



SF-16-02406

SHIPSHAPE HERITAGE TRAINING PARTNERSHIP PROJECT 2

TRAINING PLAN



August 2017



Writing this plan

In April 2017, National Historic Ships UK (NHS-UK) achieved a Round One pass for the Shipshape Heritage Training Partnership project (SHTP2) and received permission to start in April 2017. An advert was widely circulated for a consultant to write this training plan in conjunction with the NHS-UK project team and expressions of interest were also invited from a number of consultants known to NHS-UK from previous projects. David Tournay of Evolution Partnership was appointed due to his previous knowledge of HLF funded schemes, maritime projects and his work on the skills recording exercise during SHTP 1. Since his appointment, he has visited partners in Scotland, Solent, Greenwich and the South-West, as well as planning the maintenance course with IBTC Lowestoft and the induction with Cremyll Sea School.

The research carried out during the development of the SHTP 1 training plan was carefully reviewed and updated where necessary for inclusion in this document. The Evaluation Report from SHTP 1 also played a key part in informing decisions about how SHTP 2 would work and any improvements that could be implemented to the programme.

A full partnership meeting was organised by NHS-UK at the start of the Development Phase to raise any issues and ensure that the brief for the training plan had been shared with all those involved. David Tournay then had a number of regular meetings with project staff to keep them updated on progress and a first version of the training plan was submitted to the team on 7th July as planned. This allowed one week for internal feedback and comment, including a further meeting with the consultant, before a revised version was submitted to the HLF monitor for external review. At the same time, the draft training plan was also circulated to all partners for their input.

Following feedback received from HLF on 25th July, a further revised version was produced by David and the NHS-UK team, which is now submitted as part of our Round 2 application.

Table of Contents

ANNEXES	4
SECTION 1: WHERE WE ARE NOW	6
1.1 About this plan	6
1.2 The work of National Historic Ships UK (NHS-UK)	7
1.3 Current training	8
1.4 Existing skills gaps	10
1.5 Sector profile	12
1.6 Meeting the need	13
1.6.1 Key challenges	16
1.6.2 Best practice	18
SECTION TWO: THE PROJECT	19
2.1 Overview of the learning opportunity	19
2.1.1 The Placements	19
2.1.2 Diversity and recruitment	19
2.1.3 Specific learning outcomes for SHTP2	21
2.2 Programme delivery	22
2.2.1 Recruitment and selection (Phase 1)	22
2.2.2 Issue of Trainee Handbook (Phase 2)	27
2.2.3 Induction (Phase 3)	28
2.2.4 Training delivery (Phase 4)	30
2.2.5 Placements with Project Partners (Phase 5)	36
2.2.6 Completion of project outputs (Phase 6)	38
2.3 Trainee welfare	40
2.3.1 Mentor support	41
2.3.2 Certification	42
2.4 Building partnerships	43
2.4.1 Opportunities for supervisors	44
2.5 Networking days and project promotion	44
2.6 Filming of delivery sessions	45

2.7	Project management.....	46
3	Project cash flow.....	48
4	Project timetable	55

ANNEXES

(in separate document)

Annex A: Partner organisations

Annex B: Recruitment pack

Annex C: Partnership agreement

Annex D: Project co-ordinator job description

Annex E: Brief for evaluation consultant

Annex F: Detailed cost plan

Annex G: Risk assessment

ADDITIONAL DOCUMENTS

AD 1: Workbook – Conserving Historic Vessels

AD 2: Workbook – Traditional Seamanship and Maintenance

Full cost recovery calculation (spreadsheet SHTP2 FCR.xls)

Cashflow (spreadsheet SHTP2 cashflow.xls)

Recruitment videos (SHTP2 recruitment films.zip)

SECTION 1: WHERE WE ARE NOW

1.1 About this plan

This training plan has been developed to provide a structure for learners who will be recruited as part of the 'Shipshape Heritage Training Partnership 2' (SHTP2) project. Building on the experience of the HLF-funded SHTP 1 project (2013-2016), it has been developed in consultation with project partners, and in accordance with guidance provided by the Heritage Lottery Fund (HLF), as specified within the 'Skills for the Future' programme documentation, and as feedback to an earlier draft. The plan represents a key output of the development phase of this project.

Led by National Historic Ships UK (NHS-UK), this project comprises eight additional partner organisations which are either museums or run operational historic vessels. The eight partner organisations are:¹

- Scottish Fisheries Museum
- Royal Museums Greenwich
- HMS Warrior 1860 (National Museum of the Royal Navy)
- Excelsior Trust
- Sea-Change Sailing Trust
- Pioneer Sailing Trust
- Dauntsey's School
- Trinity Sailing Foundation

For any plan to work, it is important that all project partners are aware of their responsibilities and that clear information is given to them in regards to what needs to happen, when it needs to happen and what resources are available to them. Due to trainees being located across a number of project partners and a wide geographical area, care is also needed to ensure that they know exactly what is expected of them.

In the development of this plan, time has been taken to produce it in such a way that it can be used as a reference tool throughout the project. It should become the 'go to' reference document for all project participants. This includes NHS-UK, the trainees, their supervisors, project partners and project managers.

¹ Detailed information on these organisations is set out in Annex A.

1.2 The work of National Historic Ships UK (NHS-UK)

NHS-UK is a government funded independent organisation which gives objective advice to UK governments and local authorities, funding bodies, and the historic ships sector on all matters relating to historic vessels in the UK.

It is the successor to the Advisory Committee on National Historic Ships, set up as a non-departmental advisory body in July 2006. In turn, that organisation followed on from the National Historic Ships Committee, which emerged from a seminar held in 1991 to discuss the problems facing the preservation of historic ships and vessels in the UK and the evident neglect of this important part of our heritage.

NHS-UK has a wide range of objectives, looking not only at the immediate issues concerning historic vessels in the UK, but also addressing questions relating to the support infrastructure for historic ships and their potential for contributing in the wider economic, social and community context.

NHS-UK's remit is to:

- act as the primary source of independent and objective advice to the Secretary of State for Culture, Media and Sport, other government departments and the Devolved Administrations on all matters relating to historic ships;
- advise the Heritage Lottery Fund and other grant-giving and public bodies across the UK on maritime conservation priorities, on applications they have received relating to funding historic ships projects, and on proposals that directly or indirectly affect historic vessels;
- provide leadership and strategic vision across the UK historic ships communities and wider maritime sectors by acting as the official voice for historic vessels, through proactive engagement with the sector, the UK government, the Devolved Administrations, public and private agencies, and communities at large.

One of its key activities is maintaining the databases which comprise the National Register of Historic Vessels (NRHV) which lists over a thousand significant craft; the National Archive of Historic Vessels for those craft that were on the NRHV but are now destroyed; the UK Replica List, and the Overseas Watch List which tracks vessels of outstanding significance outside the UK. Projects such as SHTP 2 are an essential way of ensuring that the skills to conserve, operate and maintain the craft on the NRHV are kept alive and, since 2006, NHS-

UK has taken a lead role in launching new initiatives to keep momentum going on skills development of this kind.

NHS-UK is fully committed to supporting and developing training initiatives such as SHTP 2 which will provide a further pool of trained individuals for the sector, continue to progress accreditation for the learning framework already created, deepen partnerships and other organisations' experience of hosting trainees, and ensure that the vessels on the NRHV are better maintained, conserved and operated for future generations to enjoy. The five partners in this project who took part in SHTP 1 unanimously elected to stay in the partnership and become training providers for SHTP 2 and so are highly committed to the principles of what this scheme seeks to achieve. The new partners were also keen to join us and to develop their experience of training as part of a national programme.

1.3 Current training

Critical to the work of NHS-UK is engaging with a new and wider population of young people, to attract them to the possibilities and interest in working with such an important part of the UK's heritage. To date, NHS-UK has run a number of projects around training and learning outputs which, building one upon the other, have led to the development of a coherent strategy for addressing the lack of conservation, maintenance and operational skills that are a challenge to the sector.

Previous projects of this nature which NHS-UK has partnered on or delivered include:

Keeping History Afloat (KHA)

Keeping History Afloat was a partnership with the Canal & River Trust at the National Waterways Museum at Ellesmere Port. Funded by HLF, this £210,000 project successfully trained six young people in the fundamental conservation skills required to look after inland waterway craft. A key output of the project was the first approach to identifying the specific skills needed by individuals working in vessel conservation. This information was used to help influence the development of qualifications for the sector.

Historic Vessel Conservation Qualification

As a further development of the Keeping History Afloat project a new qualification was designed which was then accredited as a BTEC by EDEXCEL (now Pearson). However, this was never delivered as a qualification at this level as demand showed that it was mainly professionals in full time employment who wanted to gain the accreditation and they were unable to take time out of work to attend the course at IBTC Lowestoft who originally offered to deliver it. To facilitate greater access, the qualification has now been translated

into the distance learning course which will provide one of the teaching elements of the new SHTP 2 project (see section 2 for further details).

Shipsshape Heritage Training Partnership Project (SHTP1)

Funded to the sum of £260,000 by HLF, £20,000 from PRISM, £3,800 from NHS-UK, and £2,000 from the International Guild of Knot Tyers, this project to develop the skills of ten trainees over two years in conservation, maintenance and traditional vessel-handling skills was completed in 2016. Five partner organisations were involved: the Scottish Fisheries Museum at Anstruther; Excelsior Trust in Lowestoft; Sea-Change Sailing Trust in Maldon; Dauntseys School in Wiltshire, and Trinity Sailing Foundation at Brixham. Each partner hosted a trainee who also rotated between the participating partners, as well as undertaking a specialist course in historic vessel maintenance at the International Boatbuilding Training College (IBTC) Lowestoft and a conservation placement at the Scottish Fisheries Museum.

The training plan developed for SHTP 1 was based on an analysis of the wider training available for all aspects of maintaining and operating vessels in a modern context and concluded that there was no training in existence specific to historic vessels covering the skill sets which previous NHS-UK projects and research had highlighted. Courses run by the Royal Yachting Association (RYA), the Association of Sail Training Organisations (ASTO) and other national bodies provide a mechanism for gaining professional industry-led qualifications, but do not specialise in any of the techniques particular to historic vessels. An allowance for SHTP 2 trainees to undertake some of these courses for their own personal development and to improve career prospects has been built into the scheme, but this in no way meets the skills gap identified below without additional specialist training provision.

The Association of Bargemen (AOB) has created a learning framework endorsed by the Maritime & Coastguard Agency which provides a Sailing Barge Master's ticket, as well as a set of proficiency standards for those looking to become competent barge mates. NHS-UK worked closely with the AOB during SHTP 1 and was able to incorporate some of their documentation into the competency units produced as an output of that project. It is also a potential career outcome for SHTP 2 trainees with a particular interest in operating Thames barges who may wish to work towards or be examined for the Barge Master's ticket. In recent years, the AOB has set up a training scheme of its own to try and encourage new participants into its sector. However, this is in its early stages at present and is unfunded.

Until the competency units developed as part of SHTP 1, there was no provision in the sector for assessment in the operation of gaff or lug rigs, despite the large numbers of these craft surviving. These units highlight key skills which will be taught as part of the SHTP 2 training programme and against which the trainee learning will be measured.

There are currently three specialist boatbuilding colleges in the UK – IBTC Lowestoft, IBTC Portsmouth and the Boatbuilding Academy, Lyme Regis. Each centre offers a slightly different approach to teaching with its own specific focus on key courses. Both IBTC Lowestoft and IBTC Portsmouth offer a 48-week course in boatbuilding, as well as shorter courses in specific techniques. As part of SHTP 1, a specialist course in historic vessel maintenance was developed and run by IBTC Lowestoft. This was unique in covering topics relevant to maintenance during both the summer season and the winter refit period, as well as ensuring trainees had a working knowledge of all aspects of repair they might be faced with.

For those wishing to pursue a career in museums, there are a range of higher education courses available, with the majority of candidates undertaking the MA in Museum Studies. However, this does not provide the students with any specialism in maritime heritage, although it is possible to do an MA in Maritime History with museum collections management modules as chosen options. This gives a good grounding for developing a career as a curator, but it does not provide any of the practical skills essential for those working in museums that are custodians of historic craft. For those entering a ship-keeping role within a museum, there is even more emphasis on practical ability, with the staff having to carry out maintenance tasks in-house. These individuals also need an understanding of historic ship conservation theory, to ensure that the work they are carrying out on vessels within their care is being done in a way which does not impair significance. SHTP 2 seeks to offer this blend of training for the first time, so that trainees looking for a museum-based career can learn conservation principles whilst also gaining the practical techniques which will keep the vessels in their collection well cared for.

There is no statutory funding currently available for specialist training in the historic ship sector. However, work is being carried out by a number of organisations to create Trailblazer Apprenticeships which may encompass certain elements of the learning covered by SHTP 2. NHS-UK has made contact with these groups and is investigating the potential of working closely with them to create a legacy for SHTP 2.

1.4 Existing skills gaps

In order to identify the key sector needs, NHS-UK has taken a close interest in researching the skills gaps and shortages around the UK in techniques critical to conserving historic vessels either in a museum or as an operational craft. An infrastructure audit carried out by NHS-UK in 2007-08 highlighted skills shortages, with 54% of the 109 vessel owners surveyed experiencing difficulty sourcing the traditional skills and facilities they needed. The 2013

training plan prepared by external consultants for SHTP 1 collated evidence from all five partners and an external expert. This concluded that: specific knowledge relating to the choices of materials for maintenance was under threat; rigging methods were becoming increasingly inaccurate and there was evidence of operational skills being carried out ineffectively without full understanding of the techniques.

More recent research as part of the SHTP 1 evaluation phase indicated that whilst SHTP 1 highlighted the decline in skills, the gap was still there. When recruiting for sea-going roles on historic vessels within its fleet, project partner Trinity Sailing Foundation found that 60% of applicants did not have sufficient traditional vessel experience to be considered for a position on board. The Sailing Club scheme previously instigated by the National Maritime Museum to give practical expertise to its staff has now ceased due to cost cutting and out of 550 staff only a handful have spent any time at sea.

The 2013 edition of *Heritage Counts*, published by English Heritage, looked at skills in the historic environment and identified extensive skills shortages and gaps in the conservation professions with difficulties reported across conservation specialisms. NHS-UK also acknowledges the research implemented by Creative and Cultural Skills in 2013² which reported on a number of skills shortages faced by the cultural heritage sector. Whilst not specifically examining maritime related skills shortages, it did highlight themes that are clearly apparent within our sector. These included:

Archaeological – field work skills, post fieldwork analysis and desk based or environmental assessment skills

Conservation – preventative and interventive conservation, knowledge of the history of the production/creation of objects, preservation and handling techniques, cataloguing and recording skills and storage techniques.

Cultural heritage institutions – for museums and galleries: preservation and handling techniques, collections care, management and interpretation and collection management. For libraries and archives: digital preservation and management, decay processes and conservation techniques, language skills (e.g. Latin/Anglo Saxon etc.) and palaeography. (Historical sites did not mention any particular specialist skills needs).

Planning and other related services – key specialist skills included project management of heritage related projects, communication and planning community engagement activities.

² Creative and Cultural Skills, 2013, *The Historic Environment and Cultural Heritage Skills Survey*.

Overall, 42% of respondents considered that their organisation is currently lacking skills. When asked what impact these skills issues had on their team or organisation, 31% of cultural heritage organisations indicated they were falling below capacity; 25% stated that it disrupted work, and 19% that this led to increased workload for others. Furthermore, 18% of conservation respondents felt that they were having to turn business away.

These trends are prevalent within maritime heritage organisations. What is more, due to the specialist skills and knowledge needed to sail/operate historic vessels, access to individuals who have the right skills and experience of sailing historic vessel is becoming ever more limited.

Creative & Cultural Skills also published an earlier report in October 2012 entitled *Mapping Heritage Craft* which showed that the majority of training in the heritage 'boats' sector is carried out by mentoring or by experiencing learning by doing and that these methods are considered to contribute significantly to skill and knowledge. Forty per cent of those interviewed representing 'boats' indicated that there were heritage skills they would like to develop through training - higher than the heritage craft average of only 33%.

1.5 Sector profile

In 2009, NHS-UK carried out a survey of vessel owners which indicated an aging workforce with 67% of employees aged 45 or over and the difficulties of recruiting young people specifically highlighted. A 2009 paper assessing skills needs in the maritime sector, produced by the sector skills body, the Maritime Alliance, also stressed the need to attract more young people with the proportion currently in the sector being lower than the national average with only 28% under the age of 34. The SHTP 1 training plan reviewed the current sector profile and concluded that the last generation of people who had the opportunity to learn from those who sailed historic vessels for active work were nearing retirement or old age. People are trained mainly by volunteering to crew an historic vessel for a season which results in limited access to the sector. These pieces of research informed the decision to target younger entrants as trainees during SHTP 2 in the same approach adopted during SHTP 1, with the placements focussed on applicants aged 18-30.

An analysis of data held on the live NRHV at the time of writing this training plan indicated that 20% of vessels on the register were currently undergoing conservation. These vessels require the type of skills which the SHTP 2 project will teach. Museum-based vessels, whilst a relatively small percentage of vessels on the NRHV, are still important since some of the most significant and well-known vessels fall into this category. The majority of craft on the

NRHV are privately owned, generally managed by amateurs, enthusiasts or self-taught seamen with a love of maritime heritage. These individuals will also benefit from the learning outcomes of SHTP 2 in the form of the film clips we will produce documenting some of the key skills, or the opportunity to sign up for the maintenance or the historic vessel conservation courses in the future which will be further refined during the course of this project.

The 2012 '*Mapping Heritage Craft*' report looked particularly at the sector's economic contribution, but also assessed the demand for these skills. The heritage workforce employs 209,390 people, of which 83% are male and only 5% are from Black, Asian and Minority Ethnic (BAME) groups. It also indicated that more workers are aged 60+ than in the rest of the economy, which bears out the results of the NHS-UK questionnaire referred to above.

Evidence of current workforce profiles for the museum ship keeping / curatorial placements has been drawn from a report by the Institute of Conservation, *Conservation Labour Market Intelligence*, published in 2013. This indicates that conservators are typically white (97%), female (65%) and middle-aged (80% aged 30-59). Taking this range of evidence into account, the SHTP 2 project will seek to particularly encourage applications from women candidates for the seamanship trainees and from men for the museum ship keeping roles.

Research carried out during SHTP 1 indicates that there still remain representatives from the last generation of people who had the opportunity to learn from those who sailed historic vessels as a career, such as fishing or carrying cargo, but that these individuals are in the minority and are aging. The partners who participated in SHTP 1 were carefully chosen for their knowledge of certain vessel types and their ability to pass this on and the new partners who have joined the scheme have been added for similar reasons. This will ensure that the training is delivered to a certain standard; with the competency units we have developed maintaining consistency across the board.

1.6 Meeting the need

SHTP 2 seeks to:

- meet the needs of employers by providing 16 trainees with expertise in specialist skills relating to the operation, conservation and maintenance of historic vessels that are currently at risk of dying out as those with the knowledge age

- broaden the sector workforce by positive actions to deal with gender imbalances, seeking to focus recruitment 18-30 year olds and encourage applications from members of BAME communities.
- use film to record skills in action which will allow us to promote specialist techniques to the wider sector.

By offering two different placement options, SHTP 2 will focus on both the traditional seamanship skills necessary to operate and maintain historic vessels empathetically and effectively, and the practical skills required by maritime curators and museum ship-keepers in charge of vessel collections to help them fully understand and better conserve and interpret their artefacts.

The skills the trainees will learn are essential at a national level, to ensure that the 1,200 vessels based at sites around the UK and listed on the National Register of Historic Vessels are cared for and operated in a manner which enhances rather than detracts from their significance. The skills will help prolong the life of craft which are unique representatives of their type and ensure that original fabric is not lost through lack of understanding. Through the soft skills learned in the induction to the approaches to heritage interpretation taught as part of the Conserving Historic Vessels qualification, trainees will gain experience in working with members of the public and helping them better understand the heritage. Those undertaking the maritime curatorial placement will be able to use the practical skills they have learned to inform decisions about future conservation and sustainability, as well as being able to better interpret objects because they have real experience of them.

There is a strong regional element to the scheme, with five key regions represented via the partner organisations - Scotland, East Anglia, Thames Estuary, Solent and the South West. This reflects the Shipshape Network initiative set up by NHS-UK in 2010 to promote the regeneration of traditional skills and provide a virtual network and framework for ship conservation across the country. The regions featured in SHTP 2 are coastal areas with employment opportunities linked to the sea and all are home to historic vessels on the NRHV and in need of trained individuals to ensure their long-term futures. The project will remind these coastal communities of the significance of their maritime roots and raise the profile of the historic vessels operating locally.

Examples of the specific skills that will be developed include:

Traditional seamanship:

- historic vessel functions and types of specialist rig; sail configurations; manoeuvring under sail (tricing, trimming, scandalising, heaving to) and power; reducing and stowing sails using traditional techniques

- mooring
- anchoring and getting underway; operating a tender by sail or oar, helmsmanship, safety at sea

There will be a particular focus on the qualities of each historic vessel, demonstrating how history and construction can impact on operation and handling.

Historic vessel maintenance

- ability to identify, make and use specialist maintenance tools (e.g. caulking irons and marlinspikes, sharpening planes and chisels, making an oil stone box and mallet); woodwork; carpentry and joinery (simple joints, graving pieces, planking); traditional ropework and rigging (splicing, serving, whipping, knots)
- caulking (spinning oakum, raking out seams, paying up and using putty, pitch, tallow, linseed)
- spar building, fitting, jury rigs; sail repairs; painting and varnishing; marine coatings; engine maintenance etc.

Historic vessel conservation and interpretation

- vessel significance; vessel evaluation and stabilisation; vessel research; conservation processes
- conservation planning and impact on maintenance; recording and deconstruction.

With no formal training programmes currently in place, skills and techniques such as these have typically been passed down by word of mouth and demonstration, with the skills at risk of dying out as those with the experience of these skills age. This situation was highlighted in the SHTP 1 project (2013-2016) and the key skills were recorded in a workbook which will form the basis for future training.

SHTP 2 will offer a mix of all three skill-sets described above - traditional seamanship, historic vessel maintenance and historic vessel conservation - with traditional seamanship trainees focussing principally on the first two elements, whilst maritime curatorial trainees get an introduction to these alongside a more in-depth study of the conservation skills particular to the historic vessel sector.

Key to the project is the opportunity provided for participants to learn from those on 'the other side of the fence'. We are keen to ensure that sea-based trainees appreciate the importance of the conservation of the vessel they work on. Likewise, it is important that

individuals working within a museum context appreciate how vessels are operated and maintained.

The range of skills are specific to the care of historic or traditional vessels, although some aspects of the training will be transferable to other parts of the built or transport heritage sector.³ e.g. woodwork and joinery skills may also be used by carpenters on historic buildings and engine maintenance skills may also apply to heritage groups caring for road or rail transport. Conservation skills will be focussed specifically towards maritime heritage, but the basic understanding of how to care for a heritage asset and the considerations involved are transferable to any museum setting.

1.6.1 Key challenges

As highlighted in Section 1.5 'Sector profile', NHS-UK recognises that our sector is not as diverse as it should be. This is in terms of the balance of ages gender and ethnicity; currently our workforce is aging, it is largely male and ethnic diversity is very poorly represented.

During SHTP 1, there were difficulties in recruiting a diverse range of applicants and in particular in finding candidates who came from a more diverse balance of gender and ethnic background to take up the traditional seamanship placements.

To address this, the recruitment plan has been tailored to meet this challenge:

- There will be one 'women only' selection day each year
- The involvement of Cutty Sark and Royal Museums Greenwich, in the heart of one of the most diverse boroughs in the UK will allow us to target recruitment at communities we have not reached before.

All project partners will be monitored and supported to see how the balance of diversity throughout the recruitment process is being addressed and being achieved.

The film clips which will be used as part of the recruitment drive have also been edited to help address this, with women playing a prominent role amongst those interviewed. The geographical spread of the project covers the whole UK and, as before, there are potential

³ For example, woodwork and joinery skills may also be used by carpenters on historic buildings and engine maintenance skills may also apply to heritage groups caring for road or rail transport.

issues around trainees working in isolation or moving to an unknown area with little support.

Practical problems of managing the project from a central location have also to be taken into consideration. Learning from SHTP 1, a number of measures have been put in place to mitigate these elements. For example, there will be a longer induction period which will give the trainees a better group dynamic, providing improved opportunities for support and networking internally throughout their placement. The SHTP 1 trainees have also agreed to act as mentors, providing support from those who have experienced the programme in the past and therefore really understand some of the issues the new candidates may face.

There will be tight project management coming from a robust management structure at NHS-UK, which works down from the Director and the Partnership Steering Group, through the NHS-UK Project Manager to the Co-ordinator who will be appointed and dedicated to overseeing this scheme. During SHTP 1, all methods of communication were explored with partners and trainees, which resulted in an acknowledgement that online methods—email and social media—and telephone were the best approach. A system of regular appraisals and on-going evaluation throughout the project will enable the team at NHS-UK to spot any problems at an early stage and address them.

Each partner has a slightly different approach to conservation, maintenance or the way they operate the historic vessels in their custodianship. However, this has been embraced as a positive and used to best effect in the rotations, so that trainees will have the opportunity to experience for themselves different practices, techniques, ways of undertaking tasks and business models. SHTP 2 also places more emphasis on opportunities for partner organisations to work closely together and share methodology or examples of best practice. This will be fostered through the initial supervisor briefing at Cremyll Sea School, the twinning exercise, the masterclasses and the Networking Days.

The complications faced during SHTP 1 with employing the trainees have also now been eliminated with the receipt of permission from the Inland Revenue to offer the trainees a bursary. This reduces much of the administrative burden in respect to on-costs, pension schemes and annual leave requirements. A new training agreement has been drawn up⁴ to fully document the bursary approach and ensure that the trainees understand what is required of them under the new scheme.

⁴ Detailed in Annex B: Recruitment Pack.

1.6.2 Best practice

NHS-UK ran the SHTP 1 project as an exemplar scheme for the sector and as an opportunity to develop best practice and ensure that this was upheld through the various partner organisations delivering the training. Supervisors were carefully selected for their time-served experience and specialist knowledge of handling and operating the historic vessels involved to make sure they were best placed to deliver the training at a high standard. Trainees, partners, supervisors and course providers were encouraged to provide feedback at regular points throughout the programme to inform the on-going and end point evaluation. This information was carefully evaluated so that improvements could be made during the course of the project rather than simply being noted down as 'lessons learned' at the end. An independent evaluator was recruited to assess the SHTP 1 project at the close of the scheme. This time, the evaluator will be recruited at the project outset so that the strategy and outcomes of the evaluation can be more thorough.

A skills recording exercise was carried out to document the operational and maintenance skills being taught and create a competency framework which forms the basis for recording the trainees' learning during SHTP 2. This helps to ensure consistency across the project and the different partner organisations involved.

SHTP 2 will also see the filming of a number of key skills and techniques which will then be made available as free downloads from our website for the wider sector and other trainees to benefit and learn from. All documents resulting from the project will also be published on our website, as with SHTP 1, to share our outputs and self-evaluation with the wider sector.

A new element for SHTP 2 is the desire to bridge the gap between those organisations which are museum-based and those focussed on operating historic vessels at sea. Typically, there is limited dialogue between the two with a very different approach often taken to conservation. The SHTP 2 project offers an opportunity for both groups to better understand each other, the challenges they face and how they deal with them. The operational partners will benefit from understanding the rigorous approach to best practice which accredited museums must take, whilst the museums will gain from exposure to the difficulties of operating craft to MCA regulations whilst maintaining their integrity and the challenges of recruiting appropriately skilled crew to handle them.

SECTION TWO: THE PROJECT

2.1 Overview of the learning opportunity

2.1.1 The Placements

SHTP 2 will last two years months in total, offering 16 placements of 12 months duration. Ten of the placements will follow a traditional seamanship training route, and six will adopt a new museum ship keeping/curatorial route focussing on practical skills and conservation theory. Time has been built in at the start and end for recruitment and evaluation. The placement length is based on the SHTP 1 Evaluation Report⁵ which indicated 12 months as a good length - allowing time for a thorough grounding, enabling trainees to follow the operational season, whilst still being of short enough duration for trainees to move relatively quickly into employment.

2.1.2 Diversity and recruitment

NHS-UK recognises that the workforce engaged with historic ship conservation and operation is not as diverse as it could be. This means that there is a significant risk that the sector is missing out on opportunities to employ individuals with great potential for skills and knowledge. We aim to address this balance through focusing recruitment on those aged 18-30 years and BAME applicants. We also aim to attract women for traditional seamanship placements, whilst the maritime curatorial/ ship keeping placements will have an emphasis on recruiting men.

As illustrated in the table presented below showing a breakdown of previous trainees, the SHTP 1 evaluation highlighted that whilst we met our age-related targets, we only recruited two women.

Age	Gender	Nationality/ethnicity	Work Background
18- 30	M	British / white	Boat building
18-30	F	British / white	Marine archaeology/ museum studies and voluntary work at maritime museum site
18 - 30	M	British / white	Sailing instructor

⁵ This is available on the National Historic Ships UK website – http://www.nationalhistoricships.org.uk/data/files/SHTP_Evaluation_Report_-_Final_8.7.16.pdf, as are all documents relating to SHTP1. However, it is recognised that they are difficult to find on the site. This will be made easier after the redesign and relaunch of the NHS-UK website, due for completion by April 2018.

Age	Gender	Nationality/ethnicity	Work Background
18 -30	M	British / white	Experience of barge sailing
18 -30	F	British / white	Worked with Ocean Classroom Foundation and experience in youth development work.
18 - 30	M	British / white	Instructor at the Plas Menai National Outdoor Centre
18 -30	M	British / white	Volunteer with Trinity Sailing Foundation
18 - 30	M	British / white	Student at Dauntsey's School and training for Yachtmaster ticket
18 - 30	M	British / white	Volunteer on historic vessel projects, dinghy instructor
Over 30	M	French / white	Sailing course and MA in Conservation
Project Co-ordinator Years 1 and 2			
18-30	F	British / BAME	Project management role
18-30	M	Italian / white	Working on gallery development in the National Maritime Museum

SHTP 2 seeks to balancing the male/female ratio in the and, through the strategies outlined in Section 2.2.1 we aim to increase the number of women trainees significantly – ideally as half of the total intake.

Reaching BAME communities for traineeships of this nature is recognised as particularly challenging. No targets have been set for recruitment but again by implementing the strategies outlined in Section 2.2.1 – in particular by making Job Centres aware and using RMG contacts – the project will make determined efforts to encourage applications from members of BAME communities. The Human Resources Department at RMG has offered the assistance of their public relations company to identify other places to advertise specifically to attract BAME. The project will also take advice from the RMG's Project Endeavour team (an HLF-funded project) which is working on its own diversity programmes in the Greenwich area. Based on the responses for the first intake, the strategy may be amended for attracting recruits for the second intake.

In a new approach, SHTP 2 recruitment will take place through recruitment days held at sea across different geographic locations using partner vessels. This will include running recruitment sessions at *Cutty Sark*/Royal Museum Greenwich which is located in an area with a far more diverse range of communities. The use of Facebook and other social media will be used to increase the footprint of any promotional activity, targeting choice groups.

These selection days will allow us to assess individuals in the workplace, rather than relying on an application form approach. Candidates will not be expected to have qualifications or a high level of experience, but will be recruited on passion, aptitude, and commitment. The wider spread of partner organisations allows us to be more flexible, with some partners able to accept a lower entry level. We are not looking for graduates, expert sailors or museum professionals.

We have utilised previous trainees and partners from SHTP 1 to create short films during the Development Phase describing the different placements and sites. This will form part of our advertising campaign, including some focussed clips featuring females in traditional roles

which will be part of a Facebook advertising initiative. To attract more applications from women, we will use previous trainees as ambassadors and will take a positive action approach, so that at least two recruitment days are for women only. Application will be by a simple online form and we will short-list based on feedback from partners and staff. Short-listed candidates will be called for a final interview with their placement provider and the project team before being offered a place.

2.1.3 Specific learning outcomes for SHTP2

The overall learning outcomes for SHTP2 are to:

- enable those sailing historic vessels to sail them safely, effectively and in a manner that promotes the heritage value of the rig
- enable those sailing historic vessels to be able to understand the heritage value of the boat they are operating
- enable those sailing historic vessels to be able to implement repairs and maintenance in a way that conserves the historic fabric of the boat
- enable trainees working in museum environments to be able to understand further the operational context of the vessels, and the practical techniques, materials and tools which they are presenting to the public
- enable trainees working in museum environments to be able to understand the challenges of conserving and maintaining historic vessels that are operational
- develop clear and structured pathways for new entrants to the maritime heritage sector
- develop long term links between the museum and operational craft communities
- develop a learning culture across the maritime heritage sector

Success against these learning outcomes will be measured through monitoring progress against achievement of the Traditional Seamanship and Maintenance workbook, and the Historic Vessel Conservation course units (see attached Annexes C and D). Both of these documents and the assessment frameworks which they contain are a direct output of both the SHTP1 and Keeping History Afloat projects, previously funded via the Heritage Lottery Fund.

These documents will act as the Individual Learning Plan (ILP) for each of the trainees, depending on which pathway they follow and will be supported by the Review Papers which will allow us to evaluate trainees' overall progress.

2.2 Programme delivery

The training programme has been broken down into a number of 'Phases' to facilitate delivery, each one describing and covering key stages of the overall programme. These are presented in this training plan as follows:

Phase	Focus
Phase 1	Recruitment and selection of trainees
Phase 2	Issue of Trainee Handbook
Phase 3	Induction
Phase 4	Training Delivery
Phase 5	Placements
Phase 6	Rotations
Phase 7	Trainee Evaluation

2.2.1 Recruitment and selection (Phase 1)

We recognise that the range of individuals and communities working with historic vessels and in the maritime heritage sector as a whole is not particularly diverse. This is both in terms of ethnic backgrounds and in regards to the balance of men and women, both as participants and as employees. Barriers to participation may be as a result of:

- perception that sailing based activity is exclusively for the wealthy
- perception that work in the conservation and museum sector is exclusively for those with academic backgrounds
- perception that individuals must be master sailors before being employed
- perception that disabilities are a barrier to actively sailing
- perception that traditional seamanship is a male-dominated sector
- lack of understanding in regards to the diversity of roles and employment opportunities that contribute towards keeping historic vessels operational

It is the intention that through the project many of these barriers may be overcome. Our sector needs to increase its diversity to ensure that it can attract a wider pool of talent and

demonstrate that the UK's maritime heritage is for everyone to experience and not just the few. Trainees will be recruited from as diverse a range of backgrounds as possible.

In particular, we are aiming to attract applicants who are women and/or aged 18-30, and/or from a BAME background in order to address the current demographic imbalance within our sector with regards to operational craft.

We have based our target application figures on previous projects which NHS-UK has been involved in. The KHA (Keeping Heritage Afloat) project saw 250 expressions of interest by phone or email, 121 completed applications, eight candidates interviewed and three trainees appointed for an 18-month placement. Our target figures for SHTP 1 were based on those of KHA: however in a single year we only received 53 applications and appointed five of those for the 12-month placement. Therefore, for SHTP 2 with a more focussed recruitment and advertising campaign, we hope to exceed our average response for SHTP 1, but being realistic have not pitched this as high as the KHA targets which were aimed at a slightly different part of the sector.

For each intake of trainees we aim to:

- receive over 100 expressions of interest
- receive 85 completed applications
- host four selection days
- interview at least 16 candidates
- appoint 8 trainees
- interview at least 50% of candidates who are from a disadvantaged background, from a BAME background, from the 18-30 age group, and are women.

Partner organisations engaged with this project offer a variety of experiences which will be highlighted during the recruitment process in order that we can both show the range of opportunities, but also gain the interest of a wider group of individuals. We will also target recruitment so that it reaches young men and women from disadvantaged backgrounds. It should be noted that many of the operational vessels are sail training organisations who, due to the nature of their work, have close ties with youth and support organisations in their regions. These networks will be used to help highlight the opportunities that are available. For those individuals who have taken part in a sail training activity, the trainee places offered through the project provide an ideal 'what next' for those who are enthused and motivated by what sailing historic vessels can offer.

Likewise, museum-based organisations have volunteer networks with a diverse reach into their local communities. These links will be utilised to help highlight the opportunities available. Some partner organisations are also based in areas with greater population diversity than others (e.g. Royal Museums Greenwich) and advertising locally via these partners will introduce a wider mix of candidates into the scheme.

Once we have a Round Two pass from the HLF, we will advertise the placements through the NHS-UK website, Royal Museums Greenwich, the Shipshape Network, our partner organisations and their own networks (as described above), IBTC, and other related organisations linked to historic ships such as the Maritime Heritage Trust, the Old Gaffers Association and the Association of Bargemen, as well as placing advertisements in the Heritage Alliance Newsletter, Maritime Jobs (NDMG) website etc. We will also advertise amongst Sea Scouts explorer groups, Sea Cadets, sailing clubs and other youth maritime organisations, as well as local targeting of schools/colleges near to the placement providers to attract non-traditional trainees. Royal Museums Greenwich's Human Resources Department, who will be helping with the recruitment process, will ensure that the advert is circulated via job centres in the regions we are targeting.

As part of the Development phase we have produced eight two-minute films which describe each placement and partner organisation, explaining what environment trainees can expect at the different sites, the learning offer and the type of experience each offers. These films include footage of the different sites, as well as interviews with past trainees and partners. The films will be available online during the recruitment phase and potential candidates will be encouraged to view them before indicating a preference on the application form. We will also use them as advertising tools, running a Facebook advertising campaign to support the selection days, with 30 second clips which have been prepared by our film company to highlight the diversity issues and make the process more accessible.

We will ensure that every element of the recruitment process is as inclusive as possible: for example with the application pack online and available as a hard copy. We are not imposing restrictive or high academic entry qualifications with the aim of encouraging applicants from a variety of backgrounds. We will ensure that a positive diversity message is at the forefront of all our materials – and we will monitor the number of applicants and the diversity of their backgrounds during the different stages of the process: at application, interview and selection. The application will be worded making the point that we wish people from all backgrounds to apply.

Whilst planning this project, and as our thinking has developed, we have worked closely with the Royal Museums Greenwich HR department to ensure that we follow best practice and advice and that we are consistent with RMG policies.⁶

Our recruitment documents, application form, selection & interview protocols and contracts / training agreements (see Annex B) are based on those already in use by RMG and have been developed from those used during SHTP 1.

The following recruitment process will be applied:

Stage	Process	Activity
Stage 1	Distribution of advertisements, trainee post descriptions, application forms	Trainees to complete an online application form.
Stage 2	Initial shortlisting of candidates	Implemented by members of the NHS-UK Project Team with support from RMG HR team and representatives from partner organisations
Stage 3A	Hosting of 'Selection Days' at three partner sites: <ul style="list-style-type: none"> ▪ Scottish Fisheries Museum Anstruther, Fife, Scotland ▪ Trinity Sailing Trust, Brixham, Devon ▪ Pioneer Sailing Trust, Brightlingsea, Essex 	Assessment takes place in a relevant environment. Assessment carried out by representatives from partner organisations and the NHS-UK Project Manager Applicants given opportunity to take part in a sailing activity during an at-sea recruitment day
Stage 3B	A 'Women Only' selection day will be hosted. This will be organised depending on the most convenient location. This will also consist of the same processes described in Stage 3A.	Same activities as identified in Stage 3A Location to be confirmed
Stage 4	Candidates from the selection days will be further short-listed and the successful	Interviews to be held by NHS-UK Project Manager and

⁶ Royal Museums Greenwich is part of the Investors In People scheme.

	candidates invited for interview	relevant host partner either in person or by telephone / video conferencing
Stage 5	Initial offers made by telephone	Managed by RMG HR Department
Stage 6	Formal offers made in writing to trainees	Managed by RMG HR Department
Stage 7	Trainees issued with Handbook	This will contain details of key contacts, key dates and locations, methods of travel, locations, what is expected of them, what is expected of project partners.

A panel comprised of the NHS-UK Director, the NHS-UK Policy & Project Manager and a member of the RMG HR Department will undertake the initial short-listing, based on the person specification and the essential requirements set out in the job description, using the short-listing criteria described in Annex B. A revised list of candidates will be sent to partners for their input ahead of final choices for the selection days.

As identified in the person specification, people skills, aptitude, flexibility, commitment to the course, a desire for a career in sailing historic vessels or a passion for working in maritime heritage, plus demonstration of ‘staying power’ will be important selection criteria. By holding Stage 3 of the selection process at regional venues and on-board historic vessels, we will be testing the candidates’ natural aptitude and genuine interest for living and working on this type of craft.

To maximise our reach to young women, we will also schedule a selection day which will only be accessible to female applicants. We hope that this approach will put potential applicants at ease and help to break down perceptions that the maritime heritage is only accessible for men.

Each partner organisation will be encouraged to take part in the selection day which will include a number of practical exercises to test aptitude rather than existing skill level. Representatives from NHS-UK and the partner organisations will also form part of the selection team.

In line with RMG recruitment policies, there will be no payment of interview expenses. We recognise this as a potential barrier to some candidates, but will give as much assistance as possible in pointing them towards local authority and charitable sources of funding for attending interviews, by hosting the selection days at different geographical points around the country and by holding an additional interview day in Scotland if the demand is there.

2.2.2 Issue of Trainee Handbook (Phase 2)

All successful applicant trainees will be given a Trainee Handbook once a formal offer onto the programme has been made and accepted. This handbook will aim to provide them with all of the key information that they will need during their programme. This will include:

- contact details of key NHS-UK and RMG staff members
- contact details of key personnel from partner organisations
- a schedule of key dates throughout their programme
- details of the induction programme
- details of further training activities
- explanation of how the rotations will operate
- details of how to book travel and accommodation
- a form for immediate completion specifying what professional courses / qualifications they have already completed and whether they have recently been subject to a valid medical / DBS check.

It is the intention that the handbook will be a first port of call for any queries or information related to the overall programme.

The handbook will also contain three agreements that will be signed by all partners. This will include:

- a trainee agreement – specifying what they are committing to during the programme
- a partner agreement – specifying the responsibility of the partner to the trainee during the programme
- a management agreement – specifying what the role of NHS-UK is to both the trainees and partner organisations during the programme

As described above, the 'Traditional Seamanship and Maintenance' workbook, and the 'Historic Vessel Conservation' course units will be used as the individual learning plans for each trainee. These will be given to the trainees in hard copy form and they will also receive a login to the online learning platform Blackboard to complete the relevant units of the

Historic Vessel Conservation qualification. Trainees will be introduced to the content of the workbooks and how they should gather the evidence of their completion. Many of the project partners have played an important role in developing these documents and therefore are familiar with the content and the requirements.

Trainees will be required to gather evidence, complete project based activities and complete a simple portfolio of their work throughout the programme. When the workbooks and conservation course have been completed at the end of the programme, trainees will be issued with a certificate, should they have completed these requirements to the required standard. Certificates will be issued by NHS-UK.

2.2.3 Induction (Phase 3)

Prior to the first stage of development for all trainees will be the group induction at Cremyll Sea School. All trainees, no matter the pathway they are following will be given the opportunity to learn additional skills to help their personal development and improve career prospects. As well as some professional seamanship qualifications, these will include team building and training in working with different public groups, ranging from school children to those with disabilities. Trainees will take short courses in first aid and sea survival which will have a wider application in many walks of life.

Project induction

At the commencement of the project, all of the recruited trainees and their supervisors from the partner organisations will be required to attend a three-week long project induction to be held at Cremyll Sea School, Plymouth.

The first days will include a project induction from the NHS-UK project team which will seek to:

- clarify the aims and objectives of the project
- ensure that all trainees are familiar with their individual learning objectives as set out within the respective workbooks
- ensure that all participants are aware of the administrative processes for being paid, claiming travel, booking accommodation and travel etc.
- introduce key contacts
- provide a definitive start to their training programme

The team at Cremyll Sea School will then carry out a practical induction which will:

- ensure that all trainees have a basic skills level before they join their host placements
- provide assessment of trainee abilities and ambitions for feedback to the supervisors
- introduce trainees and their supervisors to each other

During the first week, a presentation will be given by the NHS-UK project staff on the background to and goals of the SHTP project, as well as the key elements of the training programme. It is anticipated that trainees are likely to have questions regarding accommodation and travel. Time will be given to providing individuals with guidance relating to these concerns.

It is hoped that this gathering of all the project participants together at the very beginning will help to develop a basis for ongoing communication and will enthuse all involved.

Practical induction

A practical induction will be delivered at and by Cremyll Sea School, Plymouth for the full group of trainees. Trainees will stay in local accommodation to be organised centrally by the project team at NHS-UK. All trainees will undertake the following components during the induction unless they have already indicated that they have completed these courses in which case their learning will be focussed on other areas of need.

Component	Intended outcome	Time required
Sea Survival	Support role aboard vessels Team development	1 day
First Aid	Support role aboard vessels	1 day
Royal Yachting Association (RYA) Level 2 Powerboating	Enable individuals to be able to operate support vessels	2 days
VHF course	Support role aboard vessels	1 day
Basic Workshop Skills	Develop basic hand skills to assist with fit out of vessels for new season	3 days
Small boat sailing skills	To develop basic sailing skills	2 days
Group sail	Sail aboard a traditional vessel as a team development activity	1 day
Introduction to learning objectives, workbooks and assessment frameworks	Check that trainees are familiar with the material they need to complete and its value	1 day

		12 days in total
--	--	------------------

The induction will seek to achieve a number of broad objectives. This includes:

- Providing an opportunity for the trainees to get to know each other and to form a sense of being a team
- Developing a set of skills and knowledge that will be useful to all of the trainees no matter the pathway they are following
- Check that trainees understand how they should use the workbooks and generate the required evidence
- Assessment of trainees for feedback to supervisors
- Opportunity to ensure all trainees have a basic level of skills knowledge before going into the next stage of the programme
- Ensuring all trainees have completed medical and DBS checks which are essential prior to working on any of the operational vessels in the partnership

Trainees will also be given the opportunity to undertake some RYA or MCA qualifications for professional development and to help them secure employment at the end of their placement. To this end, a sum of £500 per trainee has been allocated in the budget to cover the cost of these courses. During SHTP 1, three trainees also applied to Trinity House under the ASTO bursary scheme and, with a supporting reference from NHS-UK, were successful in securing a grant to take further qualifications of this kind. Trainees will be advised of this opportunity during the induction and assessed by the team at Cremyll Sea School as to the level of qualification they might aspire to, based on previous experience. Some RYA qualifications will be offered during the induction for those trainees who are ready, others will be arranged at a later date during the placement.

2.2.4 Training delivery (Phase 4)

Overview of the programme for trainees

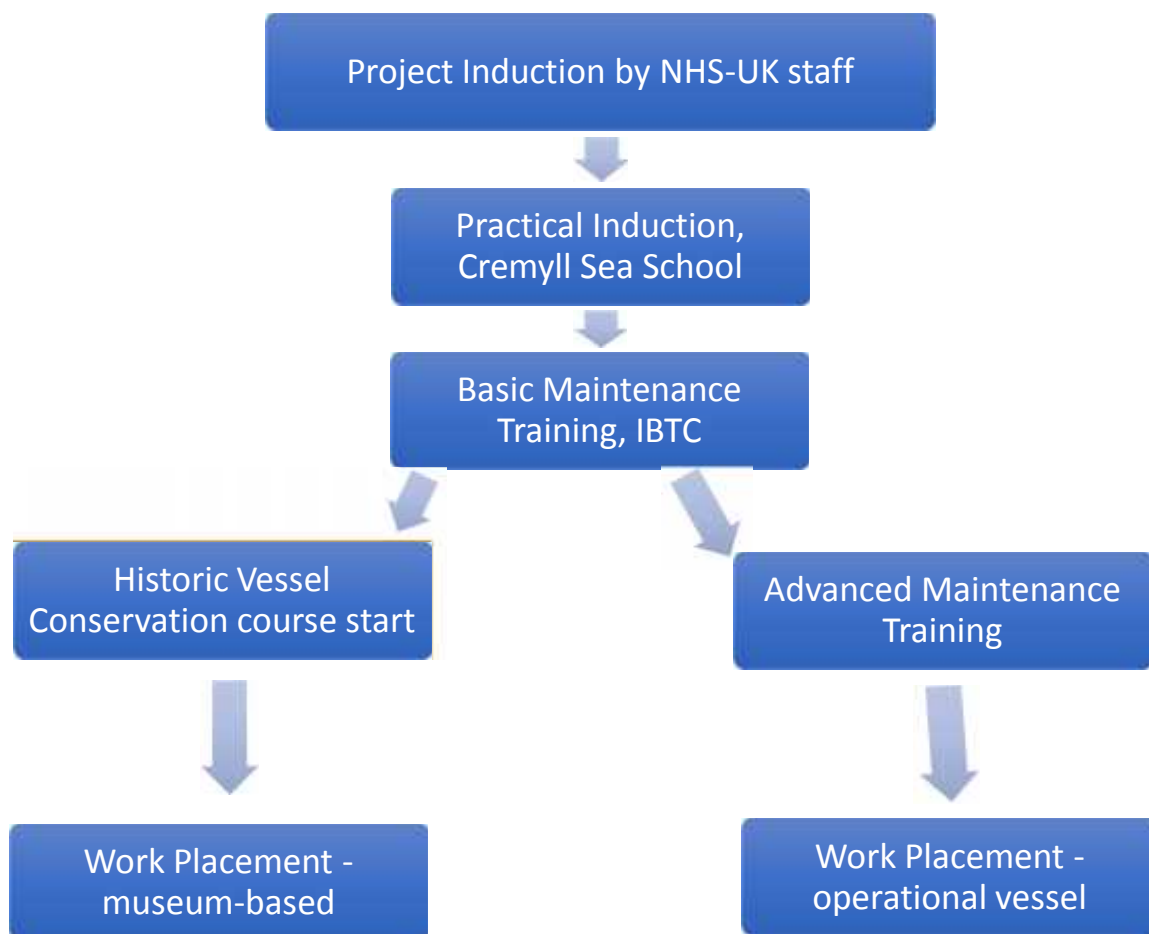
The three-week induction at Cremyll Sea School differs from the approach in SHTP 1, but evaluation has shown the value of a more thorough initial assessment of the candidates, allowing us to tailor their learning, plus provide team building, professional qualifications and personal development at the start. The value of a group dynamic at the beginning of a project such as this was highlighted in the SHTP 1 Evaluation.

Following this, trainees will go to the International Boatbuilding Training College (IBTC) Lowestoft to undertake the specialist course in historic vessel maintenance. Traditional

seamanship trainees will undertake the full three-month advanced course, whilst the museum ship keeping / curatorial trainees will do an introductory course lasting six weeks.

Museum ship keeping / curatorial trainees will then transfer to their host placements where they will begin the Conserving Historic Vessels course (first produced by NHS-UK under the HLF-funded scheme 'Keeping History Afloat'). This comprises seven units which will be completed by distance learning using the Blackboard interface at their host placements. This course offers a specialism in the unique conservation approach needed for historic vessels of all shapes and sizes, destined for both operational use and static preservation. Trainees undertaking this course will also have access to further vessel case studies via their nearest regional Shipshape Network hub.

The following diagram illustrates the key stages of the learning programme:



Practical training – Sea based trainees

Trainees working on board historic vessels will be required to undergo a programme of practical training in historic vessel maintenance. This will be delivered by the International Boatbuilding Training College (IBTC) based in Lowestoft. This training will seek to broaden the range of boat maintenance skills that individuals will hold and enable them to be of greater value to their respective placement providers and future employers. It is important to note that this training does not seek to train individuals to be boat builders. Rather, it seeks to ensure that they can have a good, practical knowledge of some of the skills and processes required to maintain historic vessels both during the operational season and during the winter months. To meet this aim, care has been taken to specify skills development activities that are relevant to vessel operators. This specialist course was first created during SHTP 1 but has been further tailored as a result of feedback received from partners and trainees during the evaluation process.

The training will be divided into a basic level and a more advanced level course to allow the museum shipkeeping / curatorial trainees to attend the former (see below). The course will be spread over a 3-month period during the winter months, to ensure that the trainees are as up-skilled as possible by the time they join their host placement at the start of the operational season.

Practical Training – Session 1 (Basic). November and December 2018

Aim: To develop an understanding and capability in relation to the construction of wooden boats and the variance in their construction, how they are built and how repairs should be carried out.

	Indicative content:	
Workshop safety	<ul style="list-style-type: none"> ▪ Keeping safe when working on boats ▪ Common hazards and ways to reduce the risk 	
Boatbuilding Terminology	<ul style="list-style-type: none"> ▪ Terminology associated with traditional boats 	
Fastenings, Fixings and Adhesives	<ul style="list-style-type: none"> ▪ Methods used to fix and fasten different materials on historic vessels 	

	<ul style="list-style-type: none"> ▪ Advantages and disadvantages of differing methods ▪ Methods for sympathetic repair 	Delivered over 6 weeks
Introduction to tools and tool maintenance	<ul style="list-style-type: none"> ▪ Tools used in boat/ship building – traditional and modern ▪ How to maintain them ▪ How to use them ▪ Safety when using tools 	
Introduction to Joinery	<ul style="list-style-type: none"> ▪ Basic methods for cutting and joining ▪ Forming different basic structure 	
Wooden boat maintenance and repair	<ul style="list-style-type: none"> ▪ Planking, ▪ Decking ▪ Maintenance of spars ▪ Graving pieces ▪ Pattern making ▪ Lamination 	
Timber steaming	<ul style="list-style-type: none"> ▪ Preparing timber to steam ▪ Timing and tools ▪ Forming steamed timber ▪ Assembling mast hoops 	
Traditional wood working techniques	<ul style="list-style-type: none"> ▪ Using an adze ▪ Joining timber with trunnels 	
Basic rope work	<ul style="list-style-type: none"> ▪ Types of rope ▪ Basic knots ▪ Forming ornate rope work 	
Basic boat maintenance	<ul style="list-style-type: none"> ▪ Types of paint and varnish ▪ Applying paint ▪ Paint repairs 	

Following the completion of the first training session, those trainees following a museum ship-keeping pathway will move on to their host placement to begin work on the distance learning historic vessel conservation course. The traditional seamanship trainees will remain at IBTC for a further six weeks to undergo more advanced training and development which

will directly support their work on-board historic vessels. The content of this additional 6-week period is detailed below:

Practical Training – Session 2 (Advanced) – For Traditional Seamanship trainees. January and February 2019		
Aim: To develop a more in-depth set of skills to prepare traditional seamanship trainees for their placements.		
	Indicative content:	
Advanced rope work, knots and splicing	<ul style="list-style-type: none"> ▪ Types of knot ▪ Common knots for use at sea ▪ Splicing three- strand ropes ▪ Basic whipping ▪ Materials used to make rope found on traditional vessels ▪ Care of traditional ropes 	Delivered over six weeks
Wire splicing	<ul style="list-style-type: none"> ▪ Types of wire ▪ Role of splicing ▪ Creating simple wire splices ▪ Coating wire splices 	
Advanced Paint and varnish	<ul style="list-style-type: none"> ▪ Types of paint and application methods ▪ Types of antifoul ▪ Applying coatings ▪ Care of materials and safe disposal 	
RYA Diesel Maintenance Course	<ul style="list-style-type: none"> ▪ Maintenance of marine diesel engines 	
Sail making, repair and maintenance (IBTC)	<ul style="list-style-type: none"> ▪ Types of sail cloth used on traditional boats ▪ Cutting and stitching methods ▪ Repairing joins ▪ Patching ▪ Repairing loose bolt ropes ▪ Fitting and repairing cringles ▪ Cleaning, coating and storing sails 	
Plumbing and electrics	<ul style="list-style-type: none"> ▪ Plumbing and electrical systems commonly found on traditional 	

	boats <ul style="list-style-type: none"> ▪ Basic operation of systems ▪ Common faults and fault-finding methods ▪ Materials and methods to implement simple repairs ▪ How to work with plumbing and electrics safely 	
Lofting and taking lines	<ul style="list-style-type: none"> ▪ The role of a lines plan in the construction and repair of boats ▪ How lines can be taken ▪ How lines plans can be transferred to the lofting floor 	

Conserving Historic Vessels Course

After completing the basic maintenance course at IBTC Lowestoft, the maritime ship keeping / curatorial trainees will transfer to their host placements to begin work on the Conserving Historic Vessels course delivered by NHS-UK via distance learning.

They will each receive a course handbook detailing the competency units which comprise the qualification, a copy of the course textbook *Conserving Historic Vessels* and a log-in to the learning platform Blackboard which will contain all course materials and assignment tasks. The seven competency units which make up the qualification were produced by NHS-UK as part of the Keeping History Afloat project, run in partnership with the Canal & River Trust and funded by the HLF Skills for the Future programme in 2008-10. After accrediting the course initially as a BTEC for delivery by IBTC Lowestoft, NHS-UK found that many of those wishing to sign up were in full time employment and could not take the necessary time out of work to commit to a course being run at only one location. Therefore, a decision was made to run the course in-house as a NHS-UK accredited qualification and this is being trialled in Spring 2018, prior to the commencement of SHTP 2.

Course participants will be monitored by an in-house tutor, with their assignments verified by external assessor Nat Wilson, former director of IBTC Lowestoft and Portsmouth. An expert panel will also test a random sample of coursework during the year to ensure assignments are being fairly and consistently marked. Additional learning material will be provided throughout the course in the form of short films previously produced by NHS-UK

to document case studies, an extensive bibliography, webinars, discussion forums and masterclasses. All students will receive an NHS-UK certificate of completion at the end of the course, showing their grading and signed by the NHS-UK Director and the external assessor. These will be presented at the SHTP 2 Networking Day. Students who have completed the course will also be invited to attend the next NHS-UK Awards Ceremony, held annually in central London, as a form of graduation.

In addition to subject matter provided by their host placement, maritime ship keeping trainees will be given access to further vessel projects as case studies during the course via the Shipshape Network regional hubs as follows:

- Shipshape Scotland: Scottish Fisheries Museum
- Shipshape East Anglia: IBTC Lowestoft
- Shipshape Thames Estuary: Chatham Historic Dockyard / Heritage Marine Foundation, Maldon
- Shipshape Solent: IBTC Portsmouth
- Shipshape South West: Cremyll Sea School, Plymouth
- Shipshape Bristol Channel: ss *Great Britain* and Underfall Yard
- Shipshape Mersey: Canal & River Trust, Ellesmere Port

This will allow them free access to the hub and the vessel projects located there, as well as specialist advice or expertise from those on site. The course also offers a list of mentors or sector experts willing to share their experience and skills with the participants.

Traditional seamanship trainees will also be given a login to Blackboard and will be asked to complete some specific assignment tasks which are tailored to giving them a basic understanding of conservation theory in relation to the historic vessels they will be working with. They will not be asked to complete the whole course or specific units due to feedback from SHTP 1 which highlighted the difficulties of getting sea-based trainees to undertake written work during a busy season. Their achievements on the course will be recognised with a certificate detailing the specific topics they have covered, awarded at the Networking Day in the same manner as the ship keeping trainees.

2.2.5 Placements with Project Partners (Phase 5)

Following the completion of both the induction and specialist maintenance course phases, trainees will be sent to their respective project partners to start their main host placements. For the maritime ship keeping / curatorial trainees this will take place at the end of January

2019. For traditional seamanship trainees, this will take place in the 3rd week of February 2019. For the traditional seamanship trainees in particular, this timing will enable them to become familiar with the vessel prior to it commencing full operation in the spring and to put some of the maintenance skills they have learned into practice. They will become involved with the preparation for the vessel including bending on sails, implementing final repairs and paintwork, shakedown sails etc. Due to the initial training outlined in Phase 4, they will be well prepared to implement this work.

At the beginning of each placement, supervisors based at each partner site will be required to have an initial appraisal with their trainee and complete the relevant section of the Trainee Review Papers. This will ensure that they allocate and organise a structure for training at the partner site which reflects the trainee's experience and career ambitions. The NHS-UK project co-ordinator will monitor and support this activity as and where needed and will check at the mid-point review that learning objectives are being met. Supervisors will also be required to document the progress of the trainees using the Traditional Seamanship and Maintenance Competency Units workbook developed during SHTP 1.

Each placement will be delivered over eight to nine months, being completed by the end of October each year. The placements cover this period in order that all trainees have experience and understand the cyclical rhythm of the maritime year, with the winter refit and essential long-term maintenance work followed by re-rigging and preparation for the new season, with the busy summer sailing season and on-board maintenance leading once more into the winter refit.

The intention is also that the trainees have significant time with their host vessels to gain an in-depth understanding of running and handling historic vessels over a full season, working alongside experienced time-served staff, as well as spending time learning skills on shore, networking and on rotation in order to get a better understanding of the different types of specialist rigs.

There will be a slight overlap of the first and second cohorts of trainees to ensure that the second cohort are ready to start their formal training at the end of November 2019. This overlap will also be used to encourage communication and further networking between the two year groups.

The partner organisations differ in their core purpose, organisational structure and type of historic vessel, each offering a slightly different learning approach and outcome. A full description of each organisation is provided at Annex A.

Rotations

A key feature of the SHTP2 project is the opportunity for trainees to visit and experience other placement providers. Evaluation of SHTP 1 indicated that whilst this was one of the most difficult elements of the programme to organise, it also had the most value with trainees gaining understanding of different vessel types, rigs and operating structures. All of the trainees will be required to visit and work at two other placements during their programme for a minimum of two weeks per rotation. The preferred timing for these rotations is between June and August each year. However, experience from SHTP 1 shows that it is not always possible to timetable the rotations in this way due to the variation in operational diaries and commitments of different vessels which may see them based abroad for part of the season or competitively racing. In this case, rotations may have to be staggered to accommodate different partner requirements.

The organisation of these rotations will be carried out centrally by the NHS-UK Project Co-ordinator, who will act as a broker and the central point of contact for a process which requires a close management of logistics including travel arrangements and the organisation of suitable accommodation if necessary. During the induction process, trainees will be asked to indicate any preference for the vessels they will visit during their rotation and this will be accommodated wherever possible. The Project Co-ordinator will also be responsible for preparing an outline plan for each rotation to give to the supervisor and trainee in advance, with contact details, travel arrangements and vessel location map, as well as any specific training requirements. Both supervisors and trainees will be issued feedback forms by the Co-ordinator to document their experience and learning outcomes.

2.2.6 Completion of project outputs (Phase 6)

Ongoing measurement

Progress of the trainees will be monitored through a set of Review Papers which the supervisor and Project Co-ordinator will use to appraise their development. Supervisors and trainees will also be encouraged to use their Seamanship & Maintenance workbooks as working tools. It is expected that when viewed by the SHTP Project Co-ordinator they should be tatty and with associated coffee stains! These are not documents that should sit on a shelf.

The competency units and their completion will provide a structured way to evaluate the progress of trainees. Trainees will be contacted on a regular basis to see how they are progressing through their units and formally reviewed by the SHTP Project Co-ordinator during the middle of their host placement. It is expected that the gaining of final certification will act as an incentive for trainees to complete the materials.

Where it is identified that trainees are not making progress, a meeting will be held between the supervisor, the trainee and the SHTP Project Co-ordinator to identify any potential barriers to progress and to assist them.

Interim evaluation after Year 1

Between September and October 2019, the SHTP Project Co-ordinator, in collaboration with the evaluation consultant, will implement a project review. This will seek to identify which parts of the programme are working well and which components may require revision. SHTP1 identified that the logistics of the rotations aspect presented a challenge during the mid-point of the programme. This was rectified during the second year of the programme and played an important part in ensuring that the completed programme was successful.

The evaluation will include the gathering of data, checking on the completion of training plans, competency records, a series of telephone interviews with both supervisors and the trainees and a full partnership meeting to gather and assess feedback.

Full project evaluation at end of Year 2

The evaluation consultant will be provided with data gathered throughout the two years of the project relating to both sets of trainees. This will be in the form of questionnaires issued to trainees and supervisors during each year. Evaluation tools developed during SHTP1 will be used to help generate this data.

A full draft will be completed in September 2020, with final documents being submitted to HLF in December 2020.

Sustainability / project legacy

It is recognised that HLF funding is designed to support one off interventions and is not suited to supporting repeat projects which do not have their own methods of ensuring long term sustainability. NHS-UK has demonstrated through this training plan that it is utilising outputs from previous projects to help create a highly valuable package of learning material that will be of benefit to maritime heritage organisations. NHS-UK seeks to ensure that these programmes continue to be used by the sector beyond the lifetime of the SHTP 2 project.

Over the past 18 months, NHS-UK has monitored the developments of new 'Trailblazer Apprenticeships' to see whether they may be a tool that can be used by the maritime heritage sector. As these programmes attract varying amounts of public funding to support skills development, it makes sense to explore how the competency programmes can be funded through this route in the future.

At present a number of apprenticeships are being developed/have been developed which might be able to incorporate the use of the competency units, and which partner organisation may wish to use to support skills development once the project is over. This includes the following:

- Boatbuilding- Being implemented as of September 2017 onwards
- Able Seafarer (Deck) – Ready for delivery
- Heritage Engineering Technician (Marine) – In development
- Curatorial skills – In development
- Outdoor Learning – In development

Progress and development of these programmes will be explored throughout the lifetime of the project to identify suitable links. In particular, this will explore how apprenticeships can be more fully utilised by heritage organisations to deliver the types of training and the programmes developed by SHTP 1 and 2.

The role of training providers will also be explored to see how those who are already engaged with the project, and those who are interested in the sector, can gain recognition to deliver apprenticeships. The Pioneer Sailing Trust is already engaged with apprenticeship delivery to support maritime heritage. Their experiences and knowledge will be pulled upon to advise and guide others.

2.3 Trainee welfare

Trainees will be financially supported by scholarship payments to cover living expenses. These will be exempt from income tax. As trainees will be in full-time learning, this has been authorised by HMRC under HM Section 776 IT(TOIA) 2005 and confirmed in an email received from the Public Bodies Enquiries team on 4th October 2016. Payment of trainee bursaries will be made on a monthly basis and will be coordinated and administered by the Human Resources Team of the Royal Museums Greenwich. From their bursary payments, trainees will be expected to cover their living costs including accommodation and travel where relevant, with the exception of any expenses associated with timetabled

requirements of the course which will be covered from the project budget (e.g. induction, maintenance course, rotations).

All trainees will receive the same level of payment with no allowance currently made for London weighting in the case of the Royal Museums Greenwich trainees. Previous experience from SHTP 1 showed that in a number of cases, trainees were local to the region of their placement and were therefore able to live at home during the majority of the programme. In other cases, partner staff and the central project team were able to assist the trainees in finding cheap accommodation either through a shore-based rental or on a historic vessel. Should any trainee experience difficulties in covering their living costs from the bursary, NHS-UK and the partners would offer higher level of support to resolve this issue at the post-appointment stage.

A separate allowance has been made for tools, equipment and travel expenses to the required courses and rotations. Tools and PPE funded by the project will be distributed to the trainees during the induction and will include the necessary equipment for completing the maintenance course, as well as specialist clothing for their operational vessel placements.

The cost per placement is slightly higher than the HLF application guidelines advise, but the project is UK-wide, covering eight separate partner locations, with specialist courses only available at particular sites. As a result, fees for specialist training are dictated by the fact that only a few places offer relevant courses and travel expenses for the trainees are higher than might be expected on a more localised project. Every effort has been made to keep costs down and the balance between project overheads and training is good, with 75% of the budget being of direct benefit to the trainees.

Administration of payments to training providers and for trainee travel will be implemented by the NHS-UK Project Co-ordinator on receipt of invoices or completed claim forms with accompanying receipts. Trainees will be required to take the cheapest form of transport when attending activities related to the programme and any costs over this threshold will not be covered by the project.

A full cost breakdown is presented at Annex F.

2.3.1 Mentor support

It is recognised that for the trainees, starting work in a new place, on their own and in a new working environment may be unsettling. In addition, it is expected that trainees may have many questions about practical issues. In the main, it is expected that Supervisors at the respective project partners will be the first port of call, closely followed by the NHS-UK Project Co-ordinator. However, in instances where the trainee feels that these routes are not appropriate, they will be encouraged to contact a 'mentor'. NHS-UK is pleased that trainees who participated on the previous SHTP 1 project have volunteered to become mentors for the new trainees. The NHS-UK Project Co-ordinator will put trainees in contact with suitable mentors in order that they can be acquainted.

This mentor provision is enhanced by the development of 'MAST' – 'Members and Shipshape Trainees Association' which is an alumni group set up at the end of SHTP 1 for all trainees, partners and supervisors to provide an on-going network for past and present participants on the scheme. All SHTP 2 trainees will also be given free membership of MAST which includes a benefits scheme giving discounts off clothing, training courses, reading material and entrance fees to certain sites. The MAST Association is run by a volunteer and focuses around a dedicated Facebook page which features the progress of ex-trainees.

The MAST Association also provides an additional legacy element to the scheme, offering a mechanism for NHS-UK and partner organisations to keep in touch with their trainees and monitor their progress into employment.

2.3.2 Certification

As has been referred to above, trainees will be required to complete the documentation and records associated with the Traditional Seamanship and Maintenance Competency Units and the Conserving Historic Vessels course. Whilst these are not fully accredited qualifications by a formal, Ofqual regulated exam board; they have been developed to provide a measure of knowledge and competence in the respective fields. NHS-UK will certify trainees who have completed the relevant documentation to the required standard.

In the case of the Traditional Seamanship and Maintenance qualification, Supervisors at the operational placements will be required to complete the assessments and to sign off successful achievement.

Trainees will receive a joint certificate from NHS-UK & IBTC for the maintenance course.

Certificates will be presented at the final Networking Day which will mark the end of each year of placements. This will be in October of 2019 and 2020. These occasions also provide

an opportunity for ‘graduates’ of the scheme to meet prospective employers, present their work to them and have the opportunity to broaden their network of contacts. The final Networking Day for SHTP 1 saw 60 representatives attend from across the sector. In order to help the trainees find employment after their placement ends, NHS-UK also provides a general reference letter stating their achievements for inclusion in their portfolio, as well as completing individual references for potential employers on request. Seven out of 10 trainees from SHTP 1 found employment in the sector, with two volunteering and only one still seeking employment at the close of the scheme.

All trainees who complete SHTP2 will be invited to join the ‘MAST’ network to enable them to keep in touch with each other, previous trainees and with the wider heritage community. We recognise that these individuals are a valuable asset and we will implement measures to keep in touch with them all.

2.4 Building partnerships

One of the aims of the project is to help to bridge the divide that partially exists between the museum and operational sectors of the heritage marine sector. To help break down these perceived barriers, operational partners will be ‘twinned’ with museum based partners. Trainees and supervisors will be encouraged to explore how they may be able to work together on common projects and address common challenges.

The ‘twins’ will be allocated as follows:

	Operational Partner	Museum Partner
South Coast	Jolie Brise	HMS Warrior/National Museum of the Royal Navy
East Coast / Scotland	Excelsior Trust Trinity Sailing	Scottish Fisheries Museum
Thames Estuary	Sea- Change Sailing Trust Pioneer Sailing Trust	Cutty Sark/Royal Museums Greenwich

Opportunities should be given to maritime ship-keeping trainees to spend days with their ‘twinned’ operational vessel in less busy periods in order to give them greater at-sea experience. Traditional seamanship trainees should also visit their Museum partner to gain a greater understanding of how they work and the conservation process of managing their collection. Supervisors and partners from ‘twinned’ organisations will also be encouraged to work more closely together and share experiences and learning.

2.4.1 Opportunities for supervisors

Supervisors from partner organisations will be invited to attend some of the sessions or 'masterclasses' presented during the practical training delivered at IBTC. These will form one day sessions and will seek to increase the knowledge and understanding that can be taken back to their respective organisations. The masterclasses will be offered to the supervisors free of charge, but they will have to pay their travel expenses to get there.

Particular 'Master Classes' will include the sessions relating to:

- Sail making and repair
- Working with traditional wood working tools, timber Steaming
- Knots and knot tying

These sessions will be supported and delivered by experts from across the marine heritage sector. Masterclasses will also provide an excellent opportunity for the supervisors to network and to get to know the wider group of trainees. The masterclasses will be given by recognised experts in these fields.⁷ Three sailmaking professionals and a ropework specialist are currently being considered/consulted with to arrange for a suitable masterclass to be developed and delivered.

We are particularly pleased that the master-classes on knotting are match-funded by the International Guild of Knot Tyers (IGKT) who are keen to see the trainees learn the traditional maritime skills of specialist rigging and ropework which they can then put into practise on their host historic vessels.

The Supervisors will also be brought together at the start of the programme each year during the induction at Cremyll Sea School. This will give them a 2-day briefing, primarily in order to understand the assessment of their trainee by the staff at Cremyll, but also to network with the other supervisors during a team sail.

2.5 Networking days and project promotion

A key feature of SHTP1 was the opportunity that Networking Days provided for Supervisors and representatives of partner organisations to get to know other organisations better who are interested in the progress and outputs of the SHTP programme. Two networking days will be organised during the programme, held at the end of each year to allow the trainees

⁷ For example the knotting and rope splicing classes will be taken by Des Pawson, based in Ipswich, one of the world's leading authorities on knots and sailors' ropework. A researcher and historian on the subject, he is the author of many books and papers: www.despawson.com;

to meet with potential employers before looking for work in the sector. At these events, trainees will receive copies of their certificates and will be required to present a short illustrated presentation on their experience and learning during the 12-month placement. They may choose to talk about a particular project or component of their placement which they have found particularly interesting. This may include activities such as how they have conserved a particular item, how they have helped to present a particular artefact or, for sea based trainees, how they assisted in the maintenance and repair of a particular part of the vessel.

Representatives from the wider heritage marine sector will be invited to attend these free events which will be organised by the SHTP Project Co-ordinator. A key objective for NHS-UK will be to highlight how the competency frameworks have been used by the partner organisations and how they have played a key part in increasing the quality and capability of trainees. The Networking Days will be hosted at *Cutty Sark* and Royal Museums Greenwich.

Throughout the project, promotion will be carried out by NHS-UK through the Shipshape Network web pages. As with SHTP 1, each partner organisation will be given their own project page where the trainees can post monthly updates of their progress. The project co-ordinator will administer this and post details for trainees whilst they are at sea or unable to easily access the internet. The Co-ordinator will also work with the NHS-UK office team to promote the project via social media using the NHS-UK and Shipshape Facebook and Twitter accounts, as well as the dedicated MAST Association Facebook page. During SHTP 1, social media proved one of the most successful methods of keeping in contact with the trainees whilst they were at sea and receiving updates on their progress. Partner organisations will also be encouraged to engage with this social media activity to ensure cross-promotion amongst all those involved. The promotional SHTP 1 film will be used again to present the project to the wider sector.

2.6 Filming of delivery sessions

As highlighted above, it is intended that NHS-UK can engage with a wider scope of maritime heritage organisations through the project and assist them in the use of the competency units that have been developed through the previous SHTP project. To help build this resource, the Masterclasses will be filmed to enable them to be accessed by a broader audience. Operational vessel maintenance and conservation activity will also be filmed to add to this learning material. A specialist film company will be engaged to assist with this work or it may become part of a further learning opportunity in conjunction with the film department from the University of Greenwich.

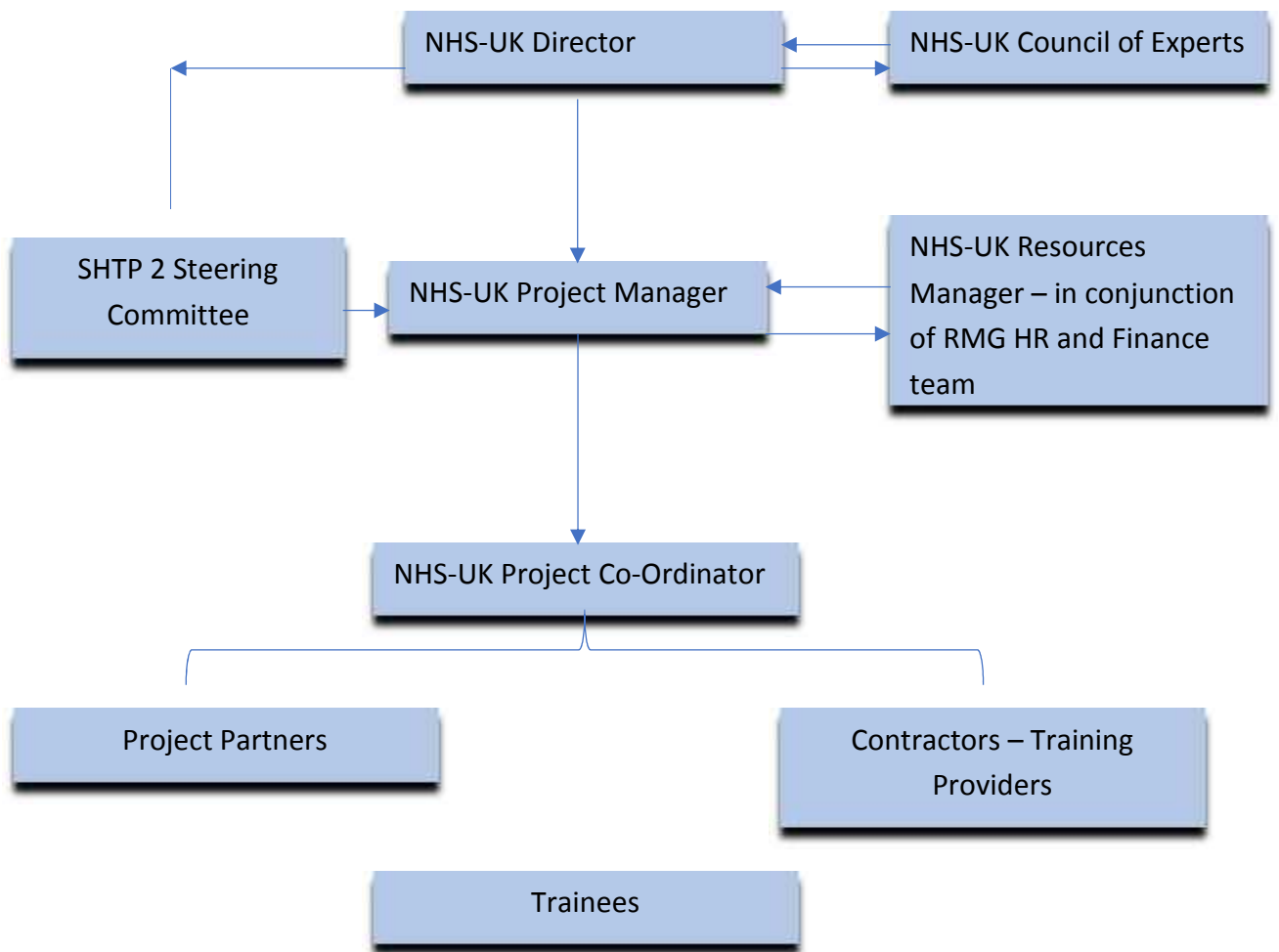
This content will be made available to the wider sector via the NHS-UK YouTube Channel and/or by the 'Blackboard' learning platform which is being used by NHS-UK for the distance learning Conserving Historic Vessels qualification.

2.7 Project management

Overall project management of SHTP 2 will be the responsibility of the NHS-UK Policy & Project Manager with daily activities managed by the SHTP Project Co-ordinator. NHS-UK will recruit this post at the start of the project and this individual will be responsible for maintaining the relationship with and reporting to HLF throughout the whole of the work programme in conjunction with the Policy & Project Manager. The Co-ordinator will also be responsible for preparing and submitting the financial claims and progress reports on a monthly basis and managing the cash flow during this time. This post will maintain the day to day links with all of the trainees, project partners and contractors (training providers, master class providers, evaluation specialist).

To provide oversight of the project, a project steering committee will be formed. This will be made up of a representative from each of the partnership organisations and will be chaired by either the Director NHS-UK or a member of the NHS-UK Council of Experts. The role of this group will be to provide comment on the progress of trainees, and to develop responses to particular problems that may emerge during project implementation. In particular, the steering committee will be tasked with exploring how the project outputs can be supported on an on-going basis once the project is complete. The partnership steering group will meet bi-annually but will be available to deal with any issues that arise in between these meetings by conference call or email as required.

The organisation of the project management structure is presented as follows:



3 Project cash flow

	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18
Income						
HLF		2,375	1,900	1,900	7,268	23,940
NHS UK						8,000
Guild of Shipwrights	500					
IGKT	4,000					
Total Income	4,500	2,375	1,900	1,900	7,268	31,940
Expenditure						
ACTIVITY COSTS						
New staff costs: project manager	2,000	2,000	2,000	2,000	2,000	2,000
Training for staff: masterclasses						1,500
Paid training placements						
Trainee Bursary						8,000
Project induction, Plymouth IBTC					18,400	18,850
Vessel Conservation Course						
Trainee travel					750	
Staff Travel						450
Equipment & materials: tools					3,550	
Professional fees: filming						2,125
Total activity costs	2,000	2,000	2,000	2,000	24,700	32,925
OTHER COSTS						
Recruitment						
Recruitment				2,500		
Medical and DBS Checks				650		
Promotion inc. network days						1,750
Evaluation	500				500	
Other costs						
Partner meetings				500		
Supervisor Briefings				2,000		
Full Cost Recovery						2,363
Contingency						
Total other costs	500	0	0	5,650	500	4,113

Total Costs:	2,500	2,000	2,000	7,650	25,200	37,038
Surplus/Deficit	2,000	375	(100)	(5,750)	(17,933)	(5,098)
Cumulative	2,000	2,375	2,275	(3,475)	(21,408)	(26,506)
	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19
Income						
HLF	35,186	10,213	21,138	13,121	11,994	9,500
NHS UK						
Guild of Shipwrights						
IGKT						
Total Income	35,186	10,213	21,138	13,121	11,994	9,500
Expenditure						
ACTIVITY COSTS						
New staff costs: project manager	2,000	2,000	2,000	2,000	2,000	2,000
Training for staff: masterclasses						
Paid training placements						
Trainee Bursary	8,000	8,000	8,000	8,000	8,000	8,000
Project induction, Plymouth IBTC						
Vessel Conservation Course		11,500				
Trainee travel	750	750	1,000			
Staff Travel			450			450
Equipment & materials: tools						
Professional fees: filming				2,125		
Total activity costs	10,750	22,250	11,450	12,125	10,000	10,450
OTHER COSTS						
Recruitment						
Recruitment						
Medical and DBS Checks						
Promotion inc. network days						
Evaluation						
Other costs						
Partner meetings				500		
Supervisor Briefings						
Full Cost Recovery			2,362			2,363
Contingency						
Total other costs	0	0	2,362	500	0	2,363
Total Costs:	10,750	22,250	13,812	12,625	10,000	12,813
Surplus/Deficit	24,436	(12,038)	7,326	496	1,994	(3,313)

Cumulative	(2,069)	(14,107)	(6,781)	(6,285)	(4,291)	(7,604)
------------	---------	----------	---------	---------	---------	---------

Income						
HLF	12,172	10,450	10,213	12,884	15,580	33,440
NHS UK						8,000
Guild of Shipwrights						
IGKT						
Total Income	12,172	10,450	10,213	12,884	15,580	41,440
Expenditure						
ACTIVITY COSTS						
New staff costs: project manager	2,000	2,000	2,000	2,000	2,000	2,000
Training for staff: masterclasses						1,500
Paid training placements						
Trainee Bursary	8,000	8,000	8,000	8,000	8,000	8,000
Project induction, Plymouth IBTC					18,400	18,850
Vessel Conservation Course						
Trainee travel	1,000	750	750	750	1,500	
Staff Travel			450		450	450
Equipment & materials: tools					3,550	
Professional fees: filming						2,125
Total activity costs	11,000	10,750	11,200	10,750	33,900	32,925
OTHER COSTS						
Recruitment						
Recruitment				2,500		
Medical and DBS Checks				650		
Promotion inc. network days						1,750
Evaluation					500	
Other costs						
Partner meetings				500		
Supervisor Briefings				2,000		
Full Cost Recovery			2,362			2,363
Contingency					800	
Total other costs	0	0	2,362	5,650	1,300	4,113
Total Costs:	11,000	10,750	13,562	16,400	35,200	37,038
Surplus/Deficit	1,172	(300)	(3,350)	(3,516)	(19,620)	4,402
Cumulative	(6,432)	(6,732)	(10,081)	(13,598)	(33,218)	(28,816)

	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20
Income						
HLF	35,186	10,450	10,213	23,809	11,994	9,500
NHS UK					700	
Guild of Shipwrights						
IGKT						
Total Income	35,186	10,450	10,213	23,809	12,694	9,500
Expenditure						
ACTIVITY COSTS						
New staff costs: project manager	2,000	2,000	2,000	2,000	2,000	2,000
Training for staff: masterclasses						
Paid training placements						
Trainee Bursary	8,000	8,000	8,000	8,000	8,000	8,000
Project induction, Plymouth IBTC						
Vessel Conservation Course			11,500			
Trainee travel	1,000	750	750			
Staff Travel			450			450
Equipment & materials: tools						
Professional fees: filming				2,125		
Total activity costs	11,000	10,750	22,700	12,125	10,000	10,450
OTHER COSTS						
Recruitment						
Recruitment						
Medical and DBS Checks						
Promotion inc. network days						
Evaluation						
Other costs						
Partner meetings				500		
Supervisor Briefings						
Full Cost Recovery			2,362			2,363
Contingency						
Total other costs	0	0	2,362	500	0	2,363
Total Costs:	11,000	10,750	25,062	12,625	10,000	12,813
Surplus/Deficit	24,186	(300)	(14,850)	11,184	2,694	(3,313)
Cumulative	(4,629)	(4,929)	(19,779)	(8,595)	(5,901)	(9,214)

	Jun-20	Jul-20	Aug-20	Sep-20
Income				
HLF	12,172	10,688	6,046	0
NHS UK				
Guild of Shipwrights				
IGKT				
Total Income	12,172	10,688	6,046	0
Expenditure				
ACTIVITY COSTS				
New staff costs: project manager	2,000	2,000	2,000	2,000
Training for staff: masterclasses				
Paid training placements				
Trainee Bursary	8,000	8,000	8,000	8,000
Project induction, Plymouth IBTC				
Vessel Conservation Course				
Trainee travel	750			
Staff Travel			450	
Equipment & materials: tools				
Professional fees: filming				
Total activity costs	10,750	10,000	10,450	10,000
OTHER COSTS				
Recruitment				
Recruitment				
Medical and DBS Checks				
Promotion inc. network days				
Evaluation	500			
Other costs				
Partner meetings				
Supervisor Briefings				
Full Cost Recovery			2,362	
Contingency				
Total other costs	500	0	2,362	0
Total Costs:	11,250	10,000	12,812	10,000
Surplus/Deficit	922	688	(6,766)	(10,000)
Cumulative	(8,292)	(7,604)	(14,370)	(24,370)

	Oct-20	Nov-20	Dec-20	Total	Category total
Income					
HLF	0	0	40,370	403,700	
NHS UK				16,700	
Guild of Shipwrights				500	
IGKT				4,000	
Total Income	0	0	40,370	424,900	
Expenditure					
ACTIVITY COSTS					
New staff costs: project manager	2,000	2,000		60,000	60,000
Training for staff: masterclasses				3,000	3,000
Paid training placements					301,500
Trainee Bursary	8,000			192,000	
Project induction, Plymouth				36,800	
IBTC				37,700	
Vessel Conservation Course				23,000	
Trainee travel	750			12,000	
Staff Travel	450			4,500	4,500
Equipment & materials: tools				7,100	7,100
Professional fees: filming				8,500	8,500
Total activity costs	11,200	2,000		384,600	384,600
OTHER COSTS					
Recruitment					6,300
Recruitment				5,000	
Medical and DBS Checks				1,300	
Promotion inc. network days				3,500	3,500
Evaluation	500	1,500		4,000	4,000
Other costs					6,000
Partner meetings				2,000	
Supervisor Briefings				4,000	
Full Cost Recovery				18,900	18,900
Contingency	800			1,600	1,600
Total other costs	1,300	1,500		40,300	40,300
Total Costs:	12,500	3,500		424,900	424,900
Surplus/Deficit	(12,500)	(3,500)			
Cumulative	(36,870)	(40,370)			

4 Project timetable

