business. It is unlikely that the local or regional market could support any more highly specialised heritage construction businesses.
- ◆ In contrast, almost all mainstream construction companies in the area report that they provide heritage skills services, and that they regularly work on traditional buildings.
- ◆ Construction workers operating in the Galloway Glens for the most part do not have any specialist training. Little formal specialist training is available.

### ***Recommended Training Activities***

8.5 Upskilling courses and masterclasses, awareness raising activities, support for new or expanding businesses in this specialism

## **Construction – Specific local building techniques**

8.6 The following conclusions and recommendations have emerged from the consultation process.

- ◆ A decline in tradespeople who understand and have experience in local vernacular styles and techniques was identified as an issue at a national level.
- ◆ In the Galloway Glens area, this includes stone buildings, clay bonded buildings and rendered buildings. Carpentry and joiner skills are required for the construction of doors, windows, staircases, and structural timber work, and roofing is usually slate.
- ◆ Repair, consolidation and conservation of clay bonded buildings and monuments was mentioned as a priority skill area by consultees both locally and at the national level. Historic Environment Scotland believes that around 20% of traditionally constructed buildings include elements of clay building or bonding, but this material is often not identified until during construction work.
- ◆ Consolidation work to local buildings is increasingly likely to be funded by wider landscape schemes rather than on a case by case basis.
- ◆ There is likely to be an untapped market for using traditional techniques to create good quality, distinctive new design in the Galloway Glens area, for new build or extensions to existing properties. In particular, there are opportunities for small scale construction projects using drystone techniques and timber framing.

### ***Recommended Training Activities***

8.7 Intergenerational training and skill sharing, bursaried placements or workforce ‘swaps’ between contractors,

## **Upland Path Creation and Maintenance**

8.8 The following conclusions and recommendations have emerged from the consultation process.

- ◆ Creation of new pathways and repair of existing will be vital for increasing heritage tourism in the Galloway Glens



- ◆ There are currently no specialist providers in the region and recently work has been carried out by those from further afield as a result.
- ◆ Previous training initiatives did provide contractor training for local companies in path pitching.
- ◆ There is likely to be an increase in the amount of paths and access work during the lifetime of the Landscape Partnership Scheme, but the level of this work going forward after 2023 is potentially low due to squeezes on local authority and grant funded projects.
- ◆ Locally, there are very few, if any, skilled contractors carrying out large scale path creation or repair and maintenance work, and there are no training opportunities in this area. However, further research is necessary to establish the level of demand for this work in both the Galloway Glens and across south west Scotland.
- ◆ Tendering and procurement processes often prevent small, local contractors from applying for larger contracts on these kind of capital projects. Although not a training issue, this should be explored with employment and business support services at Dumfries and Galloway Council.

### ***Recommended Training Activities***

- 8.9 Upskilling courses, support and mentoring for new businesses

## **Land and Estate Management**

- 8.10 The following conclusions and recommendations have emerged from the consultation process.

- ◆ Dumfries and Galloway Council lost the majority of its in house countryside ranger services recently, and is now focusing on strategic approaches to landscape management rather than practical support. The skills of staff from this service have not been lost, as a large number are now working privately in the local region.
- ◆ Agencies employing land maintenance and management staff in the Galloway Glens area include the NTS, Historic Environment Scotland, the Galloway Forest Park, and the RSPB.
- ◆ Estates and farms in the Galloway Glens are employing less workers, but workers perform a wider range of skilled heritage tasks.
- ◆ Specialist heritage tasks are increasingly being carried out in-house by farmers and estate workers, rather than contracting in external companies.
- ◆ Workers carrying out heritage skills tasks tend to be unqualified, having learnt techniques from peers and previous generations.
- ◆ The School of Heritage Gardening at Threave is currently unique in Scotland in offering full-time, accredited training focused specifically on heritage gardening and horticulture. There may be opportunities for this training to be expanded, to make it more accessible to local people, to offer a range of shorter or non-residential courses, and to create links with local schools. It has not been possible to fully understand the need or demands for these skills during this research process, but the current National Trust for Scotland review processes for the Threave School of Heritage Gardening should aid the development of training recommendations in this area going forward.

### ***Recommended Training Activities***

- 8.11 Bursaried placements or apprenticeships for young people, shorter work experience placements, or day release placements for young people, awareness raising, upskilling courses



## Trees and Timber

8.12 The following conclusions and recommendations have emerged from the consultation process.

- ◆ Forestry, trees, and timber work are key industries in the Galloway Glens area. The landscape is dominated by forests and wooded areas. .
- ◆ Commercial forests are very well managed in some of the project area, with high levels of felling, often carried out by external contractors. However other areas of forest and woodland are either under minimal management or not managed at all.
- ◆ There are currently very high levels of timber felling in the area, but this is in part a short term peak due to the current need to fell larch in an attempt to halt the spread of disease.
- ◆ Timber processing is a shortage area at present, with more timber being felled than can be processed locally. External contractors are currently used for processing of timber.
- ◆ The large scale commercial operations are not considered within this report in terms of training needs, but there is a clear gap in terms of local skill levels and engagement in the sector. This skills gap could be filled with small scale training in practical and technical aspects of forestry, timber processing, and wood occupation skills for individuals, micro businesses, and community organisations. Such training would allow value to be added to timber locally, within the area and by local people.
- ◆ There are training needs within the trees and timber sector in terms of both practical training such as use of chain saws, coppicing, and timber processing, and in terms of technical skills in woodland management. In addition, there are opportunities for traditional skills training in this area with techniques such as horse logging, green woodworking, and willow weaving.
- ◆ The Southern Upland Partnership has in past years run projects relating to trees and timber, such as shared machinery initiatives.
- ◆ The Scottish Woodlot Association reports a high level of interest from individuals and communities wishing to manage a woodlot, but this interest rarely transfers to action due to a lack of confidence and a lack of skills. The South West Scotland Community Woodlands Trust has been active and very successful as a model for engaging people with local woodlands. Both organisations could potentially be engaged as partners in developing and delivering training.
- ◆ There is interest at the local level in community management of woodland, possibly linked to fuel poverty which is high in Dumfries and Galloway.
- ◆ There has been a recent decline in training opportunities in forestry locally, with the end of apprenticeships at the Galloway Forest Park.
- ◆ There may be opportunities within Dumfries and Galloway, and further afield, to increase the volume of timber-based construction work, including use of traditional timber skills for doors, windows, garden buildings and porches, and the use of non-standard timber and traditional techniques in new build, such as holiday lodges, new office space, and tourism buildings.

### ***Recommended Training Activities***

8.13 Bursaried placements or apprenticeships for young people, shorter work experience placements, or day release placements for young people, programme of training and support for communities and individuals who wish to set up small forestry enterprises, training and awareness raising around timber building in the twenty-first century.



## Raising Awareness and Aspirations

8.14 The following conclusions and recommendations have emerged from the consultation process.

- ◆ Land owners and managers, and property and home owners, are often unaware or confused about specialist heritage skills, what they are, and why they matter in the conservation of natural and cultural heritage. Awareness raising is necessary if we are to increase the market for specialist heritage skills, as without understanding people will not choose to appoint those with the right skills or will not seek suitable advice.
- ◆ School students and young people are unaware of the opportunities offered by the heritage sector. There is a poor perception of employment in land based or construction skills, combined with a poverty of aspiration to achieve a fulfilling career.
- ◆ People are unaware of the opportunities available in professional heritage roles

### *Recommended Training Activities*

8.15 Schools programme, homeowner training, heritage skills festival

## Heritage-based Tourism

8.16 The following conclusions and recommendations have emerged from the consultation process.

- ◆ The Galloway Glens has a range of tourist attractions for visitors, many within the sphere of heritage based tourism. Castle Douglas, Kirkcudbright and St John's Town of Dalry are the hubs for accommodation and food, and the wider landscape is packed with natural and cultural heritage that could be further developed for heritage tourism.
- ◆ Loch Ken has traditionally attracted fishing tourism, but local opinion is that this is in decline. There are opportunities to increase heritage tourism based on the loch and surrounding water courses and landscape.
- ◆ Galloway Forest park, including the Dark Sky Park, Threave Castle and Estate, the Southern Uplands Way and the Red Kite Trail are key existing components which could be built upon
- ◆ A number of small businesses have begun to successfully develop heritage tourism, notably Solway Tours (genealogy and history) and Nocturnal Wildlife Tours and a number of night photography businesses.
- ◆ Training for heritage tourism tends to be informal, in-house, and on the job. The focus is on providing workers with knowledge of heritage rather than the skills to share such knowledge or to increase success and engagement.
- ◆ Feedback from Historic Environment Scotland Visitor Services (who run Threave Castle and other sites in the area) suggests that those employed in roles such as tour guide or interpreter are increasingly needing a wide knowledge base, for example requiring knowledge of history, wildlife, and the wider landscape rather than just one strand. This is likely to be more true within private heritage tourism companies.
- ◆ General tourism networks are active in the area, but there are no networks or skill sharing opportunities specifically for heritage-based tourism activities
- ◆ Unexplored opportunities to expand were identified by consultees, including increasing pathways around Loch Ken, high-end bespoke tours for 'special' visits to red kite feeding stations or hidden gems of the area.
- ◆ Work in the tourism sector as a whole is seasonal and often low paid.



- ◆ Heritage tourism initiatives are likely to be more sensitive to the impact of increased visitor numbers to the area than mainstream tourism activities

### ***Recommended Training Opportunities***

8.17 Skill sharing and networking events for the sector, support for self-employed and micro businesses to expand

## **Drystone Dyking, Fencing, Hedgelaying and other boundary work**

8.18 The following conclusions and recommendations have emerged from the consultation process.

- ◆ The current situation around drystone dyking in the Galloway Glens is more complicated than it first appears. Consultation resulted in mixed reports about the situation, but drilling down suggests that although a lot of dyking work is taking place, a large amount is not being carried out by professional contractors, but is instead being done on an as-and-when basis by farmers and other workers on the land. This is resulting in patchy quality; some dykes are repaired well by individuals who perhaps have no qualifications but have extensive experience, but others are being filled with cement or having guard fences added alongside.
- ◆ There is some suggestion that cement is being used as it is thought to make the dykes stronger, or thought to act as a better defence against water run-off from fields to roads and villages. This shift away from contracting qualified, experienced dykers is thought to be largely as a result of changes to the grant structure for farmers; with the demise of the Rural Stewardship Scheme grants are no longer available to rebuild or improve the dykes, so farmers are taking on this work themselves. Qualified dykers are reported as busy but not overworked, although at least two local men has recently retired.
- ◆ Professional dykers are increasingly using their skills on garden features, benches, and other decorative features.
- ◆ Existing dyking, fencing and hedgelaying contractors are busy but able to meet demand. As in other specialisms, large contracts are often subject to procurement processes which exclude small local businesses.
- ◆ Succession planning is needed if we are to maintain the current level of skilled dykers, and other boundary specialists.

### ***Recommended Training Activities***

8.19 Upskilling courses and masterclasses, paid bursaries or apprenticeships for young people, training and awareness raising for landowners, research in to impact of boundaries of all types in relation to water run-off and flooding.

## **Technical and Professional Heritage Skills**

8.20 The following conclusions and recommendations have emerged from the consultation process.

- ◆ There are not thought to be any conservation accredited architects based in the Galloway Glens or surrounding area, but architects locally are working on traditional buildings, particularly conversion and extension work to dwellings.
- ◆ There are only 1-2 independent commercial archaeologists working in the region as a whole.
- ◆ The major commercial employer of heritage skills technicians and professionals is Natural Power, who have around 90 staff in these roles locally, including ecologists, hydrologists, and others employed on



work such as environmental impact assessments and installation and operational management of natural power infrastructure.

- ◆ The third and public sector employ a large number of heritage professionals. With cuts to public spending, these roles are changing, with individuals becoming responsible for wider remits and therefore requiring a greater range of specialist knowledge.
- ◆ Building recording work is increasingly requested as part of planning consent, but only 2-3 people in the wider region have this skill set, suggesting an opportunity for an increasing amount of paid work for newly trained specialists. Building recording could be an additional skillset for archaeologists, architects, or building surveyors.
- ◆ A small but significant number of people are employed in specialised roles in the commercial, public or third sector in the Galloway Glens, for example ecologists, conservation planners, hydrologists. Retention of these workers in the area can be difficult as career progression opportunities are limited, and conversely safeguarding of these jobs is crucial in a time of austerity in public services. Retention and recruitment issues need to be addressed within this area.
- ◆ Squeezes across public and third sector mean that professionals are increasingly dealing with work that is outwith their specialism. Skill sharing and CPD can counteract this, and allow heritage skills to remain fresh and in line with current best practice.

### ***Recommended Training Activities***

8.21 Upskilling courses, CPD/networking events, student training and research placements, internships for recent graduates returning to the area after study in other regions.



# Proposed Training Programme

## Overview

9.1 The proposed recommendations in this training plan are not exhaustive, but offer a response to the heritage, economic and training needs identified through the research and consultation process. Training activities will need to be further expanded and refined in light of the wider Landscape Partnership project activities, in collaboration with those leading on capital works and other programmes of activity. The recommendations provide an idea of the depth, nature, and scope of training that could be undertaken through the Galloway Glens Landscape Partnership project.

9.2 A proposed suite of recommended training activity is detailed. Costs are outlined for each element where possible, but are subject to change and should be considered as a general guide only.

9.3 Outline costs include an allowance for transport to and from as many activities as feasible, as this was the key barrier to participation in training. This allowance could be to cover shuttle minibus costs to transport participants to locations across the project area, but also includes travel costs for training providers from out with the project area, as this will increase the deliverability of the training.

9.4 All training is to be delivered free of charge for trainees. This addresses some of the identified cost barriers preventing participation, and also builds on experience gained by NECT during the delivery of heritage skills training initiatives in Cumbria and North East England, which suggested that people are unwilling to pay for these types of training in the current economic climate.

9.5 In addition to the recommended training plan, three Business Cases are presented, considering ways in which the range and scope of heritage skills activity in the Galloway Glens could be expanded during the Landscape Partnership project. These can be found in Appendix Three.

9.6 See the table on the following pages.



[insert table]



9	<b>Activity</b>	<b>Audience(s)</b>	<b>Benefits</b>	<b>Training Providers, Hosts, and Venues</b>	<b>Costs and other resources</b>	<b>Qualifications &amp; Accreditation, Progression Opportunities</b>	<b>Targets and measures of success</b>
9.1	<p>Appointment of part-time Heritage Skills Co-ordinator for the Galloway Glens Landscape Partnership</p> <p>Responsibilities to include:</p> <p>Coordination of all aspects of heritage skills training programme</p> <p>Liaison with education and training providers, youth/community support workers, D&amp;G TAP, hosts and venues, local, regional and national agencies, land owners/managers, private sector and others</p> <p>Marketing and Promotion of Heritage Skills and Heritage Skills Training Opportunities</p> <p>Act as 'knowledge and information hub' for Heritage Skills in Dumfries and Galloway, maintaining comprehensive database of contacts and activities</p> <p>Champion heritage skills in the Galloway Glens at all levels from strategic to on the ground delivery</p> <p>Delivery of heritage schools programme (9.10)</p> <p>Liaison with Landscape Partnership members, in particular Galloway and Southern Ayrshire Biosphere Partnership</p>	All	<p>Heritage Skills Training programme will be delivered in a cohesive manner, with clear links between different elements</p> <p>People and communities will be more aware of heritage skills</p>	N/A	<p>Salary and associated on-costs in line with Galloway Glens Landscape Partnership staff structure</p> <p>Office base and associated equipment</p> <p>Line management by Galloway Glens Landscape Partnership Board or Staff</p>	N/A	<p>Delivery of successful heritage skills training programme.</p> <p>Increased awareness of heritage skills amongst decision-makers, land owners/manager, commercial sector, education sector, and local communities.</p>
9.2	<p>Creation and Management of Heritage Skills Database</p> <p>To include details of heritage skills providers,</p>	All	Research process suggests that there is currently no cohesive	N/A	To be managed and promoted by the Heritage Skills Coordinator	N/A	Level of use (number of searches or contacts made)



9	<b>Activity</b>	<b>Audience(s)</b>	<b>Benefits</b>	<b>Training Providers, Hosts, and Venues</b>	<b>Costs and other resources</b>	<b>Qualifications &amp; Accreditation, Progression Opportunities</b>	<b>Targets and measures of success</b>
	<p>heritage skills training providers and training opportunities, potential training placement hosts, and other useful contacts in the sector</p> <p>To include local, regional, and national information</p> <p>Develop in close partnership with Dumfries and Galloway TAP and with Galloway and Southern Ayrshire Biosphere</p>		<p>information hub for stakeholders to access if they wish to find out more about heritage skills, and in particular no central point to assist in finding work placement opportunities or qualifications in heritage skills sector for young people. This database would address that need.</p>				
9.3	<p>Modern apprenticeships in Rural Skills</p> <p>3 x Estate Management</p> <p>3 x Estate Maintenance</p> <p>2 x Environmental Conservation</p> <p>Initial focus should be to promote MA's to those employers who are already taking on school leavers but are not currently offering them training.</p>	<p>Young people including school leavers</p> <p>College leavers</p>	<p>Recognised, accredited work based training will establish young people in heritage careers</p> <p>Addresses need for succession planning by estate owners/managers</p> <p>Natural heritage</p>	<p>Privately owned estates, agencies such as Galloway Forest Park or RSPB</p> <p>Rural Skills Scotland can provide training and assessment element of MAs in Rural Skills</p>	<p>Wages for apprentices are covered by the employer</p> <p>Qualification costs are covered by Skills Development Scotland</p> <p>Heritage Skills Coordinator input required to</p>	<p>MA in Rural Skills</p> <p>Progression in to work or further study</p>	<p>Number of apprenticeships established</p> <p>Number of suitable candidates recruited</p> <p>Progression of apprentices in to work</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
			<p>and landscape will be better managed</p> <p>Promote value of accredited training to school leavers</p> <p>Offer training to those who are currently employed in similar roles without a training element</p>		<p>promote this opportunity with potential employers – there is a risk that employers are adverse to taking on apprentices due to perceived costs and bureaucracy, although anecdotal evidence suggests they are willing to take on unqualified young people in similar roles.</p> <p>Promotion to employers through D&amp;G TAP</p>		
9.4	<p>12-18 month Heritage Skills Bursaried Placements</p> <p>5 x fulltime placements to encompass work based learning</p> <p>an SVQ 2 or 3 in a heritage skill through On Site Training and Assessment</p> <p>an employability qualification such as the D&amp;G Employability Bronze Award</p> <p>Functional Skills training as necessary</p>	<p>Young people including, but not exclusively, school leavers</p> <p>Career Changers</p> <p>Unqualified workers in similar roles</p>	<p>Young people gain experience and recognised qualifications</p> <p>Young people are better equipped to conserve and manage heritage</p>	<p>Potential hosts include RSPB, Galloway Forest Park, Solway Tours, estate owners, farmers.</p> <p>Firm expressions of interest have been received from Solway Tours and</p>	<p>£120,000</p> <p>Cost per placement = £24,000</p> <p>This includes bursary payments, OSAT qualification costs, travel allowance for</p>	<p>Possible qualifications include:</p> <p>SVQ 2 in Estate Maintenance</p> <p>SVQ 3 in Estate Management</p> <p>Scottish Tour Guides Association</p> <p>Blue/Yellow Accreditation</p>	<p>Number of placements established</p> <p>Number of young people completing placements</p> <p>Number of young</p>



9	<b>Activity</b>	<b>Audience(s)</b>	<b>Benefits</b>	<b>Training Providers, Hosts, and Venues</b>	<b>Costs and other resources</b>	<b>Qualifications &amp; Accreditation, Progression Opportunities</b>	<b>Targets and measures of success</b>
	<p>Areas of learning likely to include: Heritage Construction (Joinery, Stone or Roofing are thought to be most relevant economically and offer the best opportunities for long term career sustainability) Land Maintenance or Land Management on estates/reserves/farms Forestry, trees and timber occupations Heritage Tourism – interpretation or guiding, and research skills</p> <p>Organisations represented on the Landscape Partnership Board should be encouraged to take on a bursaried placement trainee or intern</p>	<p>Micro/Small businesses who wish to grow</p>	<p>Employers address succession planning and business growth issues by training potential new staff with low financial risk</p> <p>Existing skilled workers pass on their skills to a new generation</p> <p>Promote value of accredited training to school leavers</p>	<p>the Loch Ken RSPB Reserve Manager</p> <p>Training Providers include Rural Skills Scotland, Scottish Traditional Skills Training Centre, STGA, Dumfries College</p>	<p>trainee, recruitment. Costs will vary depending on length of placement and qualification</p> <p>Placement hosts to input resources in terms of supervision and training of the trainee</p> <p>Promotion to potential host employers through D&amp;G TAP</p>	<p>SVQ 3 Heritage Skills (Construction)</p> <p>Selection of qualification will be dependent on placement and candidate.</p> <p>Progression options include moving in to direct employment by host</p>	<p>people achieving SVQ 3 or equivalent</p>
9.5	<p>6-12 month Bursaried Placements within the Galloway Glens Landscape Partnership team</p> <p>Series of 3 x 6-12 month full time placements within the Landscape Partnership team, developing skills in heritage management and heritage project delivery.</p> <p>Trainees to work on specific projects within the Landscape Partnership Scheme, and could be drawn from a range of backgrounds, eg School leaver considering</p>	<p>Young People</p> <p>Recent graduates</p> <p>Career Changers</p>	<p>Young people gain experience and recognised qualifications</p> <p>Young people are better equipped to conserve and manage heritage</p> <p>Promoting the value of training a</p>	<p>Galloway Glens Landscape Partnership</p>	<p>£72,000</p> <p>£24,000 per 12 month placement to include bursary, qualification costs, travel allowance, and recruitment.</p>	<p>Selection of qualification dependent on candidate</p> <p>Progression to employment in the sector regionally or further afield, or to further study</p>	<p>Number of placements</p> <p>Number of trainees progressing to further training or work in the sector</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
	<p>future options, graduate returning to the area after study, career changers.</p> <p>One of these three placements should ideally be working across both the Landscape Partnership and the Biosphere teams.</p>		<p>new generation to other partners and organisations in the region</p>				
9.6	<p>Master Craft Training – Traditional Building Skills</p> <p>6 x 40 hour courses for mainstream construction workers to develop and consolidate traditional skills in one of the following areas:            Stone Masonry and Lime Carpentry and Joinery            Traditional Roofing</p> <p>Deliver over 1 day per week over 6 weeks            10-12 trainees per course</p>	<p>Mainstream construction employees and businesses</p> <p>Construction college leavers who are not working</p> <p>Potentially suitable for school students with a particular aptitude for DT/practical work</p>	<p>People will be better trained to conserve and manage the historic environment</p> <p>Traditional buildings will be better cared for</p> <p>Micro/Small businesses or self-employed expand their services</p>	<p>Dumfries and Galloway College to provide training</p> <p>Training to be at college or on live sites in the Galloway Glens</p>	<p>£22,140</p> <p>Per course:            £3000 training costs for each 40 hour course            £57.50 materials and registration per student per course</p>	<p>No associated qualification</p> <p>Progression - Enhanced work options, or further training in particular specialism</p>	<p>Number of students attending (6 courses would result in a maximum of 72 trained people over 5 years)</p> <p>Number of businesses offering specialist heritage services</p>
9.7	<p>Up-skilling Courses – Built Heritage and Landscape/Natural Heritage</p> <p>12 x 2 day up-skilling sessions for existing workforce to better understand heritage aspects of their work and learn traditional</p>	<p>Mainstream construction employees and businesses</p> <p>Workers in</p>	<p>People will be better trained to conserve and manage the historic environment</p>	<p>Rural Skills Scotland, Scottish Lime Centre, members of the South West Community</p>	<p>£24,000</p> <p>£1500-£2000 training costs per course, plus venues, tool hire,</p>	<p>No associated qualification</p> <p>Progression - Enhanced work options, or further</p>	<p>Number of students attending (12 courses would result in a maximum of 144</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
	<p>skills in the following areas:            Stone and Lime            Joinery            Dyking            Fences and Hedgelaying            Roofing            Upland Path Creation and Maintenance            Timber building</p>	<p>forestry, land/estate maintenance and management            Construction College students            School students with a particular aptitude for DT/practical work            Volunteers</p>	<p>Traditional buildings will be better cared for.            Natural heritage and the landscape will be better cared for            Micro/Small businesses or self-employed expand their services            People will be able to explore new career options</p>	<p>Woodlands Trust, members of the Upland Path Advisory Group.            To be delivered at venues across project area, preferably on live projects.            Potential sites include Kelton Mains (NTS), Galloway Forest Park, RSPB Loch Ken</p>	<p>refreshments, etc.</p>	<p>training in particular specialism, including 9.6 (Master Craft Training)</p>	<p>trained people over 5 years)            Number of people progressing on to Master Craft            Training or other training opportunities            Number of businesses offering specialist heritage services following training</p>
9.8	<p>Master Classes – Heritage Tourism            4 x 2 day up-skilling courses for existing workforce and owners of tourism businesses to develop skills in nature or heritage based tourism            Skills training in practical areas such as leading guided walks, developing trails            Training in heritage knowledge</p>	<p>Existing tourism workers and business owners            Potential new tourism workers and business owners</p>	<p>People and communities will be better able to celebrate and share their heritage            Businesses will be able to exploit the heritage of the area in a sensitive way</p>	<p>Visit Scotland, Historic Scotland, National Trust for Scotland, and the Scottish Tour Guide Association TGA are potential training providers            Business mentoring and support from D&amp;G Council and</p>	<p>£8000</p>	<p>No associated qualification            Progression – Enhanced work options, expansion of existing businesses, or establishment of new businesses</p>	<p>Number of people attending            Number of new or expanded heritage tourism businesses</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
	<p>Business support and mentoring</p> <p>Training will be discursive and based on skill sharing</p> <p>These 4 courses over 5 years should be developed so that people can attend one course or all five as a series. This will support the development of a heritage tourism network. Could be expanded to cover the Galloway Glens and Southern Ayrshire Biosphere</p>			<p>others</p>			
9.9	<p>Awareness Raising – Home/Property Owner Taster Days</p> <p>10 x 1 day taster sessions including general talks on heritage conservation in relation to buildings, and a practical taster session in one of the following:            Stone and Lime            Joinery            Roofing</p>	<p>Home and property owners in the Galloway Glens and surrounding area</p>	<p>People and communities will be better informed and aware of the needs of traditional buildings, and more likely to engage trained specialists to work on them. Traditional buildings will be better managed and conserved.</p>	<p>Hosted by community venues around the project area</p> <p>Delivered by Heritage Skills Coordinator and one paid specialist (local or regional, eg David Little Stone Mason or Historic Environment Scotland Technical Team)</p>	<p>£5000</p>	<p>N/A</p>	<p>Number of people attending</p> <p>Changes in values and attitudes</p> <p>Increase in use of specialist contractors.</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
9.10	<p>Awareness Raising – Heritage Skills Festival</p> <p>Annual Heritage Skills Festival bringing together those working in the sector to promote heritage skills to a wider audience and to celebrate and promote the services they offer.</p> <p>Practical demonstrations</p> <p>Meet the craftsperson</p> <p>Advice from the professionals</p> <p>Promotion of rest of the Heritage Skills Training Programme</p>	<p>Local communities, home volunteers, home owners, land owners/mangers tourists and visitors</p>	<p>People and communities will have a raised awareness of need for and value of heritage skills work to ensure on-going conservation of the area</p> <p>People will better understand heritage careers and training opportunities</p>	<p>Threave Estate may be a suitable venue, or central location in Castle Douglas</p>	<p>£25000</p> <p>In-kind contribution of venue</p> <p>Mix of in-kind &amp; paid demonstrators/staffholders</p>	<p>N/A</p>	<p>Number attending</p> <p>Changes in attitudes/values towards heritage and heritage skills</p>
9.11	<p>Heritage Schools Programme</p> <p>Raising aspirations &amp; awareness of heritage careers across the three secondary schools in the area through a programme of in school, out of school, &amp; work experience activity, to be coordinated by the Heritage Skills Coordinator.</p> <p>This will be targeted at young people with an interest in history, geography, DT, or practical/outdoor work</p> <p>Annual Careers Event to bring students together from all 3 schools to try out heritage</p>	<p>School Students</p> <p>Teachers</p> <p>Youth Guarantee Staff</p>	<p>Perceptions of Heritage Skills work will be improved</p> <p>Better signposting and careers advice for young people</p> <p>Raising of career aspirations</p> <p>Increase in number of young people progressing to heritage skills training or employment after</p>	<p>Local agencies and commercial companies, local estates/farmers to deliver training, classroom sessions and events, with support from Heritage Skills Coordinator.</p> <p>Payment for services at usual day rate.</p> <p>Additional input from HS, NTS, RSPB,</p>	<p>£90,000</p> <p>To include transport costs for students, practical training sessions in school, and costs of heritage workers to attend and deliver practical sessions and the careers event</p>	<p>No qualifications in heritage skills.</p> <p>D&amp;G Employability Award</p> <p>Prince's Trust</p> <p>Personal Development and Employability Skills Award and Certificate</p> <p>Progression in to heritage work or heritage training on leaving school, including other</p>	<p>Number of young people participating</p> <p>Number of young people progressing to heritage based work or study</p> <p>Initial and Summative evaluation of student perceptions of heritage skills</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
	<p>skills. Link to 9.10</p> <p>Bespoke work placements for young people with local employers. Heritage Skills Coordinator to work with Youth Guarantee workers in schools to increase number of heritage placements offered/taken</p> <p>Annual 6 week Have a Go Heritage programme for 24 students each year, selected by the schools. Practical skills sessions, visits to see heritage skills on the ground, and classroom sessions from heritage professionals. Final session to be inspirational visit to a heritage hub outwith the project area, eg Engine Shed or Dumfries House.</p>		<p>school</p>	<p>Galloway Forest Park, Biosphere, and D&amp;G Council, as well as Rural Skills Scotland, Scottish Lime Centre, Prince's Trust (Dumfries House) and others.</p>		<p>recommendations in this report.</p>	<p>work</p>
9.12	<p>Trees and Timber Training and Mentoring Programme</p> <p>Initial event to raise interest and awareness of forestry careers and ways to get involved in forestry for career seekers and communities</p> <p>Short courses in practical forestry and woodland management training, aimed specifically at individuals or groups who wish to take over the management of an area of woodland/forest, including chainsaw skills, logging and processing, coppicing, use of mobile saw mill machinery, etc.</p>	<p>Forestry, trees and timber workers</p> <p>Microbusinesses existing and potential, Social Enterprises</p> <p>Community or volunteer groups</p> <p>Young people who are interested in forestry careers</p>	<p>Addresses fuel poverty issues and provides opportunities to add value to tree felling on a small scale</p> <p>Better management of woodland, local level management and engagement in woodlands</p>	<p>Scottish Woodlot Association to act as training provider for initial course and ongoing support</p> <p>South West Community Woodlands Trust has links to suitable trainers and has wealth of expertise</p> <p>Galloway Forest</p>	<p>£20,000</p>	<p>Progression to career in forestry or creation of micro business</p> <p>Progression for community/volunteer groups to take over management/ownership of woodland.</p>	<p>Number of people attending initial interest event</p> <p>Number of people attending course (8)</p> <p>Number of Woodlot Licences in place by end of project (2)</p> <p>Number of new or</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
	<p>Support for creating specific woodland management plans for those who wish to progress with a Woodlot Licence, Community Asset Purchase of woodland or similar</p> <p>Continued mentoring both by professionals and peers, creation of support network</p>	<p>This opportunity is particularly suitable for promotion across the Galloway Glens and Southern Ayrshire Biosphere to increase the potential audience size</p>	<p>Communities and individuals could take over the management and maintenance of small areas of woodland for community benefit or as commercial enterprises</p> <p>Increased access to privately owned heritage</p> <p>Economic opportunities for foresters, and those in wood occupations such as timber construction, carpentry, green woodworking</p>	<p>Park may be a potential training venue</p> <p>John Williamson – Chainsaw training</p> <p>Steffi Schaffler – Horse Logging Training, mentoring and support</p> <p>Association of Pole Lathe Turners and Green Woodworkers (Scottish Borders Group)</p>			<p>reviewed Woodland Management Plans</p>
9.13	<p>Heritage Skills CPD Network</p> <p>10 x Heritage Skills CPD Networking and Training Sessions across full range of heritage skills (2 per year). Examples to include working with lime, managing heritage tourism, ecological surveying in</p>	<p>Heritage Professionals in private, public and charity sector</p> <p>Professionals out with the heritage</p>	<p>Heritage will be better managed, as professionals will have up to date skills and knowledge</p>	<p>All Landscape Partnership members should be involved, with each partner delivering 1 x ½ day session across the 5 years.</p>	<p>£2000</p> <p>In kind contribution of c. 1 day at professional day rate per Landscape Partner to deliver</p>	<p>N/A</p>	<p>Number of attendees</p> <p>Number of new joint initiatives</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
	<p>water courses, retrofitting in traditional buildings</p> <p>Establish virtual network of heritage skills professionals in the Galloway Glens area</p>	<p>sector who deal with heritage issues under other roles</p>	<p>Professionals will be better placed to support people and communities in managing heritage</p>		<p>training session to peers</p>		
9.14	<p>Energy Efficiency and Retrofitting Training</p> <p>5 x Heating Your Historic Home events for home owners/property managers</p> <p>2 x CPD events for professionals, particularly grant givers) to focus on clarification of the issues in the 'greening' of traditional buildings</p> <p>2 x Training events for energy efficiency installation companies to raise awareness of the possibilities and limitations in traditional buildings</p>	<p>Home and property owners</p> <p>Heritage professionals</p> <p>Construction trade workers and micro/ small businesses</p>	<p>Heritage will be better managed</p> <p>Energy efficiency will be increased</p>	<p>Energy Efficiency Scotland</p> <p>Scottish Traditional Skills Training Centre</p>	<p>Energy Efficiency Scotland and other bodies within the energy efficiency sector are likely to be able to cover costs.</p>	<p>Unknown – may be accreditations available for retrofitting companies</p>	<p>Numbers attending each element of training</p> <p>Number of traditional buildings with energy efficiency measures added during project lifetime</p>
9.15	<p>Technical Training – Historic Building Recording</p> <p>3 day course in technical aspects of building recording, including classroom sessions and onsite recording</p>	<p>Archaeologists, building surveyors, architects, technical/professional construction students, university students in</p>	<p>Heritage will be better managed and understood</p> <p>Gap in the market for local building surveying expertise will be filled</p>	<p>Andrew Nicolson (Dumfries and Galloway Council) to advise on best trainer from a commercial archaeological fieldwork unit.</p>	<p>£3900</p> <p>£3000 for trainers</p> <p>£900 for venue/refreshments</p>	<p>No qualification available</p> <p>Progression – include skill set in existing or new business</p>	<p>Number of people attending (8)</p> <p>Number of historic buildings surveyed during course (2)</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
		<p>related disciplines.</p> <p>Possibly opportunities for a similar activity with interested school students</p>		<p>Potentially to run at Balmaclellan Parish Church, which is in need of recording, as an initial training site, with follow up day at another site.</p>			<p>Number of businesses offering building surveying in the area at the end of the project</p>
9.16	<p>Academic Study and Research Placements</p> <p>10 x 6-8 week placements as part of MSc and other postgraduate programmes</p>	<p>University of Glasgow students</p> <p>BA &amp; MA or PhD</p>	<p>New research</p>	<p>University of Glasgow at The Crichton Campus</p> <p>Potential hosts include all Landscape Partnership members</p>	<p>Placement costs to be borne by the university</p> <p>In kind resource contribution of supervision and time by hosts, who receive research in return</p>	<p>Student research work</p>	<p>Feedback from Students</p>
9.17	<p>Trees and Timber – CPD Events</p> <p>Programme of 3 x one day events for building contractors, architects, planners, surveyors, and others in the built environment sector focusing on structural timber, traditional wooden building techniques, and use of local, non-standard timber in construction.</p>	<p>Built environment professionals</p> <p>Building Contractors</p>	<p>Increased awareness of wood as a building material, and encouragement of use of local timber supplies and traditional wood construction techniques</p>	<p>Architecture and Design Scotland</p>	<p>£2000</p>	<p>N/A</p>	<p>Number of people attending</p> <p>Number of new, high quality timber structures in the project area</p>



9	Activity	Audience(s)	Benefits	Training Providers, Hosts, and Venues	Costs and other resources	Qualifications & Accreditation, Progression Opportunities	Targets and measures of success
9.18	<p>Dumfries and Galloway Heritage Construction Award</p> <p>Award for the best use of Heritage Skills to be created as part of the Dumfries and Galloway Design Awards for 2020 and 2022</p>	<p>Built environment professionals</p> <p>Building Contractors</p>	<p>Promotion of heritage construction craftsmanship, celebration of traditional techniques and materials within the context of new build and conversions</p>	<p>Dumfries and Galloway Council (Carolyn Howarth)</p> <p>Heritage Skills Coordinator to promote across the sector</p>	<p>N/A</p>	<p>N/A</p>	<p>Number of entrants</p>
9.19	<p>1-3 month paid internships</p> <p>20 x Short paid placements in all areas of the sector, to include technical, practical, and professional heritage skills roles, including placements within the Landscape Partnership organisations. Trainees to be paid a bursary to cover living costs whilst on the placement, and hosts to be paid for time invested in providing the placement opportunity.</p>	<p>Young People including school and college leavers</p> <p>Career changers</p>	<p>People will be able to develop basic skills and identify their own abilities and aptitudes in a particular aspect of heritage skills</p>	<p>SMEs in Galloway Glens</p> <p>Public sector and third sector organisations</p>	<p>£60000</p> <p>£40,000 for bursaries. £20,000 to cover placement costs for hosts</p> <p>Heritage Skills Coordinator will be crucial in securing placements, with support from D&amp;G TAP employer engagement officers and youth guarantee workers in schools.</p>	<p>No qualifications</p> <p>Progression on to further training, including other aspects of this programme</p>	<p>Numbers of people progressing to further training in the sector</p>



# Appendix 1

## Original Long List of Heritage Skills

Geology/Minerals  
Prehistory  
Settlements/Fermtouns/Planned Towns  
Buildings/Structures/Archaeology  
Landscape/Crofting/Smallholdings/Transhumance & Subsistence  
Mining  
Religious Heritage/Covenanters/Pilgrimage Routes/Long Distance Routes  
Military/Battles/Borders/Defensive heritage  
Monuments/Memorials/Cairns  
Social/Oral History/Legends/Genealogy/Community Survey  
Artistic and Literary Traditions  
20<sup>th</sup> Century/War Graves  
Drystone Walling/Dyking/Drainage/Cobbling  
Hedging/Coppicing  
Forestry/Woodland/Horse-Logging  
Habitats/Peatlands/Bogs/Moss-Heaths/Margins/Fen  
Water Courses/Lochs/Tarns/Wetlands/Estuary  
Designed Landscapes/Gardens/Arboriculture/Horticulture  
Lime/Stone Masonry  
Carpentry and joinery  
Roofing  
Clay Buildings  
Brick/Tile/Terracotta  
Plaster/Harling/Render  
Decorative Arts/Glass/Ceramics  
Blacksmithing and Metalworking  
Engineering/Hydro/Canals  
Industrial Heritage/Milling  
Visitor Management  
Exhibitions/Interpretation  
Trails/Access/Waymarking  
Sailing/Watersports  
Fishing/Hunting/Shooting/Game  
Outdoor Pursuits/Biking  
Shows/Festivals/Riding the Bounds  
Artisan Crafts  
Markets/Food  
Heritage Centres  
Virtual Glens/Branding/Markets/Tourism  
Publications  
International Historical Connections



## Appendix 2

### Consultees

Roz Artis, Scottish Lime Centre  
Gemma Blackburn, Youth Guarantee Coordinator, Castle Douglas High School  
Andy Brown, Scottish Woodlot Association  
Nic Coombey, Dry Stone Wall Association and Galloway and Southern Ayrshire Biosphere  
Roger Curtis, Historic Scotland  
Custom Home Build (group of contractors who work together on new and conservation building projects)  
Gery Donnelly, Headteacher, Castle Douglas High School  
Teresa Dougall, NFU Scotland  
Raymund Duff, Dry Stone Waller  
Ed Forrest, Southern Uplands Partnership  
GS Construction  
Alan Green, Martin and Green Builders  
Ian Hall, Joiner  
Kenny Hilsley, Dumfries College  
Robin Hogg, Galloway Cycling Tours  
Stuart Holmes, Historic Scotland  
Euan Hutchison, Natural Power  
Anna Johnson – check job title  
Brian Jones, Connecting in Retirement and The Men’s Shed project  
Helen Keron, CatStrand  
Sarah Jane Laing, Scottish Land and Estates  
McNabb Laurie, Development Officer Galloway Glens Landscape Partnership  
David Little, D & S Little Stone Masons  
Donald MacLeod, University of Glasgow at the Crichton Campus  
Jim Maginess, Dumfries College  
Mizzy Marshall – check job title  
Crystal Maw, RSPB  
Ralph Maxwell Joinery  
Marie McNulty, Galloway and Southern Ayrshire Biosphere  
BJ McQuarrie Plastering  
Karen Morley, Countryside Development Officer, Dumfries and Galloway Council  
Kerry Monteith, Dumfries and Galloway Employability and Skills  
Jim Moss Joinery  
Andrew Nicolson, Archaeologist, Dumfries and Galloway Council  
R J Osborne, builder  
Alan Patterson, Threave Rural Estates and Land Agents  
Scott Petrie, Rural Skills Scotland  
John Raven, Historic Scotland  
Lyndy Renwick, Galloway Forest Park  
Chris Rollie, RSBP  
Cowan Scott, Nocturnal Wildlife Tours  
Adam Smith, Smith and Curtis Blacksmiths  
Solway Tours



Pam Taylor, Stranraer Conservation Area Regeneration Scheme  
G M Thompson & Co., Estates and Land Agents  
Richard Woodmass, Dry Stone Waller  
Chris Wood-Gee, D&G Council Energy and Sustainability Team Leader  
Oscar Yerburch, Barwhillanty Estate



## Appendix 3

### Business Cases for Heritage Skills Activity in the Galloway Glens

#### Business Case 1: Upskilling SMEs

This is an outline Business Case for the Galloway Glens Landscape Partnership. The Business Case has two purposes: firstly, to provide an example of how the objectives of the partnership can be achieved, and secondly, to demonstrate to supporters the benefits of making training a key part of economic planning. It is a template that is geographically and sector-specific as a response to the findings of consultations, but it is not tailored to one organisation for reasons given below.

The document is in two sections: Part A sets out baseline knowledge about the sector gleaned from consultations; Part B comprises a simple rapid SWOT self-assessment audit for SMEs from which they can prioritise their business needs and opportunities, which they then adopt and apply recommendations in a bespoke way realistically to fit their circumstances and the objectives of the Galloway Glens Partnership.

#### Part A: SMEs in Galloway Glens

Galloway Glens is predominantly characterised by very small, diverse, dispersed, home-grown SMEs. They usually operate as home businesses, remote working, servicing tourism or outdoor related activities, with limited demand infrastructure. Their supply chains are probably quite short and consequently their resilience to wider economic forces (VAT, price sensitivity, competitive procurement, supply and demand) more insulated, but so is their ability to respond quickly to exploit opportunities as they arise. There is no shared or co-ordinated branding, marketing or business support network bespoke to their needs; this is largely a self-help economy.

Consultations strongly advocate going with the grain of the self-help economy but coaxing some collective sharing of services or overheads to improve cost effectiveness. Branding is a key part of economic development of dispersed rural businesses; NECT's work on the Settle-Carlisle Railway showed that sourcing (or provenance for foods) by identification with a desirable location and coherent local economy counts for customers, whether at the doorstep or, more significantly, achieving visibility to much bigger online markets. A 'sum-of-the-parts' marketing campaign adds value without detracting from the distinctiveness of each business.

SMEs generically do not invest as much as other businesses in marketing, business development (including staff training) and succession planning. The self-help economy of Galloway Glens not only illustrates this rule but the area's remoteness means the modest business infrastructure incurs disproportionate down-time costs awaiting spare parts or supplies, or travel time required for when face-to-face meetings are best. The sector may be immune to some of the risk excesses of urban economies but local businesses have probably not advanced much during the current economic downturn to strengthen their resilience or enhance their performance. Participation in seminars and access to business support mentors through the Dumfries and Galloway Chamber of Commerce requires greater motivation. Take-up of other opportunities such as work experience and trainees requires greater resolve from SMEs than larger organisations.

Consultations revealed quite a robust self-sufficient business mind-set but one where training, forward planning and succession usually are not a priority. This template shows how SMEs would benefit if these were included.



## Part B: Forward planning

### 1 Self-assessment audit

SMEs indicate the answers most appropriate to them and then prioritise the three most important issues:

	Tick the answer(s) most relevant to you			Priority?
	1	2	3	
In the last five years has your turnover dropped, stayed the same or increased?	dropped	same	increase	
If it has dropped or stayed the same, was it because of lack of resources/expertise, your choice or external factors beyond your control?	lack of resources /expertise	choice	external factors	
If it increased, what would help make it sustainable?	develop managem't	increase capacity	maintain current level	
In the last five years have you found running your business harder, the same or easier than previously?	harder	the same	easier	
Do you have plans for the future of the business – are you having to concentrate just on the immediate future, or are you expanding current work or developing new lines, or do you have a succession plan to continue the business when you stop?	no plans beyond day-to-day	expand/develop	succession plan	
If you or another key person in the business was suddenly taken ill, what is your contingency: you have none, you have someone to keep things ticking over but not at normal levels, or you have people who can continue without loss of business?	no contingency	tick-over	continue normally	
If you thought you could increase your turnover, say by 20%, how would you do that: better marketing, improve your product, or rely on your instincts?	marketing	improve product	rely on instincts	
Are there aspects of running your business in which you feel vulnerable – you need advice or training but can't get it, which is holding you back, or you know you need help and where to get it, or you're fine?	need advice/training	getting advice/training	no requirement	
How important is the location of your business to its success – critical, useful or irrelevant?	critical	useful	irrelevant	
How much is the location of your business a problem – you can't readily access supplies or technical support, you have to plan ahead and sometimes get caught out, or you can cope with most routine issues?	lack of ready access to support	plan ahead, sometimes get caught out	no routine issues	
How easily can you recruit staff or contract help with appropriate skills when you need them – almost impossible, or it is possible but it takes a lot of time and cost searching, or there is a good pool of people locally?	almost impossible	takes time to recruit	good pool locally of people with skills	
Are your premises an asset or an overhead – their location and character are an asset but could do more to help the business, or they are important but not an issue, or they are irrelevant and just an overhead	an asset but would benefit from investment	important but not an issue	an overhead	
In the local economy, is your business – a regular	regular	occasional	not at all	



supplier or client, or only occasionally, or not at all?				
How important is it to be up-to-date on your markets, management and compliance issues?	critical and ongoing	useful but not critical	low priority	
<b>Total in each category 1, 2 or 3:</b>				

In column 1, SMEs are identifying where their main needs and vulnerabilities are, which might be internal and specific to their business (including a need to improve what they do, or seek advice or increase capacity, or forward and succession planning, or improving their marketing and supply chain), and if or how their business is helped or impeded by the location and relationship to the landscape and local economy (an asset or liability, access to essential infrastructure, recruitment). Column 1 is about SMEs that need support to survive or thrive.

In column 2, SMEs may be more philosophical about life and its limits, accepting that there are both benefits and drawbacks to being in a rural landscape, they can cope with most things but are not too ambitious. Column 2 is more circumstantial about the state of the sector and its relationship to the location, rather than the specific needs of individual SMEs.

In column 3, SMEs are revealing their strengths that make up the self-help economy. The Partnership's reaction to column 3 could be to encourage successful, strong SMEs to share their expertise and spare capacity or resources with others locally. The more SMEs scoring in column 3, the stronger and more resilient the economy; only a few scoring in column 3 means the SME economy as a sector in Galloway Glens is vulnerable, or stagnant, and in need, and will indicate if there is economic inertia.

The three priorities selected by each SME will indicate how they see their own their own strengths and weaknesses, and the importance of their relationship to their location, cumulatively providing a steer for the Galloway Glens Partnership how best to engage SMEs (and which ones), especially using training in working towards sustaining a collective rural economy having a dependency on and contribution to the landscape.

## 2 Upskilling SMEs

It would be a remarkable local economy which had no gaps and weaknesses, no needs or desire to explore new opportunities. Assuming from consultations that all those are present to varying degrees and that SMEs' responses to the questions refines the focus of priority, the aim is to identify how the Landscape Partnership can safeguard the current self-help economy of SMEs and target support for development enhanced by the relationship between the economy and the landscape.

The aim for the landscape partnership is to work with the grain of the organisations from all three sectors to safeguard and improve the local economy upon which the area depends. This business case concentrates on SMEs which are the lifeblood of private enterprise in Galloway Glens. To engage that sector to help achieve its aims, the Partnership needs to have relevance and add value to individual SMEs; this cannot be a 'herd' solution.

Needs, gaps, vulnerabilities and opportunities suggest self-help is not infallible and that some form of training is required. Given the economic profile and context of Galloway Glens, the main target areas are likely to be as follows, allied to the Key Performance Indicators (KPI) showing whether the intervention of the Partnership has contributed measurably to its objectives through raising the game of individual SMEs (see over):

Expectations need to be realistic, therefore the pitch and pressure on SMEs to participate must be managed. To achieve sustainability post-Partnership, resource formats should be for self-help and peer-to-peer mentoring.



SME business need/ market opportunity	KPIs of the Landscape Partnership economic objectives
Update/improve marketing (work gathering)	Quantitative: No. of SMEs completing training; Google Analytics Qualitative: client/user/public satisfaction; place-based branding
Upskilling existing and recruitment of new staff (competence and capacity building)	Quantitative: jobs safeguarded/created; net area economic gains Qualitative: accreditations attained; increased standards
Communication (interpretation/learning and visitor experience)	Quantitative: improved/new media (gateway, on-site, online) Qualitative: TripAdvisor/visitor ratings, site/staff feedback

### ***3 Delivering economic gains through SMEs in Galloway Glens***

Achieving the objectives of the Partnership through development of indigenous SMEs is a collaborative exercise requiring matching of roles, provision and need. This cannot be a one-size-fits-all business plan solution, rather a methodology within which the Partnership adds value to existing providers and networks, and leaves a sustainable post-project legacy characteristic of and made workable by the self-help economy.

In Section 2, three priorities of upskilling were identified arising from consultations. There are three categories of training and support provider that can address those priorities: the Partnership, the SMEs themselves (either individually or working together) and third parties who offer specialised services, such as the Council or the Dumfries & Galloway Chamber of Commerce. This section looks at the matrix of need and provision.

#### ***3.1 Role of the Partnership***

The Partnership's role as a public body is to build capacity in the SME sector, not provide support for individual SMEs that could be construed as giving one a commercial advantage over another. More specifically, the Partnership's remit is the relationship of SMEs to the landscape setting, strengthening the sustainability of the area through its economy, so the role must have clear terms of reference that prevent mission creep to intervention in wider economic activity. Moreover, the Partnership must apply due diligence, not purporting to offer services or expertise or advice for which it does not have the requisite expertise or mandate. Therefore, for SMEs, it is suggested that the Partnership's role in helping to upskill SMEs must be available to the whole sector and not be selective, that it will concentrate on HLF Landscape Partnership criteria which are about the relationship of SMEs to the landscape and its associated economy, and it will be delivered through not-for-profit (cost recovery or free of charge) activities which add value through quantitative and qualitative outcomes.

#### ***3.2 Responsibility of SMEs including peer-to-peer networks***

SMEs are beneficiaries only in as much as they then contribute into the welfare of Galloway Glens directly and indirectly through their economic activity. SMEs need to commit to both the principle of betterment and the demands of forward planning through investment and training. Though SMEs inherently by definition operate independently, the presumption and indeed pre-condition of participation in and benefitting from Partnership opportunities will be collective. This could be thematic (tourism, crafts) or geographic (clustering of resources) or whatever networking model will raise their game as a sector and their contribution to the Galloway Glens.

#### ***3.3 Third party support***

Even for the more remote rural areas, business support is available, albeit by telephone or email if not always in person. The two leading providers are the Council and Dumfries & Galloway Chamber of Commerce, but there are other sources of support tailored more specifically to SMEs operating in specialist sectors. As pre-existing agencies, and ones that will outlive the Partnership, these need to be an integral part of investing in upskilling SMEs and providing post-Partnership support. These agencies can and do provide bespoke support for individual SMEs, especially the Chamber of Commerce which has a mentoring programme as well as a raft of services made



cost-effective through membership. For this reason, as well as the terms of reference of the Partnership, it is assumed that capacity building through assistance with individual organisation business plans will come from the Chamber and other advice from the Council and specialists. It is proposed that the Partnership includes in its budgets and frameworks, financial provision and support for the Chamber in delivering a package of services against predetermined outcomes for the duration of the programme, thereby ensuring that this aspect of the Partnership’s objectives is properly resourced.

The matrix of need and provision looks like this:

	<b>Marketing</b>	<b>Capacity building</b>	<b>Visitor experience &amp; Interpretation</b>
<b>Galloway Glens Partnership</b>	Partnership activities & training ↓	Infrastructure – improve broadband & transport ↓	Partnership activities & training ↓
<b>SMEs self-help</b>	Peer-to-peer collaboration, branding & delivery ↑	forward planning, staff training & recruitment ↑	Participation in Partnership ↑
<b>Third Party support</b>	Sector promotion	Business mentors	Scottish Tourism & established partners

#### 4 Risk assessment

Any initiative (or even failure to take the initiative) incurs risk. Successful engagement of SMEs in the economy of Galloway Glens is dependent upon the SMEs ‘buying into’ the aims of the Partnership and backing that up with reliable participation. There also are risks arising from the fixed-term of the Partnership and the extent to which third parties will deliver support in a timely and appropriate way.

Examples of the risks, how these might be measured and mitigated are as follows (see over):

Contingencies for the above projections are:

- ◆ If the Partnership was not created, unable to perform to the expected level, or unable to engage with SMEs as a sector, what is the trajectory of business within Galloway Glens? Is it a sustainable sector or, if not, what are the consequences of decline? The Council and Chamber of Commerce would have to be the safety net.
- ◆ If the SMEs don’t buy into the Partnership vision and plan, does that prejudice their own future as well as that of the Partnership? For tourism and environmental businesses dependent upon public customers, the risk of non-participation may be low but real, but others operating ‘limited network’ savvy and self-sufficient businesses may well continue to plough their own furrow perfectly well based on their own acumen and will upskill or recruit as and when they deem appropriate.
- ◆ If the third parties were unable to offer support, where would that specialist expertise come from? Further afield: national agencies and sector networks, which probably is not second best but an essential source of any way forward.



	Impact before action*	Need	Risks	Mitigation	Impact after action*
<b>Partnership</b>	n/a (no P'ship)	The Partnership engenders support among SMEs and can deliver what they need within its terms of reference	That SMEs remain unconvinced and only cherry-pick what they like	Partnership activities programmes supported by financial incentives: free/subsidised support; preferential training opportunities	2
<b>SMEs</b>	4	To recognise need for business development and training; to move from self-help to sector help; to develop an area-based brand	That SMEs don't see the need for training or investment, or they see view sharing with suspicion, or location is irrelevant to business	Use case studies to demonstrate benefits of forward planning, training, recruitment, succession planning & place-based branding	2
<b>Third parties</b>	3	To increase business visibility of SMEs in Galloway Glens as part of Dumfries & Galloway	That third party return on investment does not warrant support	Partnership establishes a support programme/fund to subsidise mentoring and services	1

\* Risk scale: 1=low, 5=high

### ***5 Sensitivity analysis***

A matrix of three needs against three provider categories multiplies the sensitivity of the objectives to factors dictating success. Achieving even a measure of success therefore requires tuned management and concerted consensus among as many of the contributors as possible. Even the Partnership is a complex sensitive matrix, dependent upon co-operation and effective contributions from all individual partners. The strategy should be to convert the uncertainty of variables into reliable certainties – expressions of interest into defined delivery tasks. This should begin within the Partnership, then the third parties and then the target audience, the SMEs, but ideally with some 'on board' SMEs involved throughout the development stage to act a sounding board.



## **Business Case 2: Partnership Pilot Project – Threave Garden and Estate: Kelton Mains**

This is an outline Business Case for the Galloway Glens Landscape Partnership. The Business Case has two purposes: firstly, to provide an example of how the objectives of the partnership can be achieved, and secondly, to demonstrate to supporters the benefits of making training a key part of economic planning. This Business Case is an essential pilot by one of the Galloway Glens Partnership members to lead by example. Whereas Business Case 1 is aimed at a sector, SMEs, to benefit all in a target audience, this is a demonstration project, because one stream of the Partnership's aims is to deliver enhanced management of the historic landscape, built and natural. Therefore the Business Case is in the form of a template that can be adapted for other projects, encouraging more projects to be undertaken in the wake of the pilot, but also providing the Partnership with a consistency of approach and in a form enabling it to aggregate and measure outcomes against HLF criteria. A simple template is more adaptable and more likely to be adopted by other projects. By definition, a pilot project is intended as a catalyst for others to follow – a principle fundamental to the success of the Partnership.

The document is in two sections: Part A sets out baseline knowledge about the project gleaned from consultations; Part B comprises an outline assessment audit of the project from which it is possible to prioritise its business needs and opportunities, which can then be adopted and applied in a way realistically to fit the circumstances of the property, National Trust for Scotland, and the objectives of the Galloway Glens Partnership.

### **Part A: Threave Garden and Estate – Kelton Mains Farmhouse**

In section 3a of the Round 1 submission to HLF for the Landscape Partnership, 'Kelton Mains Restoration' is included as one of the proposed 'Prosperity' projects the Partnership will deliver. Kelton Mains is part of the National Trust for Scotland's Threave Garden and estate. The reason for its inclusion is stated as 'exploring a new use for a listed building on the Threave estate, providing a focal point for interpreting the landscape through information and education.' This has been identified within an initiative for a new management regime of natural and cultural heritage experience/education resources. Kelton Mains is already popular for walking, birdwatching, and osprey viewing but this project is an opportunity to provide additional interpretation facilities at Kelton Mains farm.

Kelton Mains farmhouse is listed grade B. It was built of rubble on boulder lower masonry in the mid-eighteenth century, extended in the nineteenth, and forms the centrepiece of a U-shaped composition with outbuildings. An historic building survey was conducted in 2008; it is generally structurally sound and not at immediate risk.

Refurbishment of the farmhouse through the Partnership will achieve objectives at various levels: as a stimulus project by one of the partners to demonstrate the values and benefits of participating in the landscape partnership; as a development implementing the new management regime; as a new focal resource to enhance interpretation of the landscape justified by the evidence of current popular demand; it will bring a currently disused historic building back into productive use; the development and operational stages each present distinctive opportunities for engagement through traditional skills training, education and an improved visitor experience; holistically, it will be a model of the Partnership's aims of sustainable landscape management.



## Part B: Forward planning

### *1 Project justification, brief and resources audit*

Threave has built its USP on specialist training and public access to experience the achievements of students; education is embedded in the sector and public perception as a place created by and dependent upon learning.

The historic estate is now in multiple ownership with Threave Castle in the guardianship of Historic Scotland (ticketing from NTS) and other parts in private ownership, including an open farm with rare breeds. Kelton Mains had been a manor house before losing its status. All activities are classed as 'countryside' properties with buildings very much part of their landscape. The NTS School of Heritage Gardening based at Threave provides up to 12 bursary training places and opportunities for volunteer interns on courses from one to four years, part- and full-time; collaboration with the Royal Botanic Garden Edinburgh (RBGE) leads to the four year Diploma course. Students can be based at other NTS or partner properties in their second year. Accommodation is available in the house at Threave for single students.

All NTS properties have or are working towards having management plans that cover future development as well as cyclical and routine maintenance. Development can be in-house within allocated budgets or through external partnerships and funding opportunities. Some funders such as HLF have frameworks with NTS and other regular applicants to help plan demand on resources; this means individual properties can only bid for HLF grants within the national framework. NTS has been undergoing significant management and budgetary change over recent years and so cost control has a particular importance, both during project expenditure and as a long-term impact on capital and revenue budgets. All of this has not stopped investment in its tracks but it does mean there is stricter environment of due diligence for new initiatives to prove their worth.

The advantage of participating in a landscape partnership for NTS or any partner is access to new external funds and the resources these unlock, especially if in-house resources are stretched. Participation does involve give and take, so gains do not come without cost to the property budget or staff resources.

The ornamental gardens around the house and walled garden are the focus of student work and visitor enjoyment. The wider setting includes woodland, wetland and riverside walks; it is to this context which this project contributes. It aims to:

- ◆ Extend educational activity and public access of Threave into the wider landscape
- ◆ Build upon Threave's national USP of formal and non-formal landscape/horticultural training
- ◆ Bring a listed building back into use, consistent with the NTS ethos of exemplary care of heritage
- ◆ Increase the capacity of Threave in accordance with NTS and property forward plans
- ◆ Enhance the visitor experience

The farmhouse and outbuildings are in fair condition but lack of use and future uncertainty makes them vulnerable to decline and a low priority even for routine maintenance, increasing the cost year-on-year of later investment. The property has the benefit of an historic building survey but there is a need for an options study and feasibility test of strategic fit, practical adaptability, budgetary implications and added benefits that will inform a project brief and enable a firm commitment to be made by NTS and incorporation into the Galloway Glens Partnership programme.

The process of how capital projects begin and develop is in itself a learning opportunity drawing upon landscape, archaeology, building, historical research and business planning skills. This will form part of the project in which students from nearby colleges and schools can participate in the journey for Kelton Mains.



## 2 The Kelton Mains project within the Galloway Glens Partnership Plan

The project will deliver the following outcomes during implementation (investment, engagement opportunity) and yield long-term improvements for the area:

Kelton Mains business need/market opportunity	KPIs of the Landscape Partnership economic objectives
Strengthen Threave through enhanced landscape access and interpretation	Quantitative: capital investment; building/site re-used Qualitative: student/public appreciation of holistic landscape
Create new learning opportunities about landscape matched to relevant audiences	Quantitative: students involved in development and operation Qualitative: learning attainment
Enhance Threave's USP contribution to Galloway Glens	Quantitative: Threave KPIs improved; net area economic gains Qualitative: TripAdvisor/visitor ratings, staff/student feedback

The building is a former house, so its adaptability for new uses is relatively limited: field study centre, sheltered/wet weather interpretation, education/environmental workshop, staff/volunteer/student accommodation, etc.

The building was in use until relatively recently which means it is not derelict but disused. Re-use of the building should include consideration of reinstating its garden/landscape setting (1853 OS), or at least its interpretation, comprising the outbuildings and formal forecourt, the formal garden and field to the rear.

## 3 Delivering economic gains from Kelton Mains

### 3.1 Construction jobs and value

The floor area of the former house is approximately 200m<sup>2</sup> over two floors. Applying a provisional refurbishment value of £400/m<sup>2</sup> would mean a contract of £80,000. Add in utilities, fees and all other project development costs and fit-out would suggest a capital project budget of about £150,000. Add the outbuildings and grounds and the total cost could be in the region of £300,000. In terms of economic gain if done purely through conventional procurement channels, this contract could generate 1,200 construction man-days which is roughly equivalent to providing 4 full time jobs for one year. In addition, there are the supply chain benefits of jobs protected and procurement from within the local economy, as well as the equivalent of 0.75 FTE for one year of NTS staff time safeguarded on project management (project manager plus admin/support).

### 3.2 Learning opportunities during development

This project is not just about capital investment. The development project's contribution to the Partnership offers:

- ◆ School education involvement in the site's history and ideas for re-use (over two academic years)
- ◆ Apprenticeship(s) on the building (1) and landscape (1) contracts
- ◆ NTS and local students involved in the recording, options and feasibility study and business planning
- ◆ Opportunities for local volunteers and NTS interns in pre-contract preparation and post contract fit-out

### 3.3 Long-term gains

The project also is a long-term investment in building more capacity in the area for learning, community engagement, tourism and employment.

### 3.4 Role of the Partnership in the project

The Partnership's role as a public body is to build capacity in the area related to the economy and security of the landscape. In this project where the lead is a capable and experienced organisation, the Partnership's remit is the



relationship of the project to the landscape setting and local people, strengthening the sustainability of the area through its economy for which this is a pilot demonstration project, so the role must have clear terms of reference that ensure appropriate complementarity with NTS. The Partnership can help with school and college participation, community and volunteer engagement, marketing and procurement, as well as using it as a pilot to encourage others to follow. NTS's contribution to the Partnership is allowing its project to be more participative than otherwise would have been the case, and working with the Partnership to encourage others to emulate it and thereby build critical mass of commitment to the area's future.

#### 4 Risk assessment

Any initiative (or even failure to take the initiative) incurs risk, especially decisions whether to leave buildings 'fallow' or embark upon building projects dependent upon committing capital funds into facilities that then require ongoing revenue support and staffing. The risk on this project is a matrix of dependency – reliance on external factors such as co-operation of schools and colleges is a higher risk because of its unpredictability than for example the managed commitment between NTS and the Partnership. There is an initial risk that NTS may not support the property staff or see the value of participating in Partnership; the project business case must be compelling through both capital and revenue stages, for which the options/feasibility outcome is essential.

Examples of the risks, how these might be measured and mitigated are as follows:

	Impact before action*	Need	Risks	Mitigation	Impact after action*
<b>Capital Project</b>	4	The building is an unused asset and vulnerable that should be exploited	Financial (cost greater than available funds), staff (project detracts from main operation), organisational (not a priority for NTS)	Financial (full options/ feasibility & budget), staff (grant backfills/ covers new resources), organisational (limit impact on NTS)	1
<b>Learning &amp; engagement</b>	n/a (no access)	Kelton Mains is a compact 'pocket project' covering many aspects of the curriculum	Schools can't afford site visits; teachers don't buy into project; subjects too marginal for local colleges	Build into project transport allowance; actively support schools and colleges to minimise burden	2
<b>Future operation</b>	n/a (not part of current operation)	Increase long-term capacity of Threave for NTS and Galloway Glens	NTS cannot sustain staffing or interest from students, schools or volunteers	Make the project low-demand on resourcing and flexible over time to fit levels of interest	3
<b>Partnership support</b>	n/a (no P'ship)	The Partnership uses networks to promote / support this pilot and persuade others of the benefits of investment	That the project fails as a pilot to stimulate investment	Partnership provides additional resources and covers abnormal costs of engagement & pilot dissemination	1

\* Risk scale: 1=low, 5=high

Contingencies for the above projections are:

- ◆ If the Partnership can help NTS define the project through the options/feasibility/business case stage, the project may have a better chance in the future even if the Partnership cannot help because the issues, uncertainties, risks and benefits have all been quantified.



- ◆ If the Partnership cannot secure support from the desired number of local schools and colleges, or NTS the interest of students and interns, the capital project would still safeguard a listed building and its landscape setting and provide traditional skills training relevant to Galloway Glens.

### ***5 Sensitivity analysis***

The main sensitivities to this project are:

- ◆ NTS organisational support for committing to a project with financial and resourcing obligations that has uncertain benefits dependent upon external factors such as the Partnership performing successfully
- ◆ The project's aims are learning-based, which relies on interest by third party schools, colleges and individual volunteers, interns and students. Participation can be encouraged but not guaranteed.



## Business Case 3: Traditional Skills Team

This is an outline Business Case for the Galloway Glens Landscape Partnership. The Business Case has two purposes: firstly, to provide an example of how the objectives of the partnership can be achieved, and secondly, to demonstrate to supporters the benefits of making training a key part of economic planning. This Business Case is in response to the dearth of local experienced contractors capable of undertaking a high standard of workmanship in the care, maintenance and repair of historic buildings, structures and environmental features. Whereas Business Case 1 is aimed at a sector, SMEs, to benefit all in a target audience, and Business Case 2 was project-based, this is about building capacity (both quantity and quality) in the workforce in the Galloway Glens as an essential part of the Partnership's ability is to deliver enhanced management of the historic landscape, built and natural. The Partnership cannot use public funds to invest in existing or creating a new private business, thereby giving it a commercial advantage, so the rationale of this business case is a methodology that can be applied to existing companies willing to upskill and/or those seeking to set up a new business, or possibly even a not-for-profit venture linked to a college or other organisation. The motive is to enhance the local economy to reduce the need to import specialist skills from further afield.

The document is in two sections: Part A sets out baseline knowledge about the skills need gleaned from consultations; Part B comprises an outline profile of a model skills team that embodies the benefits of upskilling.

### Part A: The local traditional skills deficit and need

There have been numerous national stock-takes of the country's reliance on traditional skills that have been handed down (literally) for generations. That legacy is now universally at risk: fewer young people are attracted by physical work, being drawn – persuaded – to pursue academic careers. That has gradually eroded both the quantity and quality of the workforce in understanding as well as practising traditional construction using traditional materials and techniques. Specialising in such traditions is now a niche market, and surveys reveal it is most found in SMEs employing less than five people, usually led by an owner experienced probably in one trade since their apprenticeship, now aged over 55 with retirement on the horizon – but critically, having no succession plan for handing on the business. Result: sustained decline rather than a sustained economy.

For Dumfries and Galloway, and even more so for Galloway Glens, that national picture is magnified so that some skills are not available at all and must be imported at a premium from further afield. The few skilled craftsmen that do exist in the area are overloaded and customers must patiently wait their turn for extended periods until even relatively modest jobs can be done, which risks owners opting for quicker but sometimes inappropriate solutions. Rural areas suffer because the population and therefore skills pool is dispersed and diluted, and any work has a higher overhead price to pay for transport than urban equivalents. Circumstances favour, and even demand, general practitioners, not specialists. Consultations reveal the casualties in Galloway Glens has been both traditional building and environmental/land management skills. As a result, many routine maintenance needs go unheeded until or unless they become critical. In addition, owners find it difficult to reconcile retrofitting measures to upgrade historic properties to improve energy performance in a way that is appropriate to how the traditional building functions, its historic status or the character of the property with minimum compromise. Solutions must counter damage done to historic buildings by neglect, ill-informed or inappropriate 'repairs', improving owners' access to information on appropriate materials, techniques and products, and where to find expert advice.



This initiative is to encourage home-grown upskilling to fill those gaps. It engenders the ethos of sustainability through use and re-use (by recycling) of local materials employed in a way that minimises waste and energy used in transportation, and promotes understanding of the benefits of sustainability through capturing embodied energy in re-using buildings, structures, materials and components. This ethos requires a consensus of mind-set among property owners, professionals, contractors and suppliers within which this Business Case concentrates on the contractors whose job it is to realise the principles in repair and improvement projects. In this context their role is not just paid hands but as advocate, mentor, demonstrator and exemplar.

## **Part B: Forward planning**

### ***1 Core competences in an historic landscape***

The skills required are not so specialised as to make them unviable – rather they are the specialist end of a mainstream spectrum: on buildings and structures that share a common dependency on masonry, slating, joinery, carpentry, blacksmithing and metalworking, leadwork and glazing (including a better understanding of the conditions and circumstances in which these should be used), and on the land, dykes, drystone walling, paving, hedge-laying and coppicing. The one skill synonymous with Galloway Glens which runs through all these themes and needs is woodworking, from harvesting and seasoning to carpentry, joinery and high-end decorative carving.

These are core skills essential to a sustainable historic landscape and its population and economy. Investing in sufficient specialism to fill the gap in the market, but to have sufficient demand in that market, is essential. Demand is there, but the more owners realise/understand that modern techniques can damage their property, the more demand there will be for traditional work. Upskilling existing trades will not replace their mainstream application but open up additional new markets, making business more versatile as well as increasing the availability of services for those in need. It is worth noting that maintenance of traditional buildings and land skills is not dependant on changes in the economy, as maintenance is always required. An ability to develop skills in tandem for both buildings and landscape is an advantage to the tradesmen as well as the market.

Retro-fitting energy improvements is a specialist field but one that should be more widely understood and encouraged. The Partnership can organise seminars and trade fairs for owners, contractors and managing agents that raise awareness of the availability of products and methods, and training can be provided to contractors to ensure selection and installation are to approved standards, like those endorsed by Historic Environment Scotland and membership groups such as the Listed Property Owners Club.

### ***2 Traditional skills within the Galloway Glens Partnership Plan***

The proposed solution must have several facets to ensure a legacy because delivery is dependent upon persuasion of existing contractors to take on new skills, and new blood taking an entrepreneurial leap of faith. In addition, the market of owners of historic and traditional (characterful) property needs to have its appetite whetted to take on the new contractors, and training needs to be provided, ideally by means of developing portfolios and log books of accomplished work (the most practical and realistic method), but if possible, up to a level of formal accreditation such as SVQ (a niche aspiration for organisations with trainer/trainer capacity):

- ◆ Promoting an holistic approach to sustainability through informed skills, from sourcing of materials in a way that minimises adverse environmental impact (including re-use/recycling) to advocating selective rather than wholesale replacement of components in need of repair, localising supply chains, succession planning in businesses and sharing best practice, including through the following:



- ◆ Providing structured training to contractors in the Galloway Glens area in relevant skills;
- ◆ Upskilling existing contractors;
- ◆ Encouraging new business start-ups or existing businesses to take on new appropriately skilled employees;
- ◆ Offer incentives through bursary traineeships and encourage take up of apprenticeships;
- ◆ Briefing consultants and agents of the need, availability and benefits of procuring traditional skills;
- ◆ Educating property owners in the wisdom and expediency of employing appropriately skilled contractors;
- ◆ Enlist the support of contractors and professionals to help promote the value of careers in traditional skills in schools and colleges.

The project will deliver the following outcomes during implementation (investment, engagement opportunity) and yield long-term improvements for the area:

<b>Traditional skills team business need/market opportunity</b>	<b>KPIs of the Landscape Partnership economic objectives</b>
Strengthen self-reliance in Galloway Glens through access to an appropriate construction and landscape skills base	Quantitative: increase the number of trained contractors Qualitative: increased availability and choice of traditional skills
Embed learning in the sector from school career choices to established businesses	Quantitative: increase the number of courses and trainees Qualitative: traditional skills accepted as an aspirational career
Raise awareness and commitment among property owners to traditional skills	Quantitative: number of owners attending a briefing seminar; number of hits/downloads of leaflets/information on websites Qualitative: raise the standard of properties and landscape

### **3 Delivering economic gains from traditional skills**

#### **3.1 Contractors**

For existing contractors, the aim would be for the Partnership to hold events to identify those willing to consider additional training and/or taking on a training bursary. For those interested in starting their own business, the Partnership will provide business planning as well as training open to all interested, so that the gains do not give undue commercial advantage. Under both regimes, upskilling must have the clear objective of relevance to Galloway Glens and the lasting legacy of the Partnership. Networks, whether within partner organisations or the sector, have the potential to host trainees, CPD events or skills fairs attracting participants from across Scotland and England to learn of the opportunities in a landscape economy, and to promote good practice from elsewhere that could fit well within Galloway Glens.

#### **3.2 Training**

The Partnership is the co-ordinator and promoter of a programme raising awareness, stimulating the response of participation, and the organiser of training. This will require bringing in individual skilled craftsmen who have also experience of training contractors. It should include working with local colleges to offer more levels of access to relevant skills from school leaver to career changers and upskilling of the existing workforce. Contractors who have higher level skills not only keep spend in the local economy but can corner the local market if those higher level skills cascade down into all work as a business advantage. But contractors also need to consider succession planning and therefore the cost (for it is a cost) of investment in the next generation.



### *3.3 Property owners*

Property owners probably have not had access to specialist advice on what traditional skills are needed and available locally, how to find and procure those skills, and how to be an effective client. At the general scale of work available in Galloway Glens, most property owners probably would not scrutinise contractors for qualifications so selection will be based on evidence of track record. Credibility would be helped if contractors have worked for 'expert client' organisations such as partners in the Partnership. Cumulatively, it is important to change perceptions that will lead to changed attitudes. That begins with property owners, who need to gain sufficient confidence to request the use of materials and techniques appropriate to their traditional building and not rely on trades without the necessary skills or knowledge telling them what they need. That benefit extends beyond the long-term investment value enhancement to the property to the economic benefit derived from the uplift in the condition and longevity of the traditional building stock. The persuasive argument goes further, offering incentives of a reduction in the expense of heating property, and well-being derived from homes that have a healthy internal environment – warm, dry and properly ventilated.

### *3.4 Role of the Partnership in the project*

The Partnership's role as a public body is to build capacity in the area related to the economy and security of the landscape. In this initiative, the Partnership must be the independent lead to co-ordinate contractors, trainers, schools and colleges and property owners. It will have a time-limited influence so it must see its role as investing in networks and systems that can continue after the Partnership ceases. It also must be the advocate of the principles of sustainability that underpin all the actions of the programme, including its privileged overview of encouraging local supply chains which retain expenditure within the local economy. The Partnership's ability to represent and nurture joined-up economic activity in those supply chains, in particular in connecting supply in the timber industry to wood-based construction, trades and biomass is a core attribute. Enlisting the support of the Partnership's expert partners as lead mentors would provide a ready pool of case studies of best practice.

## **4 Risk assessment**

This is a particularly high risk initiative because so much depends on external factors and participation from representatives of each of the necessary sectors.

The main risks lie with the primary target sector relationship between contractors, existing or new, and property owners. Encouraging changing practices, especially in rural areas, is a particular challenge requiring subsidy and intervention to reduce perceived risks to the market; adding into the mix a commitment to apprenticeships or even shorter-term subsidised bursary training will make this a hard sell, but worthwhile.

The perception among property owners also could be entrenched, seeing traditional skills as being high cost with limited benefit in return on investment or immediately enhanced property values. Changing attitudes should not be underestimated, requiring a strong marketing campaign to back up seminars for property owners offering practical guidance and case studies.

Examples of the risks, how these might be measured and mitigated are as follows (see over):

Contingencies for the above projections are:

- ◆ If partners in the Partnership can commit to undertaking projects through this initiative, they will gain but lead in persuading others and establish some essential market momentum.
- ◆ If the Partnership cannot secure support from local schools and colleges, it will still be possible to import training expertise working directly with property owners.



	Impact before action*	Need	Risks	Mitigation	Impact after action*
<b>Contractors</b>	5	Existing contractors need to upskill; new business start-ups in the spirit of a self-help local economy	Contractors don't see the benefits; business start-ups appear risky with limited scope	Strong evidence-based campaign backed by contract opportunities and incentives to address 'herd instinct'	3
<b>Teaching</b>	5	Import trainers with specialist expertise; option to aim for CSCS card for public sector contracts	Contractors put 'toe in the water' in training but not keep their options open and don't go for accreditation	Subsidised training programmes and bursaries for trainees, delivered locally to minimise down time	3
<b>Property owners</b>	4	Raise awareness of traditional skills and benefits	Rural economy sees specialist skills as too costly	Seminars on 'stitch in time' savings and added property values	2
<b>Partnership support</b>	n/a (no P'ship)	Initiate & co-ordinate programme	Lack of experience and resources	Buy in expertise and underpin with local colleges	3

\* Risk scale: 1=low, 5=high

### 5 Sensitivity analysis

The main sensitivities to this project are:

- ◆ Contractors who instinctively avoid 'interference' or pressure to take on trainees when they can take a disproportionate time to deliver the same work.
- ◆ Property owners who have become accustomed to accepting available solutions within a tight budget.



# Appendix 4

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