

Shipshape Heritage Training Partnership



Training Plan November 2013



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SECTION 1: WHERE ARE WE NOW?

1.1 INTRODUCTION

This training plan comes out of a long-recognised, but previously ill-defined, realisation that our nation's wealth of historic vessels is at risk from an increasing paucity of people with the experience and skills to operate them to their potential.

With the introduction of mass production yachts and an increase in recreational sailing, boats and equipment have developed technology to ease the physical requirement, minimise crew numbers and reduce danger. Whereas firms still exist who can create and replace components for historic vessels, the levels of skills and knowledge required for day-to-day maintenance, repair and operation have diminished. As new equipment and materials have been developed, the available training has been tailored to meet majority needs and the specific requirements for handling and maintaining traditional vessels are disappearing.

In addition to the recognised need to develop future generations of crew able to handle and maintain historic ships, we also acknowledge that these people must have a good background in related skills in order to gain a rounded understanding of running historic ships, ensuring that they survive to be enjoyed by a wide audience. Accordingly we have factored conservation, interpretation, business skills and working with different audiences into this training programme, building on different models demonstrated by our partners.

Led by National Historic Ships UK (NHS-UK), our partnership is made up of five not-for-profit organisations that maintain and operate historic vessels for a mix of commercial and hard-to-reach audiences. The five partner organisations are:

- Scottish Fisheries Museum
- Dauntseys School
- Excelsior Trust
- Sea-Change Sailing Trust
- Trinity Sailing Foundation

See section 2.2 Description of Placements (pages 23 – 27) for more detailed information on each of these organisations.

Our partners run a range of different vessels around the UK, all recognised for their heritage significance through being on the National Register of Historic Vessels, with eight of the vessels in their ownership being on the National Historic Fleet and therefore meriting the highest priority in terms of conservation. Each partner has to continually train crew from scratch because there is no existing pool of trained traditional seamen on which to draw and all are aware that the current sector training provision lacks depth, science and structure, leaving skippers with no way of knowing the proficiency of any crew candidate, except by assessment and enquiry.

The surviving seamen with the specialist knowledge to handle these vessels according to their build specification are the last generation to have had the opportunity of learning their skills from working men who mastered their craft by apprenticeship and decades of experience. As this current generation follow their mentors towards retirement, the depth of knowledge needed to operate and maintain historic boats effectively and properly is in danger of being lost.

Our partnership has highlighted this risk and is, eager to join together to:

- create a structured training programme to pass on the art and finesse required to operate historic vessels properly;
- to maintain the vessels to enhance their fabric and prolong their lives;
- create an assessment framework and training passport that will reward trainees with a recognised record of their investment and work to take forward into the workplace;
- reassure owners and skippers of the quality of applicants;
- move towards systematically identifying endangered skills and addressing their perpetuation.

Our training plan covers three areas of concern: operating, maintaining and interpreting historic vessels. It is a mixed palette of practical training at the International Boatbuilding Training College (IBTC) in Lowestoft; practical handling and maintenance on-board our partner vessels; and tuition on the specialities and broader picture of working within the historic environment at the Scottish Fisheries Museum in Anstruther.

1.2 CURRENT TRAINING:

Whilst there is full training provision for all aspects of commissioning, maintaining and operating boats in the modern context, none of the mainstream training providers yet runs a course that meets all our requirements for historic vessels: joining up maintenance, conservation, interpretation and operation, although some courses cover certain aspects. More importantly, these qualifications do not feature the specialist skills needed on historic craft.

The following information summarises the current training provision, with organisations generally concentrating either on sailing or on maintenance.

The Royal Yachting Association (RYA), Association of Sail Training Organisations (ASTO) and others run accredited courses on all aspects of recreational (and competitive) sailing and the merchant shipping industry is equally comprehensively provided.

RYA,¹ is a world-wide training organisation and well known within the industry for providing courses for both motor and sailing boats, certificates of competence, professional qualifications, careers advice and 'train the trainer' courses. The RYA is the national body for all forms of boating, including dinghy and yacht racing, motor and sail cruising, RIBs and sports boats, powerboat racing, windsurfing, inland cruising and narrowboats, and personal watercraft. RYA is an extremely large organisation, with over 2,200 recognised training centres in more than 44 countries, 22,000 RYA instructors across the world and 155,000 people completing RYA courses every year. It therefore has the infrastructure, systems and networks in place to work with NHS-UK in the future to develop a national or international framework for assessment in handling and maintaining historic vessels with specialist rigs, building on the potential success of this HLF application.

ASTO², of which all our partners except Scottish Fisheries Museum are members, is the UK's National Sail Training Organisation. Its membership is made up of more than 30 not-for-profit organizations that operate more than 50 sail training vessels around the UK. ASTO's mission is to promote sail training and to support the UK's sail training industry. It provides sail training voyages to over 10,000 young people a year enabling them to experience working, living and sailing together on an offshore adventure. ASTO works closely with regulatory and governing bodies such as the Maritime & Coastguard Agency (MCA) and the RYA to ensure appropriate levels of training and

¹ www.rya.org.uk

² www.asto.org.uk

regulation exist within the Sail Training industry. As well as training young people, it provides training for up-and-coming young sail training staff through the Skippership Scheme.

Whilst both RYA and ASTO offer national qualifications in sailing, navigation and vessel handling, they do not run courses in the specialist traditional seamanship skills necessary to operate historic vessels. A number of traditional and replica vessels have the status of being an RYA training centre and offer related qualifications, but for the most part, these do not focus specifically on the different techniques involved in traditional and modern sailing. Not all are operated to the highest standards of traditional seamanship. In many cases, compromises are made with modern aids which would not have been available historically and which dilute the historical experience. The risk is therefore that the delivery of these courses can lead to false impressions and is limiting the potential for individuals to learn how to operate these craft in the way in which they would have been originally handled.

The Association of Bargemen (AoB), a specialist organisation set up to support the traditional Thames sailing barge with its distinctive spritsail rig, recognised a need to set up a formal system of assessment, similar to that available via the RYA or ASTO for modern craft, which would allow the remaining fleet of historic Thames barges to operate effectively and safely, keeping the specialist skills of operating these craft alive. A framework of learning was drawn up to provide a Sailing Barge Masters Certificate, endorsed by the Maritime & Coastguard Agency. Individuals hoping to gain this qualification would first have to cover a checklist of skills that act as guidelines or proficiency standards for those aiming to become competent mates. Those wanting to progress further and become skippers can work their way through another document of guidelines and recommendations by active learning in the workplace on board one of the operational barges. Mates seeking examination can then obtain their skippers' ticket by applying to the Sailing Barge Masters Qualification Board for interview on their competency.

Whilst this framework exists for spritsail rig, there is nothing similar in place for gaff or lug rigged vessels, despite the larger numbers of these craft which survive. With a growing number of modern replica gaff cutters, it becomes more imperative that this gap in training provision is addressed. A number of the newly-built replica vessels are now offering specialist training, for example *Morwenna*, a gaff rig pilot cutter replica (built using traditional techniques in the Underfall Yard in Bristol), offered expert masterclasses with gaff rig specialist Tom Cunliffe, as well as a five week Yachtmaster fast track course. However, training of this kind, set up on a small-scale basis, is insufficient to address the problem at a national level, whilst the Yachtmaster fast track does not even begin to cover the range of specialist skills needed for this type of craft, with a danger that some of the skills are being dumbed down in order to cover only those areas needed to meet the demands of the qualification (which was written for modern craft). In addition, problems have been caused by lack of understanding of how to rig these vessels in the traditional manner, making them difficult to sail and operate using the techniques from the time of build.

All of our partners already offer training of some kind, some more formally than others, and some such as the Excelsior Trust indirectly through youth work programmes, team building and management activities and programmes like the Duke of Edinburgh Award Scheme. Trinity Sailing Foundation offers sail training courses as part of self-development for young people, as well as being an Approved Activity Provider for Duke of Edinburgh experiences. Dauntsey's School provides similar experiences and is linked with ASTO, At Sea Sail Training, RYA, and Sail Training International. These activities largely offer an introduction to sailing at entry level and, whilst they can create an enthusiasm for the sea, they do not address the higher level of skills necessary to manage, operate and conserve a large historic vessel on a full-time basis.

During the Development Phase of this project, one of the partners, the Sea-Change Trust, ran a two week seamanship course for aspiring barge crew, based on the pilot training days carried out as research for this scheme, onboard the engine-less Thames barge *Cambria*. The purpose of the course was to offer intensive sailing and seamanship experience in a short period, which would otherwise take a considerable number of standard passages made up of deliveries or charters and it was intended to supplement other experience. It included periods of study, demonstration and practice led by qualified instructors. Progress was recorded in a personal log book, complemented by regular feedback and discussion. The outcome and evaluation from this course has been used to inform this training plan and help shape the training passport included as an appendix.

1.2.1 Current training providers for conservation and boatbuilding:

International Boatbuilding Training College (IBTC)³ is based in Lowestoft and was set up in 1975 to provide training in the skills and knowledge required to repair, conserve and build wooden boats. The emphasis is on traditional techniques and construction, although modern methods including FRP (fibre reinforced plastic) are also covered. They offer a year-long course in boatbuilding, as well as shorter courses in practical surveys, joinery, glass reinforced plastics, knots and splicing, lofting, caulking boat plumbing and electrics, and welding – and importantly experience on restoring a wide range of craft. The feedback from boat owners is that the existing 48-week boatbuilding courses are too lengthy, detailed and expensive for their requirements, and that a specialist course which covers remedial, refit and repair skills would be more helpful.



Building on this information and feedback, and to meet the need for specialist skills in caring for and maintaining the partner vessels during the season and winter months, IBTC, in conjunction with NHS-UK, will be providing a tailored course in historic vessel maintenance skills as part of this training programme. IBTC was chosen for this element of training because of their existing links with NHS-UK as the first UK Shipshape hub⁴, providing local support and advice to Network members, and because IBTC has undertaken to hold the first course for the BTEC Level 3 Advanced Diploma in historic vessel conservation. This course, which was developed by NHS-UK in partnership with the Canal & River Trust, as part of a Shipshape Mersey HLF-funded project, Keeping History Afloat, is the first of its kind in the UK and focuses on the principles set down in the NHS-UK guidance publication **Conserving Historic Vessels**. No statutory funding is available for trainees taking the BTEC as it is a specialist short course outside the Skills Funding Agency requirements and therefore students will be required to pay the IBTC course fees of £2,300 per place. However, NHS-UK intends to offer a small amount of grant aid to provide a bursary for the first intake and is also seeking similar support from other grant giving bodies. Once trialed at IBTC, the intention is to make the BTEC available for delivery by other further education establishments across the UK. Although the development of this qualification is an important step forward for the historic vessels sector, this BTEC course focuses more on conservation principles than on-going maintenance issues and a more practical short course is therefore needed to cover the elements of the SHTP programme.

³ www.ibtc.co.uk

⁴ www.shipshapenetwork.org.uk

The other specialist national training provider is the Boat Building Academy in Lyme Regis⁵, which offers similar courses in wooden boat building and renovation, sail making, lofting, paddle and oar making, ropework and splicing etc, as well as courses in conjunction with the National Maritime Museum Cornwall in Falmouth. Again, there is no one course which combines in its syllabus the knowledge needed for basic maintenance and repairs on a historic vessel. In a 2007 infrastructure audit carried out by NHS-UK, skills such as: engine maintenance, rigging and sail repairs, spar-making, ropework, timber sourcing, woodworking, preventative treatment etc were all listed as key techniques that should be promulgated in a survey of over 100 vessel owners. All these topics will be addressed through the SHTP maintenance course at IBTC.

Many of the skills required for operating historic vessels are generic skills found throughout the sailing world (navigation, sea survival, first aid etc, etc) and this training plan acknowledges and accommodates this type of current training provision. Where appropriate, training and accreditation for generic skills is built into this proposal to ensure trainees leave the course with the optimum prospect of immediate employment.

Training for the specific skills required to operate an historic vessel however has not been collated or addressed in any existing training course and is not within the range of any accreditation or certification scheme. It is mainly this that we will address through the Shipshape Heritage Training Plan (SHTP).

In preparation for this project we were keen to listen to verbal feedback from owners and operators of historic vessels. The overwhelming response was that traditional vessel operation and seamanship skills were at risk of disappearing, and as a result we formed a working group with five industry experts to examine the skills gap and identify a way to address the problem. The group represented gaff, lug and sprit rigged vessels, with a knowledge of both traditional seamanship and modern accreditation options. They advised on the type of skills they were particularly concerned about losing, and identified those that were not currently taught on any modern course or syllabus. These findings were tested by holding two pilot training days on registered historic vessels.

The first trial was in November 2011, when 9 RYA Yachtmaster Instructors & Cruising Instructors were invited to spend a day sailing historic pilot cutter *Jolie Brise*. As accredited Yachtmasters, any of these people would be qualified to apply for the role of skipper for any vessel in the historic fleet. Once at sea however, it soon became apparent that the rig, handling, materials, physicality and feel of the vessel were so far removed from a modern yacht that both the people and the vessel were potentially at risk. This trial also demonstrated the latent demand for such training as the day was oversubscribed with 30 requests for the 9 places.

The second trial was in the form of a training day on board the historic lugger *Ripple* in March 2012, when three of our panel of experts spent the day assessing the specialist skills needed to handle and operate this particular type of vessel. They also reflected on the best ways of structuring and delivering training, resulting in the desire for a training model that could be rolled out on a range of different vessels with varying management structures.

A basic written framework was developed, setting out the key skills specific to historic vessels and further research was carried out at the RYA Yachtmaster Instructors Conference in 2012, seeking feedback on these issues from a wider cross section of the industry. NHS-UK hosted a session examining mechanisms for delivering training on board traditional vessels. The session proved highly popular with about 35 people attending, with a positive response to the idea of creating a specialist assessment framework for training on historic vessels.

⁵ www.boatbuildingacademy.com

The combination of verbal feedback from owners; the two trial training days and the ideas coming from the conference were then taken forward to form the basis of the proposals for the SHTP project.

During the development phase of this project, our consultants (Heritage and Community) visited the five partners to talk through the programme and course content in detail to confirm that it was deliverable and appropriate, as well as consulting with Tom Cunliffe, a member of the expert working group previously set up and a renowned industry expert on handling historic vessels, particularly gaff rig. Tom Cunliffe, ⁶is a writer, broadcaster and Yachtmaster Examiner, with a passionate interest in passing on traditional seamanship skills. The detailed list of skills in the operational section of this plan were either confirmed in or derived from those discussions. IBTC were also consulted as plans evolved.

Currently, with training from any one of our partner organisations, any job applicant could state that they have experience operating an historic vessel, but neither they nor their prospective employer have any means to verify the range of that experience (or the level of competence) that they have achieved, except by word of mouth. An additional factor is that the low wages (if any) attached to trainee positions preclude people from less affluent backgrounds from serving as volunteer trainee crew - in effect, the sector is denied them.

Other issues in the current training system of which the partners are very aware are:

- There is no formal training for handling traditional rigs;
- There is no training specifically focused on wooden vessels;
- There is no structured training for the operational maintenance of historic vessels;
- There is no formal instruction around the commissioning and decommissioning of historic vessels at the end of the each season;
- There is no structured linking of the theories of conservation to the practical operation and maintenance of historic vessels;
- There is no training available to consider the showing and interpretation of vessels to visitors;
- Although working with schools and vulnerable young people is seen as increasingly important, there is no training provision for crew members to follow best practice and provide exceptional learning experiences, particularly on the heritage aspects of the ships.

With their spread across the historic fleet and varying business models, our partner organisations between them have a comprehensive understanding of the current sector and its weaknesses. Among the group are senior and experienced RYA instructors with encyclopaedic knowledge of the current offer and how it precludes recognition of skills and experience specific to historic vessels. More detailed descriptions of the organisations follow in section 2.2 and a summary of their existing provision for training is given above.

1.3 EXISTING SKILLS SHORTAGES:

IN 2007-8 NHS-UK carried out an Infrastructure Audit looking at skills shortages in the historic vessels sector. Of the 109 response, 54% had difficulty sourcing the traditional skills and facilities they needed. The survey revealed a keen interest among owners for training, particularly in the following areas: repair techniques, rigging, sail making and canvas work, engine repairs, historic

⁶ www.tomcunliffe.com,

vessel operation, vessel research and maritime conservation. These ideas have been fed into this plan.

The specific skills required for sailing historic vessels with specialist rigs have never been formally identified: experienced members of the sector know what they are and recognise that they are at risk of being lost, but they are yet to be comprehensively mapped. This is addressed as a distinct, yet integral part of this training plan.

In preparation of this plan, all the partner organisations have identified the key necessary skills to operate their particular vessel. These skills have been compared and collated and subject to expert consideration by Tom Cunliffe. They have then been distilled into areas and specifics within the training passport.

As important as the individual specific skills, are the training and experience necessary to identify when, why and how to use them to operate a boat safely and harmoniously: to 'feel' the vessel and your part of its progress. This can only come from becoming consciously competent and learning how to use ropes, tackle and tools to work with the boat and the elements. Our passport addresses this.

Specific knowledge relating to the choices of materials for maintenance is also under threat. Trainees will learn to identify different woods, metals and other materials and gain knowledge of why each is used in the way it is, the means of best maintaining it – and the consequences of getting it wrong. Trainees will become articulate in their understanding of their role in undertaking and specifying maintenance to minimise risk to the integrity of an historic vessel.

The skills required to operate historic vessels still exist, but are increasingly in short supply, no longer being practised, or being carried out ineffectively without full understanding of the techniques. They cover almost every aspect of operation and range from daily disciplines (where the logic and purpose is being forgotten - such as the reasons why we need to coil ropes clockwise), to large and complex operations where very few people now retain the skill, such as dipping the lug to tack a large lug-rigged boat.

Where maintenance is concerned, the scene is very similar: every choice and every action on an historic vessel is performed as a result of generations maintaining and operating them for optimum performance. The skills to perform tasks are largely still extant, but the reasoning for making a particular choice is disappearing fast. Whether to profile caulk pitching 'paying up' or 'paying down' is a decision founded in the performance of the materials in different conditions and different waters – a wrong decision can significantly affect the life expectancy of the deck timbers; a coat of plastic paint can cause serious deterioration; a repair with the wrong metal can, through chemical reaction, destroy an historic artefact.

SHTP trainees will learn the theory behind making choices and gain experience on the bench during their IBTC sessions in Lowestoft, gain practical experience on board and focus on the intellectual context of their decisions whilst at the Scottish Fisheries Museum in Anstruther. The aim will be to equip people to make sound decisions on board, gain the skills to maintain an operating vessel such that its significance is perpetuated and enhanced, and to be able to specify and procure work from others.

The skills shortages have been identified for addressing in the trainees' passport, but more comprehensive mapping of the skills is an integral part of this plan.

1.4 THE CURRENT SECTOR:

Currently there still remain some representatives from the last generation of people who had the opportunity to learn from those who sailed historic vessels for active work, such as fishing and carrying cargo. These individuals are now getting nearer retirement or old age and it is critical that this knowledge is mapped and recorded for use by future generations before it is lost.

People are currently trained mainly by volunteering to crew an historic vessel for a season. This system necessarily restricts the training to those who can afford to support themselves for this period – excluding the very people who might choose a career crewing and honing their skills through experience.

Current trainees will acquire necessary RYA and other generic sailing training and personally adapt those skills to sailing an historic boat: with no formal verification of their success.

The situation is the same with maintenance as there is no mechanism for ensuring competence in the decision-making process for maintaining an historic vessel: choice of components, paints, woods etc.

It has been observed that the rigging on historic boats is becoming increasingly inaccurate. Without knowledgeable people to rectify those errors they will perpetuate and become normal. Frequently an incorrectly rigged vessel *can* be sailed, but with unnecessary effort and to potential detriment of both crew and craft.

1.5 PROFILE OF THOSE CURRENTLY WORKING IN THE SECTOR:

Based on data gathered from the National Historic Ships Registers, the historic vessel sector currently falls into the following strands of related usage:

- Privately owned historic vessels – 26%
- Museum-based vessels – 12%
- Commercially owned vessels or craft used for charter work – 16%
- Vessels not currently in operational use (being houseboats, community centres, undergoing conservation or up for sale) – 46%

From these registered vessels, only 0.8% has given ‘sail training’ as a regular use of the vessel with replica ships offering some additional scope for training and handling of traditional rig. A significant proportion of the registered vessels are also operated by charities and not for profit organisations.

There are no qualifications required for private owners of historic vessels who wish to operate their vessels on a personal level. However, for those who wish to allow members of the public to sail on board, charter their craft, or operate commercially, they are required to have the necessary certification endorsed by the Maritime & Coastguard Agency via the Royal Yachting Association. As a result, the sector is composed of a mix of unqualified enthusiasts and qualified seamen, who have been assessed solely on their ability to meet modern assessment requirements.

A skills survey of vessel owners, carried out by NHS-UK in 2009, indicated that the current profile of those working in the sector is 45+, with difficulties of recruiting young people specifically highlighted. 51 responses indicated an ageing workforce, and 67% of their employees were aged 45 or over. The Association of Bargemen have only received one application in three years for examination for a Bargemaster’s Ticket.

A 'Mapping Heritage Craft' report, published by Creative and Cultural Skills in October 2012, looked at the economic contribution and demand for skills in our sector which employs 209,390 people, of whom 83% are male and only 5% are from BAME groups. The report also reflected on the large number of people over 60 compared with the rest of the economy and comments on the majority of training being carried out by mentoring 'on the job' rather than through organised courses. This demographic information has affected our selection criteria (see p27) in a bid to widen the demographic background of our workforce.

The difficulties of attracting young people are exacerbated by the fact that existing training is largely only accessible to volunteers, or has a significant cost attached. The sector is also vulnerable to the criticism of being exclusive or to training positions being taken up by people not particularly committed to a career in historic vessels. Some become passionately involved and continue to learn, but many are lost to more lucrative jobs or become occasional crew.

1.6 ASSESSMENT OF KEY CHALLENGES TO THE SCHEME:

For much of their time our trainees will be working singly with their placement organisation. We have addressed the operational and legal issues arising from this by employing a project co-ordinator (Job description Appendix 4a) reporting through National Historic Ships – UK (NHS-UK), operating under the employment practices, and with the HR support, of the National Maritime Museum (NMM). The trainees will fall under the employment umbrella of NMM, managed and supervised by NHS-UK; they will then be formally seconded to their respective partner organisation for the duration of their periods of placement. Each partner organisation will supply a named supervisor who will report to the project co-ordinator on all supervisory and managerial matters.

Our geographical spread has been addressed by gathering all the trainees together for their induction and desk-based formal training and allocating each of them to a different partner for their on-board experience. There is one month of rotation to allow trainees to experience more than one vessel, more than one organisation and more than one business model. The partners will also gather for a bi-annual meetings as well as a joint interviewing day.

We will ensure consistency by issuing each trainee with an individual progress plan, or passport (Appendix 1a) where they and their supervisor will ensure that during their time on the programme they will be exposed to the tasks, operations and circumstances identified as necessary. Their skill and experience will be entered into the passport as tangible evidence of the breadth and depth of their training. Each trainee and supervisor will be subject to a mid-term review by the project co-ordinator, and each will send monthly written reports showing progress against the plan. The passport is intended to be a substitute for a more formal (but currently non-existent) qualification, and that with the stamps or signatures of the partners, IBTC and NHS-UK the achievements and skill levels will be recognised by the industry.

There is a range of conservation approaches and maintenance regimes within the partnership. From the outset the programme will ensure that the trainees are aware of the philosophies and intellectual context of working within the historic environment. They will discuss the meaning of conservation during their initial period in Lowestoft and be consciously embedded in the conservation approach of their placement organisation and again during their rotations. Finally, during their month at the Scottish Fisheries Museum in Anstruther (see p 42), their training will focus on the theory and conservation implications of their role in operating and maintaining the historic fleet, as well as the interpretation of historic vessels. Each partner has given indication of

their person specification to ensure that the most appropriate trainee is recruited for each placement.



The financial barrier for trainees has been addressed in this training plan by offering trainees a salary to meet living expenses and ensure that fees for personal development and specialist courses developed as part of the project are included in the overall budget. Social barriers are harder to overcome, but the partner organisations are already spreading the news about the potential project at a local level and are seeking keen and interested candidates who might not otherwise consider a career in the historic fleet as being a possibility for them. The recruitment and interviewing processes have been designed to select people with potential who might not necessarily be well schooled or super-articulate at interview (see below for more information on this issue).

Particular attention is being given to recruitment as there is little scope for late-joining; we must be able to recruit the right people at the outset to ensure retention for the 12 month duration. Following conversations with the partners during this development phase, it has become clear that they see the value of a six week initial period at IBTC so that the trainees arrive at their host vessels with basic skills and knowledge as a foundation on which to build during the sailing season (see p 41). This is a change from our Round One timetable.

Each trainee will be given a pastoral mentor (aside from their supervisor) to ensure that any personal issues are identified and addressed at the earliest opportunity.

By starting the training programme 'ensemble' for induction and initial training in Lowestoft, we aim to create a sense of belonging among the trainees to sustain them in their long periods of being solo in their placement organisations. We will establish a closed forum within the Shipshape Network website to encourage dialogue and give the trainees a platform for chatting and mingling as well as discussing training-related matters. This sense of camaraderie will be assisted by the trainees spending their first six weeks living together on-board *Excelsior*, mentored and instructed in on-board-living by the skipper.

Decisions around discontinuing with a trainee will be made before the May rotations. This will allow a swift recruitment from among the near-miss candidates and give a chance for someone to have a diminished, but still worthwhile experience. From May onwards it will not be possible to in-fill places.

The financial challenge for the scheme is to offer the training that the partners want within the tight constraint of the budget and this has been mitigated in the following ways:

- Partners' concern at losing a 'sellable' berth being occupied by the trainee has been addressed through the trainees contributing a £10 nominal board and lodging fee per night that they are on the vessel
- There is also a contribution to the supervisors' time reflected in the Full Cost Recovery calculations (Appendix 3c);

- A need to endow trainees with essential generic qualifications to make them employable at the end of the programme has been addressed through negotiation with RYA and college providers and taking full advantage of group examination savings. Our partners will provide the training, leaving the scheme with only the need to finance examination and accreditation;
- Each trainee has an allocation for essential equipment and reading materials;
- Travel and accommodation has been devised for maximum efficiency.

1.7 BEST PRACTICE:

As described above, the modern leisure and sporting element of the maritime sector is well served in the form of RYA, and the Association of Bargemen have provided an example of the tickets and assessment methodologies used to test a combination of theoretical and practical hands-on skills on sprit-rigged vessels. During the development phase of this project we have looked again at the best practice already available in the sail training sector. The SHTP training passport will emulate this practice to enable training assessment to be structured, but not necessarily linear.

The format allows qualitative assessment to be subject to expert opinion by IBTC, the trainee's supervisor and on rotation, but within objective parameters. With the added element of business management, including fundraising, in the training programme it is hoped that good practice will be shared among the trainees and their host organisations (Appendix 1b). Lessons learnt and evaluation from the skills mapping exercise will be posted on NHS-UK's website so that benefits from learning can be adapted and adopted across the sector.

The experience and qualifications of the supervisors is an important part of ensuring best practice in delivering the training and these individuals have been selected on the basis of their expert knowledge of handling and maintaining the historic vessels involved, as well as their experience of working with young people, trainees or the general public.

1.8 WRITING THE TRAINING PLAN:

Since achieving a round 1 pass, the SHTP project has been developed by employing Heritage & Community as consultants to assemble the information and work up a practical and affordable training plan. Following a competitive tendering process and interviews, Heritage and Community were chosen for their experience and approach to the contract, including willingness to visit all partners and IBTC within a short timescale. Although organised by Hannah Cunliffe and Martyn Heighton from NHS – UK, the partner organisations were all involved in this appointment, commenting on the short-listing process and final appointment. There was also a full partnership meeting held in July at the start of the development phase to ensure buy-in between the partners and to encourage good communication and dialogue.

During round one it had been proposed to hold up to two pilot training days to add further to our understanding of skill shortages and to demonstrate these skills to the plan writers so they could be documented fully. However, it was felt that with the tight timescales for submitting the bid, and with consensus on skills shortages it was better to focus on the training plan itself. The Sea-Change Trust elected to hold a short seamanship course, based on the outcomes of the previous pilot training days, and the outcomes and feedback from this course were collated and used to inform this training plan and passport. Permission was sought from HLF to transfer the sum allocated to pilot training to the expenses budget, thereby ensuring that further visits could be made to partners for exchange of information on trainee learning and current training provision.

Hannah Cunliffe (Policy and Project Manager NHS-UK) and Martyn Heighton (NHS-UK Director) met with Heritage & Community (John McVerry and Ruth Gofton) in a start-up meeting in late July, and continued communicating with the consultants throughout the development period, supplying information and background as needed, with two more additional meetings in September. Heritage and Community travelled and met all the partner organisations in August to gain an understanding of commonly-held and individual aspirations for the programme, feeding back to Hannah proposed changes in the timetable (e.g. a longer initial period with IBTC) and concerns over trainee welfare which led to the Shipsape hub pastoral mentor involvement.

As a result of discussions, all aspects of wellbeing were taken into account including accommodation, travel and potential for isolation. Wellbeing was a significant factor in designing the shape of the programme as well as ensuring that each trainee has a pastoral supervisor independent from their partner organisation. A series of meetings were held between NHS-UK and National Maritime Museum's HR department to ensure that recruitment and conditions were in line with the organisation's policies (Appendices 4e, 4f), based on appropriate documentation and meeting the project's diversity targets.

The round 1 application was analysed to ensure that all commitments therein could be incorporated or addressed (all are incorporated). Meetings at the Scottish Fisheries Museum in Anstruther and the International Boatbuilding Training College in Lowestoft ensured that programmes were achievable, appropriate and affordable. All partners have seen and approved the programmes for both centres (see pages 41 – 43).

The programme was built up to ensure that the initial induction was sufficient, the timing logical and that the programme was tied into people's sailing schedules (the rotation period is timed around two participating vessels' involvement in the Tall Ships' race). The periods for desk work and theory were timed to allow maximum possible practical application on-board, but shifted from the original slot to address potential issues around trainees' accommodation needs. The course will break for two weeks over the Christmas/New Year; other leave is to be negotiated with host organisations.

Following the visits a number of drafts were prepared for Hannah Cunliffe and comments were incorporated.

The passport was prepared by conversations with partner organisations, rationalisation with NHS-UK and given expert overview and input by Tom Cunliffe. This is the sector's first attempt formally to identify, group and isolate individual skills for addressing in a training programme; it will be monitored by the various supervisors and evaluated before the second intake in 2015 to incorporate feedback as well as the findings of the concurrent mapping project.

The second draft training plan and the passport were sent to HLF for comment as well as Hannah Cunliffe and Martyn Heighton, the partners and selected outside circulation. Tom Cunliffe gave expert opinion and feedback on the passport. The second draft was refined as a result of the feedback and redrafted into the final SHTP training plan.

SECTION 2: THE PROJECT

2.1 SUMMARY:

Each of our five partners will host one trainee per year for two years, i.e. ten in total. Each placement will last for 12 months and will follow the annual pattern of historic ships, with a summer sailing season and a winter refit period, giving opportunities to develop the specialist skills involved in handling the vessels at sea and maintaining them in harbour or dry dock.

The placements will focus initially on learning key foundation skills needed by anyone seeking a career in sailing ships under 24m length overall (to encourage inclusivity and allow for a wide diversity of applicants) and will then build on this foundation with more specialist skills required for the historic ships sector. As well as working on the host vessel, each trainee will spend time on other historic ships within the partnership through a rotation programme. They will also visit other historic ships while on the conservation/interpretation element of the course. Throughout the programme, opportunities have been created for the trainees to meet and share experiences. At the end of the 12 months, the trainees will be highly employable within the historic ships sector.

Each trainee will be line managed by the centrally based Project Co-ordinator, supervised on a daily basis by a supervisor in their host organisation and supported by an external pastoral mentor. The details of where they will be located, the training providers and the various elements of the training programme are covered below.

Other training opportunities arise for the host organisations, to up-skill existing IBTC teachers ('train the trainer') and students through master-classes and networking days. As the programme is run twice, we will ensure any learning from the first year is incorporated into improving placements in the second year. A skills mapping exercise will be used by NHS-UK to record and publish an overview of the traditional techniques the trainees are learning, which will benefit other similar training schemes, as well as providing the basis for an assessment framework in handling vessels with specialist rigs.

2.2 DESCRIPTION OF KEY SKILLS

The key skills to be acquired during the training programme are split into three areas:

- Conservation and Interpretation
- Maintenance
- Operation, including differences in handling historic vessels compared with modern ships and boats

We are focussing on these skills for a number of different reasons and all three areas are interlinked and interdependent:

- Conservation and Interpretation: future crew/staff working with historic vessels will need to have a good understanding of conservation ethics and how to explain the significance of the ships and their history to the public if the ships are to have a sustainable future;
- Maintenance: although general maritime maintenance skills are widely taught, we are including more advanced specialist maintenance skills in our training programme to ensure

best practice is followed and to give a solid and inclusive foundation to all trainees, some of whom may not have previous experience. Some key maintenance skills on historic ships differ from those used on contemporary vessels and this training is not offered elsewhere;

- Operation: as stated earlier, the skills needed to work historic vessels correctly and safely are rapidly disappearing; many current operators and crew members have not had skills and experience handed down to them; the skills are mainly concentrated in an aging workforce; and there are no suitable qualifications available to learn these skills formally

Although the training programme focuses on the three skills sets at different times, all areas will be addressed throughout the programme. The passport (Appendix 1a) will demonstrate the level of confidence and ability achieved at any stage. Certain skills will be less easy to achieve with certain host organisations, depending on the type of vessel and its rig or its intended seasonal programme. Where this is the case, particular care will be made to address this during the rotation placements. The training passport and plan do not list every skill that will be covered throughout the programme, but seek to set out the key headings and essential knowledge that will be taught within each given area, allowing supervisors to add any extra skills that may be identified once the programme is underway.

The twelve month training programme will be divided into a number of sections each with distinct learning objectives, summarised in the table below and described in more detail later in this plan:

Programme Section (see Appx 2a)	Learning Objectives
<p>Initial 6-week period at Lowestoft IBTC</p> <p>All students living together on <i>Excelsior</i> under the direction and care of skipper Simon Layton, studying at IBTC and Lowestoft College.</p> <p>Partnership meeting for all partners to clarify goals and meet each other.</p>	<ul style="list-style-type: none"> • Induction to programme and different partners (including HR issues such as leave, payments, paperwork, accommodation, travel, grievance etc) • Training for social networking and closed blog site being provided for communication between trainees • Basic maintenance skills needed for the season at sea • Using hand and power tools • Essential qualifications for personal development (see below for detail) • Basics of living on-board an historic ship • Building links between the five trainees before their individual placements start and enabling them to share learning
<p>First placement with host organisation – meet supervisors and pastoral mentors.</p> <p>Supervisors to review progress at IBTC and set goals for first placement.</p> <p>6 weeks: early April to late May</p>	<ul style="list-style-type: none"> • Induction: understanding the organisation’s purpose, policies and aims, H&S, history of ship etc, roles • Skills to sail the host ship • Putting basic maintenance skills into practice • Working with diverse clients • Becoming a reliable deck-hand on a historic vessel • Understanding how to handle historic vessels safely • Developing personal project
<p>Four week rotation Late May to late June</p>	<ul style="list-style-type: none"> • Working on different type of ship and rig than host vessel

Programme Section (see Appx 2a)	Learning Objectives
	<ul style="list-style-type: none"> • Working on a different business model/operation • Achieving learning objectives not available on host vessel
<p>Second placement with host organisation, set goals for 2nd placement</p> <p>Four months: late June to Late October</p>	<ul style="list-style-type: none"> • Midpoint review to ensure consistency across hosts and bring in skills mapping issues • At sea: increasing confidence in sailing an historic ship • Continuing personal project • Increasing confidence in maintenance skills
<p>Second 4-week period at IBTC: Late October to late November</p> <p>All students living together in holiday accommodation.</p>	<ul style="list-style-type: none"> • More advanced maintenance skills including those for winter refit • Master Classes (knotting, wire/rope splicing and sail repairs) • De-rigging (<i>Excelsior</i>) • Networking Day
<p>4-week period at Anstruther</p> <p>All students living together in holiday accommodation.</p>	<ul style="list-style-type: none"> • Conservation and Interpretation principles • Sector basics: introductions to fundraising, business planning, volunteer management, presentation skills etc • Visiting other conservation workshops and maritime museums
<p>Third placement with host organisation, review of goals</p> <p>January – mid-February</p>	<ul style="list-style-type: none"> • Completion of passport • Practising winter refit skills • Completion of personal project • Applying for jobs within the historic ship sector • Evaluation and final review

The second year will vary slightly in that it will run from the beginning of February 2015 – end January 2016, giving a longer initial session with host organisations and finishing the last session at the end of January. From rotation to Christmas, the timetable will be identical.

2.2.1 Essential qualifications and accreditation: During the 6-week initial programme, the candidates will be offered the opportunity to take examinations in the following courses (depending on past experience and qualifications):

- STCW 95 – Sea Survival
- STCW 95 – 1st Aid
- RYA Powerboat 2
- RYA Engine Maintenance

These are considered to be essential for any person wishing to have a career working within historic ships and therefore all participants in the programme will be equipped with both the paper qualifications and necessary experience to develop their careers. The fees will be paid from a

personal development budget of £500 per trainee to be used as appropriate for each individual's needs.

An optional qualification, which could be covered while at the Scottish Fisheries Museum, is training and certification in Marine VHF radio communication.

2.2.2 Conservation and Interpretation (at Scottish Fisheries Museum – see p44):

- Conservation Theory (based on the principles set down in the NHS-UK guidance publication '*Conserving Historic Vessels*' which each trainee will receive a copy of):
 - Understanding significance and basic conservation ethics and principles; planning work in a conservation context to protect significance and recognising impacts around various approaches;
 - Sustainability: an understanding of the business imperatives to sustain a working historic vessel;
- Interpretation theory and skills:
 - Principles of interpretation and writing interpretation plans;
 - Web-based, on-board, on-shore & museum interpretation;
 - Audience development, consultation and evaluation;
 - Different interpretation media including social media;
 - Interpretation for different audiences particularly general audiences, families, schools and hard-to-reach audiences;
- Skills which facilitate working in a heritage environment:
 - Basic research: from dating components and equipment to sourcing replacements;
 - Business management to ensure long-term sustainability
 - Presentation skills and oral presentation skills;
 - Volunteer management;
 - Basic fundraising.



2.2.3 Maintenance:

NHS-UK and the partners have been working with Nat Wilson, Director of the International Boatbuilding College (IBTC) in Lowestoft, to design a short course in historic vessel maintenance – IBTC is one of only two specialist boatbuilding colleges in the UK. The course will be run over two periods: the first at the beginning of the students' year will be six weeks long; and the second period in the autumn will be four weeks. The initial period (p 41) will cover the essential skills, understanding and background needed to work on an historic ship, so that the trainees arrive at their host vessels able to start basic work on the ships at the beginning of the sailing season. The second period (p 42) is set at the end of the sailing season in order to build on knowledge developed over the summer and provide the trainees with new skills needed for the winter refit programme.

Initial period with IBTC: basic skills and understanding needed on board historic ships:

- Specialist tools – use and maintenance of hand and power tools, sharpening of tools, planes and chisels, make and use traditional tools such as marlin spikes, caulking irons, adzes, serving mallet etc;
- Basic joinery skills including timber identification, which wood is used for what, different cuts of wood, using the grain, shaping timber square and flat, simple joints, scarp joints;
- Traditional rope work: handling rope, key knots including bowlines, coiling ropes clockwise, hanking and stowing, understanding the use and nature of purchases;
- Basic sail repairs on flax, cotton and polyester sails, roping a sail, making cringles;
- Engine maintenance: working out why the engine has stopped and deciding what to do;
- Basic electrical repairs: understanding how electricity/volts/amps etc work, charging batteries, battery capacity, safe procedures for plugging in to shore;
- Non-detrimental maintenance including recognition of properties of materials - why certain materials are used for certain jobs, the benefits and disadvantages of using traditional or modern materials, how to identify those materials and risks of getting it wrong (woods, metals, sail cloths, epoxy resins, mastics and glues), making informed decisions in carrying out maintenance without impairing a vessel's significance.



Second period with IBTC: including developing skills further and learning those needed for winter refit:

- Paints & varnishes: appropriate systems, timber, steel and galvanised preparation, coatings application including environmental and atmospheric constraints;
- Caulking seams - raking out, preparation, caulking with oakum and cotton, use of irons and caulking;
- Traditional sail repairs;
- Three-strand splicing, palm-and-needle whipping, and wire splicing;
- Whipping serving and parcelling
- Setting up a rig using deadeyes and rigging screws;
- Rigging, running repairs;
- Use of pitch, tallow, boiled and raw linseed;
- Bedding/paying up with putty and white/red lead, and with pitch, hull and deck seams, comparing the use of concave, convex and flat seams, being aware of hi-tech alternatives and able to make sensible decisions regarding these;
- Spar building and fitting of spar hardware



At the end of the maintenance course, the trainees will each receive a certificate issued jointly by NHS-UK and IBTC recognising and recording their achievement. In designing the course we have linked its content to National Occupational Standards (NOS), in particular those developed by the Maritime Skills Alliance (MSA A22). The course will cover the maintenance areas of MSA A22 while applying the practical skills appropriate to historic ships, as the traditional skills are not currently covered in the available NOS qualifications.

MSA A22 (Plan and organise the maintenance of a vessel's structure, fittings and equipment) addresses the knowledge and understanding needed to maintain a vessel, including cargo, accommodation and storage spaces, and maintenance materials. Performance criteria include being able to:

- determine budgets, priorities, timescales and contingency actions;
- organise personnel, materials and equipment;
- consult effectively with other personnel and provide accurate reports;
- ensure that maintenance plans are consistent with operations and that materials are available;
- ensure that maintenance is carried out without disruption to operations and in suitable weather conditions;
- ensure that procedures and practices comply with safety and anti-pollution rules;
- measure the effectiveness of maintenance against objectives and compile reports following maintenance;
- make effective recommendations for improvements in future maintenance tasks.

Trainees will have to demonstrate knowledge and understanding of the following areas:

- The significant features of a vessel's structure;
- The properties and safe use of maintenance equipment and materials;
- The application of safety management systems for maintenance activities;
- The range and application of materials and processes;
- The application of management skills and personnel theory;
- The principles of budgetary control and its application to maintenance activities;
- The procedures for dry docking and the preparations for surveys;
- How to evaluate and apply statutory regulations and guidelines, organisational instructions and guidance, and vessel contingency plans.

These will all be taught in the context of historic ships, with the trainees being able to apply this knowledge on their host vessels and observe everyday practice in real situations. As trainees demonstrate theoretical understanding, start putting it into practice and grow in confidence, their progress will be evaluated in their individual passports as they move from formative to summative understanding and practice.

The final session at Lowestoft will also include a Networking Day (see below for more detail).

2.2.4 Operation:

- Important differences in handling historic vessels compared with modern ships or yachts:
- Handling historic vessels & knowledge of common historic rigs:
 - Original use of vessel and impact of this on sailing her today
 - Handling historic vessels using authentic techniques
 - Handling traditional rigs safely and setting sails for optimum performance, including jockey topsails
 - Handling a lug-rigged vessel, e.g. learning to dip the lug when tacking

- Handling a sprit rigged vessel
- Heaving to
- Tricing or scandalising gaff sails
- Jibs set flying, belaying, heaving a line
- How and when to reef
- Understanding the physics of the rig
 - Knowing the strengths and weaknesses of each vessel
 - Handling vessels under different sail configurations
 - Balancing the rig
- Properties of a traditional vessel
 - Recognising the properties of the hull, sails and spars
 - Recognising the differences in handling a vessel under sail and under power, taking into account issues such as extra weight, a long keel or an off-set propeller
- Safety on traditional vessels
 - Understanding use of heavy gear without modern aids e.g. block and tackle rather than winches, parbuckling, pulling using whole body weight, using a burton etc
 - Manoeuvres at sea
 - Going aloft / on the bowsprit at sea
 - Anchor work and traditional ground tackle
 - Emergency procedures, use of lifejackets, harnesses, survival suits; fire fighting, dealing with flooding, including clearing pumps and strum boxes, collision procedure, launching life rafts
 - Safety procedures – looking out for loose gear, chafe etc



- Boatwork including rowing, sculling,
- Living on board;
 - Knowledge of watches and ability to turn to
 - Cleanliness
 - Knowledge of how a crew is organised and skills needed for each role
 - Using correct terminology
 - Ability to describe correctly the position and movement both on board and relative to the ship
- General deck work and handling skills on traditional vessels;
 - Keeping lookout
 - Steering
 - Rope handling, including sweating a rope and tailing, coiling ropes clockwise, hanking and stowing, understanding the use and nature of purchases;
 - Using a Handy Billy or Watch Tackle
 - Sail handling including making sail, tacking, taking in sail and furling
 - Bunting and signals
 - Anchor work
 - Use and maintenance of winches
 - Use and maintenance of capstan

- Coming alongside organising and handling shore-lines under heavy load, securing with springs, breast-lines etc
- Belaying
- Heaving a line
- Ship Husbandry;
 - Deck wash and scrub
 - Lubricating gear
 - Protecting wood with oils
 - Block maintenance
- Watch, navigation and meteorological skills;
- Additional skills important to a career working in the heritage environment:
 - Principles of Youth Work;
 - Working with young people and vulnerable adults;
 - Basic computer literacy;
 - Induction and presentation skills.

2.2.5 Personal Project:

As well as the three areas of key skills, explained in detail above, each trainee will be expected to complete a personal project with the guidance of their supervisor. Depending on the interests of the trainees and their career aspirations this might cover research into their host vessel, developing an interpretive display or exhibition, writing a maintenance, education or conservation plan for an historic ship, collecting social history stories around a particular ship or fleet, planning a ship's open day at a harbour festival, writing a fundraising strategy for conservation or audience development work, working with a local school to collect resources for a local history topic on their host vessel, producing a comprehensive knot board, building a model boat, re-rigging a historic ship, or developing a portfolio of artwork or photography.

The topic will be agreed between trainee, supervisor and project co-ordinator at mid-term review in late June for completion by mid-January.

2.3 DESCRIPTION OF PLACEMENTS:

The placements cover twelve months 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, 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.

In the first year, the HLF process/permission to start and the resulting recruitment timetable means that students start early March, and arrive at their host vessels mid-April. The partners expressed a wish that the second cohort started a little earlier so that they had more time getting to know the ships and their duties before the main season starts. Therefore, there will be a slight overlap between the two intakes of trainees, with the first year finishing their winter refit, while the second year starts their initial IBTC course. This overlap will also be used to encourage communication and further networking between the two year groups.

All placements will cover the following key areas:

- induction to the year-long course
- line management by National Historic Ships UK
- day to day supervision by the host organisation
- pastoral care by the Shipshape regional representatives, facilitated by NHS-UK
- HR input and support from the National Maritime Museum
- the core skills and competencies as outlined above and in the individual Passports
- a maintenance course at IBTC (split over two time periods)
- experience at sea and operating historic vessels with their host organisation
- rotation to visit other ships within the partnership to give experience with different types of historic vessel and rig
- conservation and interpretation module at the Scottish Fisheries Museum in Anstruther including weekly daytrips to other conservation projects, historic vessels, museums or traditional yards, including Discovery Point in Dundee www.rrsdiscovery.com, Edinburgh's Maritime Museum www.trinityhouseleith.org.uk, the Law Maritime Museum in Gourdon www.maggielaw.co.uk, the Montrose Museum in Montrose, and the Maritime Museum in Arbroath www.angus.gov.uk/history/museums/signaltower
- working with clients/the public
- opportunities to visit and work as crew on other historic ships in the trainees' down time, for example through the Old Gaffers Association
- introductions and opportunities to visit other heritage organisations such as BESST (South Devon Railway Boiler Engineering Steam Skills), EISCA (Eyemouth International Sailing Craft Association www.worldofboats.org), and other maritime related museums such as Lowestoft Maritime Museum (www.lowestoftmaritimemuseum.org.uk)
- essential qualifications
- opportunities to improve other life skills such as computer literacy, management and business skills etc (on-going)
- personal project
- networking opportunities, particularly through the Networking Day and contact with their pastoral mentors
- coaching on job applications, employability etc (on-going)

The five partner organisations differ in their core purpose, organisational structure and type of historic vessel, each offering a slightly different learning approach and outcome. The following section gives the dimensions of the host vessels, with the skills being taught relating to the size of craft: there are different requirements for larger vessels. Therefore, the application and recruitment process will be carefully tailored to match the placement with the student wherever possible, in order to maximise individual benefit and learning.

2.3.1 Scottish Fisheries Museum, Anstruther

Purpose: a National Museum, telling the story of the Scottish fishing industry, its boats, harbours and communities. The museum's main aim is to excite informed interest in the development of the Scottish commercial fishing industry among people of all ages in and beyond Scotland

Structure: Board of Trustees, Museum Director, Curator, volunteers

Supervisor: Dr Robert Prescott, vice president of the Scottish Fisheries Museum, formerly Director of the Scottish Institute of Maritime Studies, University of St Andrews and former

member of the Advisory Committee on National Historic Ships, responsible for establishing the National Register of Historic Vessels database in the 1990s.

Pastoral Mentor: Shipshape Network regional representative, Scotland (to be appointed)

Type of Vessel(s): *Reaper*, a restored Fifie sailing herring drifter, built in 1902 and the baldie *White Wing*, built in 1916 (both lug rig). *Reaper* is a Lug-rigged drifter: 70.26ft LOA; 20.30 ft. beam; 8.59 ft. depth; 61 tons gross: she is the largest surviving Fifie herring drifter in the UK and is an important reminder of the Scottish herring industry and the development of the steam capstan as the means for hauling large catches on board. She is one of 212 vessels in the National Historic Fleet, being of pre-eminent national significance. *Research*, sole surviving large Zulu and also a member of the National Historic Fleet, preserved in one of the galleries of the Scottish Fisheries Museum as a static exhibit. The ring-netter *Lively Hope*, a member of the National Historic Fleet on static display in the museum, along with a number of smaller vernacular boats.

Accommodation: mainly on-shore, with short overnight trips on board *Reaper* as part of her seasonal programme. Opportunities for evening and weekend activities with the St Ayles Rowing Club on one of the Museum's St Ayles skiffs.

Description of Placement: with less time at sea than the other placements, the trainee will have an opportunity to concentrate on the curatorial, museum conservation and interpretation elements of understanding historic ships and their relationship with the visiting public, including school groups and the local community.

Potential Career Opportunity: Ideal for someone who prefers to be more shore based, wanting a curatorial or interpretation focussed career connected to historic ships.



2.3.2 Trinity Sailing Foundation, Brixham:

Purpose: Trinity is a registered charity dedicated to supporting the personal development of young people, using the medium of offshore sail training on traditional vessels, and to preserving its fleet of historic vessels as important examples of the UK's maritime heritage. It enables wider appreciation of that heritage by enabling people to experience life under traditional sail through sailing holidays, charter and sailing courses and learn about the history of the vessels.

Structure: Board of Trustees, Foundation Director, 2x Operation Managers, Office Manager

Supervisor: Toby Russell, Director Trinity Sailing Foundation. He has experience of managing a range of EU structural and UK-based funding + other HLF-funded projects, most recently a successful application for works to historic vessel *Provident* involving an education outreach programme.

Pastoral Mentor: Shipshape Network regional representative, West Country (to be appointed)

Type of Vessel(s): *Leader* will be the main vessel used in this training programme. She is gaff-rigged, being one of the largest of the Brixham sailing trawlers at: 105 ft. LOA; 18.98 ft. beam;

10.59 ft. depth. Her fine lines are typical of the many thousands of such vessels operating in the late 19th and early 20th centuries. She is listed in the National Historic Fleet as an historic vessel of national significance. *Provident* is a medium-sized 'Mule' class of sailing trawler; and *Golden Vanity*, the smallest of the Trinity vessels is a gaff cutter, built to the lines of the smallest class of sailing trawler, known as 'Mumble Bees'.

Accommodation: in a refit house with other crew members in March and January, otherwise living on board *Leader* or one of the other Trinity vessels at sea (for a daily charge of £10). Opportunities for evening and weekend sailing with members of the Old Gaffers Association based locally.

Description of Placement: the sailing element of this placement varies from taking out parties of young people (included those from disadvantaged backgrounds) as part of youth development programmes, to sailing holidays and private chartered cruises. The Foundation is office-based in Brixham, giving the trainee opportunities to learn other desk-based and business skills. Opportunities to get involved in gig rowing locally in the traditional wooden pilot gigs, and to assist with shipwrighting work.

Potential Career Opportunity: professional seaman developing relevant RYA qualifications and traditional vessel handling skills, and traditional vessel maintenance / conservation skills.



2.3.3 Sea-change Sailing Trust, Essex:

Purpose: to provide residential opportunities for young people and vulnerable adults to learn and develop in a unique environment.

Structure: Board of Trustees, Executive Officer and Skipper, Treasurer, Administrator

Supervisor: Richard Titchener, Executive Officer and skipper for Sea-Change Sailing Trust, a member of the Association of Bargemen and the NHS-UK working group for specialist rig training

Pastoral Mentor: Glyn Williams, Shipshape Network regional representative, East Anglia – advisor to IBTC who has previously worked with NHS-UK to compile EU and Coastal Communities funding bids.

Type of Vessel: The trainees will have the opportunity to sail on two ships chartered by the Trust. *Reminder* is one of the last steel-hulled Thames spritsail barges built, with a large sail plan to increase her speed. She has strong regional importance, representing the vast fleet of such barges trading the Thames Estuary and East Coast carrying cargo to and from the port of London. She is a member of the National Historic Fleet being an historic vessel of pre-eminent national significance. *Cambria* is a wooden Thames sailing barge, built at Greenhithe, Kent in 1906. She is famed as the last British registered vessel to carry a commercial cargo under sail alone (until 1970) and was reconstructed as part of an HLF-funded project, completed in 2011. She now operates under sail with no engine fitted.

Accommodation: on shore March and January, otherwise at sea in crew quarters on board either *Reminder* or *Cambria*, daily charge of £10. Opportunities for evening and weekend sailing with members of the Old Gaffers Association based locally.

Description of Placement: Much of the time will be spent sailing Monday- Friday in the Thames Estuary, working intensively with disadvantaged young people, young offenders, those experiencing social exclusion, with special needs, challenged by traditional educational settings or considering a maritime career.

Potential Career Opportunity: professional seaman leading to Bargemaster's Ticket from the Association of Barmen.



2.3.4 Dauntsey's School Sailing Club. Devizes/Hamble:

Purpose: *Jolie Brise* is owned, maintained and sailed by the pupils of Dauntsey's School.

Structure: Skipper, First Mate

Supervisor: Toby Marris, Head of Sailing at Dauntsey's School since 1995 and full time skipper of *Jolie Brise*; RYA Yachtmaster Instructor Examiner, Sea Survival Instructor, Diesel Maintenance Instructor and Radar Instructor; member of the NHS-UK working group looking at training in specialist rigs; host of pilot training day

Pastoral Mentor: David Newberry, Shipshape Network regional representative, Solent. David served as an engineer in the Royal Navy followed by being the Captain of HMS *Warrior* 1860 and Chief Executive of the *Warrior* Preservation Trust. David was a former member of the Advisory Committee on National Historic Ships.

Type of Vessel: *Jolie Brise* is a world famous, gaff-rigged pilot cutter, the last boat to carry the Royal Mail under sail and has won the Fastnet Race three times, including the inaugural race in 1925. She has raced across the Atlantic with trainees and won many Tall Ships Races. *Jolie Brise* is: 76 ft LOA; 15 ft. beam; 11 ft. depth; 44 tons gross. She was the last sailing pilot cutter to be built in Le Havre and was brought over to England in 1924. Her speed and sound sea-keeping abilities underline the importance of her design and function as a pilot vessel delivering and taking pilots ashore in all weathers. Gaff-rigged with powerful topsails, she is listed on the National Register of Historic Vessels.

Accommodation: the trainee is required to find accommodation on shore, with day trips and short cruises on the vessel. However, during July-August, the longer distance sailing on *Jolie Brise* is likely to take place and during those months there will be a charge of £10 per day for the time the trainee is on board. Opportunities for evening and weekend sailing with members of the Old Gaffers Association based locally.

Description of Placement: During Spring, Summer and half term holidays pupils in the Sailing Club go on cruises. The remainder of the time *Jolie Brise* can be chartered or used by other schools, particularly Mercers' Academies.

Potential Career Opportunity: professional seaman leading to RYA qualifications or professional yacht crew on a classic craft.



2.3.5 Excelsior Trust, Lowestoft:

Purpose: to preserve *Excelsior* and other historic sailing vessels; to sail and maintain her authentically; to give supporters the opportunity to join in - sailing and socialising

Structure: Board of Trustees, Skipper, volunteers

Supervisor: John Wylson, founder and vice president of the Excelsior Trust, trained as an architect, and with an in-depth knowledge of materials and traditional techniques having bought *Excelsior* in 1971 and then restored her over the following ten years.

Pastoral Mentor: Glyn Williams, advisor to IBTC, Lowestoft, Shipshape Network regional representative, East Anglia; he has previously worked with NHS-UK to compile EU and Coastal Communities funding bids.

Type of Vessel: *Excelsior*, a gaff-rigged Lowestoft smack built in 1921, historic fishing vessel. *Excelsior* is: 76.95 ft. LOA; 19.25 ft. beam; 8.79 ft. depth; 55 tons gross. She is one of a small number of surviving East Coast sailing trawlers which, at their height ran to 1000 vessels working the fishing grounds of the North Sea. She is a member of the National Historic Fleet being of pre-eminent national significance.

Accommodation: on board *Excelsior*, except January. Opportunities for evening and weekend sailing with members of the Old Gaffers Association based locally.

Description of Placement: Time is divided between two main functions: 1) youth and educational charters: curriculum enhancement, Duke of Edinburgh's Award Scheme Expeditions, RYA courses and Tall Ships' Races; and 2) charter by companies and other groups.

Potential Career Opportunity: professional seaman with the knowledge to work and maintain traditional sailing vessels, leading to becoming an historic ship's boatswain, a professional rigger, or a traditional ship's sailing crew member.



2.4 RECRUITMENT STRATEGY

Based on previous research, we are aiming to recruit our trainees from a diverse range of backgrounds, and from between the ages of 18-30 in order to provide the next generation of crew able to handle and maintain historic vessels. In particular, we are aiming to attract applicants who are female, and/or aged 18-30, and/or from a BAME background in order to address current gaps in our demographic profile. These targets follow feedback from our partners and previous surveys carried out by NHS-UK which show an aging sector workforce.

As explained above, the host organisations offer a variety of experiences which the recruitment programme will highlight in order to make sure we attract a variety of suitable applicants. As well as using NHS-UK networks and working with our partners, we will also target recruitment so that it reaches young men and women from disadvantaged backgrounds and career changers. We will publicise the traineeships through specialist websites and in the job centres local to the placements. Many of our partners work with school groups from disadvantaged areas and inner cities as part of their charitable work and have good relationships and links with these schools. They also maintain contact with people who have volunteered or shown interest in developing a career in historic ships.

Once we have confirmation of funding and a Round Two pass, we will advertise the placements through the NHS-UK website, Royal Museums Greenwich, the Shipshape Network, our five partner organisations and their own networks, 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 five placement providers and in Lowestoft – to attract non-traditional trainees.

We will ensure that every element of the recruitment process is as inclusive as possible, for example with the application pack on line 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. Whilst planning this project, and as our thinking has developed, we have worked closely with the National Maritime Museum HR department to ensure that we follow the best practice and advice and that we are consistent with the National Maritime Museum's HR policies. NMM is part of the Investors in People scheme.

Our recruitment documents, application form, selection & interview protocols and contracts (see Appendices 4 a – k) are based on those already in use by NMM.

The recruitment schedule for the first intake of trainees in March 2014 is necessarily very tight in order to allow trainees to be in place with their host organisations for the beginning of the sailing season, having completed their first session at Lowestoft. A panel comprised of the Policy & Project Manager, NHS-UK Director and a member of the NMM HR Department will do the initial short-listing, based on the person specification and the 'essential' requirements set out in the job description, using the short-listing criteria provided in Appendix 4f. A revised list of candidates will be sent to partners for their input ahead of final interview selection.

We will hold two days of interviews on a Thames barge in central London and, if necessary, will host an alternative interview day in Scotland depending on the number of applicants from different areas. As identified in the person specification, people skills, aptitude, flexibility, commitment to the course, a desire for a career in sailing historic vessels and demonstration of 'staying power' will be important selection criteria. By holding the recruitment on the same type of vessel being used by one of the host partners, we will be testing the candidates' natural aptitude and genuine interest for living and working on board this craft. Each partner organisation will be encouraged to take part in the selection day which will include a formal interview and a number of practical exercises to test aptitude rather than existing skill level. Representatives from NHS-UK and NMM's HR team will also form part of the selection team.

NMM recruitment does not allow 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, and by holding the additional interview day in Scotland if the demand is there.

The recruitment process for phase two of the Keeping History Afloat, Skills for the Future funded project at Ellesmere Port, (held in April 2013) saw 250 expressions of interest by phone or email, 121 completed applications, 8 candidates interviewed and 3 trainees appointed. Of those appointed, two were female and one had learning difficulties.

Based on these figures and current employment statistics, for each intake of trainees we aim to:

- receive over 150 expressions of interest
- 80 completed applications
- interview 15 candidates
- appoint 5 trainees
- interview at least 50% candidates who are: from a disadvantaged background; female, a career changer, from a BAME background, or from the 18-30 age group
- Appoint where appropriate

2.5 ORGANISATION OF WORK-BASED VESSEL TRAINING

The training will be evaluated at all stages through both formal and informal means:

- **Passport:** a written record to trace an individual's growing confidence and competence in key areas, that can be used to demonstrate achievements and skill level to future employers;
- **Personal project:** a contained task chosen by each trainee needing self-motivation and specialist interest;

- **Initial, midpoint and end review:** formal appraisals and objective setting with the Project Co-ordinator;
- **Report from rotation:** a written record from the rotation organisation outlining professional and personal skills attained;
- **Report/certificate from IBTC:** where possible this course will be linked to National Occupational Standards, in particular those developed by the Maritime Skills Alliance
- RYA and STCW certificates: as outlined above

All of these items will also be used as part of the overall programme evaluation.

2.6 TRAINEE SUPPORT

All trainees will be employees of the National Maritime Museum (NMM) and line-managed by the Project Co-ordinator who will be based at Greenwich. They will be placed with their host organisation through a signed trainee agreement.

Living expenses of £12,000 pa will be paid to each trainee into their bank accounts monthly in arrears. They are expected to pay for their lodging and food from this salary (see below). Travel arrangements, for example between the host vessel and the rotation vessel, Lowestoft or Anstruther will be arranged by the Project Co-ordinator to cut down on administration and paperwork. Any additional expense claims will be settled through an established NMM mechanism on provision of supporting receipts which will be explained during the induction sessions.

Budgets have been allocated per trainee against the following areas in order to support all the trainees equally and provide an inclusive training programme:

- Living expenses: £12,000
- NI contributions: £600
- Auto-enrol pension contribution: £1000
- Travel expenses e.g. between IBTC and hosts, during rotation, and to Anstruther: £500
- Tools and Equipment per organisation: £700, equivalent to £350 per trainee to cover items such as waterproof clothing, overalls, reading materials and organisation memberships
- Personal development: £500 (some of this will be used on external courses such as First Aid, and some matched to individual need and specialised interest)
- IBTC maintenance course: £2900 (paid centrally)
- Insurance in the workplace will be covered by NMM and the host organisation

The tools and equipment will include wet-weather clothing and PPE (bought centrally to include discount and provide equality) and essential reading material: each student will be supplied with a copy of *Conserving Historic Vessels* and Tom Cunliffe's *Hand, Reef & Steer* as they join the course in Lowestoft, as well as any publications specific to their host placement. Trainees will also be made individual members of the Old Gaffers Association to facilitate evening and weekend activities at sea, as well as the St Ayles Rowing Club for participation with the St Ayles skiffs during their time there.

As each trainee will be occupying a berth or paid training position that would normally bring income to the partners, the trainees will pay their hosts a nominal fee of £10 per day to cover costs for each night or week they are on board. This amount will be agreed with the trainees in advance and formalised in their contracts. The trainees are also responsible for any accommodation costs on land, for example between sailings, out of their annual salary. For the

trainee located in Anstruther, who is mainly museum based, it may be advantageous to rent accommodation on an annual basis. While in Lowestoft studying at IBTC, all trainees will be staying on board *Excelsior* and while at the Scottish Fisheries Museum it is intended that the trainees would communally rent a holiday cottage for three weeks.

Description of trainee role and responsibility (see Job Description – Appendices 4b & 4e - for more detail):

- Attending induction and understanding role within NMM and NHS-UK
- Attending IBTC course in Lowestoft over Spring and Autumn
- Attending conservation/interpretation course at the Scottish Fisheries Museum
- Taking part in rotation and other activities to gain a rounded experience and understanding of different historic vessels
- Completing the Skills Passport
- Completing individual personal project
- Being flexible with all duties associated with being on board, including maintenance, handling ships, deckwork, working with clients of all backgrounds
- Being self-motivated, disciplined and passionate about a long-term career in historic ships
- Managing interpersonal relationships/having good people and communication skills and an aptitude for life onboard
- Having an awareness of health and safety
- Being able to work alongside experienced crew and also have the ability to work alone under their own initiative
- Attending Networking Day

Description of trainee Supervisor role (for further information, please see Partnership Agreement – Appendix 4i):

- Active participation/attendance at selection and recruitment of trainees
- Responsible for organising the induction to the historic vessel, crew and host organisation;
- Day-to-day supervision of the trainee (and others while on rotation);
- Responsible for providing training and guidance for operational skills;
- Ensuring the training is effective and to accepted industry standards (through supervisor's experience and qualifications)
- Responsible for providing opportunities to practice maintenance skills;
- Responsible for explaining the business model of each organisation;
- Encouraging trainees to develop an understanding/competence in related skills such as computer literacy, volunteer management, team working etc;
- Attendance at Partnership Steering Group Meetings;
- Evaluation and feedback.
- Reporting to project co-ordinator
- Monitoring completion of training passport and personal project
- Holding regular reviews with trainee

N.B. The Supervisors will receive a financial contribution to their time via the full cost recovery approach set out in appendix 3c.

Description of Pastoral Mentor's duties:

- Supporting trainees in finding accommodation on-shore;

- Ensuring the trainees are supported socially when on shore particularly if they are not local;
- Monitoring and reviewing trainee progress;
- Being an objective listener;
- Networking and introducing the trainees to other historic vessel owners/skippers;
- Helping with employment prospects etc.
- Reporting on trainee progress to project co-ordinator

2.7 INDIVIDUAL TRAINEE LEARNING PLAN - See Passport – Appendix 1a - for detail

The training for participants will be a mix of:

- set course elements (for example at IBTC and Anstruther) that all trainees will undertake;
- the key historic ships skills listed in the Passport learnt while on host ship or rotation;
- individual targets identified through 1:1 meetings with the Project Co-ordinator and reviews
- personal-development and team building skills.

1:1 meetings and reviews will take place three times during the twelve months: at the beginning, midpoint review and at the end of the training.

Paper work for these reviews is found in appendix 1b.



2.8 PROJECT COMMUNICATIONS & MANAGEMENT STRUCTURE

See the project management diagram in Appendix 2b for full details of how the reporting structure will work.

Project Communications and reports:

- Supervisors and mentors will provide feedback by email and phone on trainee progress to the Project Co-ordinator;
- Project reports will be made monthly by the Project Co-ordinator to the SHTP Steering Group and to HLF as required. Reports will derive from trainee, supervisor and mentor feedback;

- Progress reports to HLF will summarise the monthly reports and be made quarterly (unless agreed otherwise)
- The monthly reports, and any necessary actions, will be circulated by email, with follow-up phone calls where appropriate;
- The SHTP Steering Group will meet twice each year, in the Spring and Autumn, to evaluate progress, discuss and address issues, with regular conference calls in between these meetings to ensure good communication between supervisors. In the interest of creating a level playing field across the intake of trainees, one of these meetings will focus on individual organisation's training levels and ensure continuity as trainees move from one vessel to another. A further mid-term meeting would discuss progress and work towards a harmonious approach to training for competencies on the syllabus.

2.9 UP-SKILLING CURRENT STAFF/MASTER-CLASSES

Three 'master-classes' will be held during the initial training session at IBTC, not only to teach the trainees in specialist areas but also to enhance the sustainability of the IBTC maintenance course and training for historic vessels in general in the longer term. These master-classes bring the benefit that staff at IBTC are able to increase their knowledge so that all elements of the course can be brought in-house for future courses. This will be valuable on two counts: first, by bringing further skills and techniques relating to historic vessels into the standard IBTC training; and second to be able to train people for the historic environment without incurring repeated fees for specialist instruction.

The master-classes will be attended by the trainees, IBTC staff and selected invitees, including staff from the host vessels (attendance is free, but no expenses can be paid) who would then be better informed to carry out specialist repairs to their ships in the future. When master classes are scheduled, each organisation will be given the opportunity for their staff to attend and it will be up to them to select the appropriate member of the team to benefit from the teaching. The scheduled partner meetings will coincide with these sessions. The classes will cover:

- Knotting
- Sail repairs
- Splicing

The master-classes will be given by recognised experts in these fields, 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; and the sail repairs master-class taken by Mark Butler of James Lawrence Sailmakers in Brightlingsea, including a visit to their sail loft. £500 has been allocated per master class, totalling £3000 over the two years.

We are particularly pleased that the master-classes on knotting/sail repairs 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. IGKT have also indicated that they may be willing to offer similar grants in the future if clear results can be seen from this specialised training.

2.10 NETWORKING, PROMOTION AND COMMUNITY ENGAGEMENT

Each of the partner organisations has their own (overlapping) networks and the training plan is already being promoted by word of mouth. The trainees will receive additional support and networking opportunities through their pastoral mentors, the Regional Shipshape Representatives. Partners will promote the scheme through their own networks, whilst the project coordinator will represent the scheme via other heritage networks, as well as at relevant conferences, seminars and events as time permits.

The Shipshape Network is an online resource supported and managed by NHS-UK, offering a nationwide forum to all historic vessel owners, employees, skilled craftsmen, businesses, heritage organisations, training bodies and all those with an interest in Britain's maritime heritage and ship conservation. Its prime purpose is to be a networking medium for the sector. Central to the website is a National Directory of Skills and Services, enabling boat owners to find skilled crafts people easily. We have established five regional centres (Bristol Channel, Solent, Thames Estuary, Mersey and East Anglia) with expansion planned to cover Scotland and the West Country as part of this training programme. Each region will have its own SHTP project page on the website where the student blogs or progress reports will be posted. During the induction, trainees will be introduced to the Shipshape Network website and the expectation that they will contribute to the site and blog throughout the programme.

In addition to offering access to over 500 maritime businesses through the Network, the opportunity to blog about their learning experiences will also give the trainees significant exposure to potential future employers – as well as promoting this programme and the need for good training in historic ships to owners and other related organisations. The successful existing Network links with Facebook and Twitter (which have over 600 followers) will also be used to publicise the trainee opportunities and project news, alongside the Shipshape quarterly electronic newsletter. Trainees will be encouraged to contribute directly to the Facebook and news pages and, if they do not have computer access whilst at sea or on placement, the Supervisor will take responsibility for compiling their comments and forwarding them to the Project Co-ordinator who will upload them as news items on their behalf.

The Shipshape Network will also connect the trainees with other heritage training schemes (such as Keeping History Afloat).

There is a budget of £1500 for developing promotional literature (i.e. a leaflet) to be distributed by the NHS-UK, NMM, IBTC and partners through their networks and on board vessels during the season, links with schools, youth agencies, local job centres etc to attract trainees for the second intake.

At the end of the scheme, the Shipshape closed forum (which allows the trainees to communicate with each other, share ideas and post comments throughout the year) will be converted into an alumni forum to encourage partners, supervisors and trainees from both years to stay in touch and offer mutual support. This will also provide a mechanism for NHS-UK to track the trainees' progress after the project ends and maintain contact over their future plans.



2.10.1 Networking Day:

As discussed above, during the second IBTC session in Lowestoft (November), a networking day will be held, following the success of a similar day during the Keeping History Afloat project, enabling the trainees to meet key representatives from the historic ship sector, including recruiting agents, potential employers and staff from the NHS-UK. Each student will be expected to give a short presentation showcasing what they have learnt, their skills and their professional interests. The day also provides an opportunity for other organisations learn about Skills for the Future, understand the need for specialist skills in historic ship operation, maintenance and interpretation, thereby raising the profile of such training schemes.

This Networking Day will also be attended by other students from IBTC, widening the benefits of the day to other trainees.

Representatives of:

- Sail Training International
- Association of Sail Training organisations
- Dovaston Crewing Agency
- YPI Crewing

will be invited to meet the trainees and have a presentation by the trainees and NHS-UK training partnership and programme. A budget of £1000 over the two years has been allowed towards publicity, expenses and organisation of these days, building on past experience of the value of an in-house newsletter summarising the achievements of the year, to be sent out to appropriate organisations.

As well as the maritime museums, sail lofts and boatyards visited through the various placements, rotations and master-classes, there will be introductions and opportunities for short exchange visits with other heritage organisations such as BESST (South Devon Railway Boiler Engineering Steam Skills), and EISCA (Eyemouth International Sailing Craft Association www.worldofboats.org) whilst the trainees are with their host vessels. The intention is to provide as broad and rounded an introduction as possible to historic ships, their owners and the maintenance skills needed, so that trainees start their careers with good networks in place in addition to their practical skills.

As part of the skills mapping exercise, the wider historic ships community will be able to contribute to the discussion and focus of which skills are missing or disappearing via news items on the NHS-UK and partner websites, or in the regular e-Newsletters. Local people from coastal communities will be encouraged to participate, sharing their own knowledge of traditional skills and contributing to the written record. This information will be constantly evaluated and used to feed into future training programmes and courses (see below).

Host organisations are already actively involved in improving access and interpretation in port, inviting visitors on board, where members of the crew - volunteers, trainees or professional crew - show visitors around the vessels and explain their histories. Interpretation is also given through leaflets, interpretation boards on the vessels and ashore, formal classes on board, outreach classes and presentations in schools, community centres and festival exhibitions and events. As an indication of the levels of involvement in such activities, 12,500 visitors were welcomed on board *Reaper* over the 2012 summer season, including 200 school children in formal educational groups. In 2013 the visitor numbers reached 14,800 including 1,300 children in formal educational groups.

Although all the host organisations and their vessels are already embedded in their communities through museum or educational based activities, this project will re-enforce those links and actively encourage the trainees to engage with their local communities, to learn about and disseminate the regional variances in the different types of vessels, rig and social history. The Scottish Fisheries Museum, for example, regularly receives notices of museum-related seminars, lectures and training days throughout Scotland and these will help connect trainees with other heritage training schemes for both professional and volunteer groups.

Trainees will learn about the different vessels and their uses through their rotations, and also be able to make links. For example, although the types of traditional vessels at the Scottish Fisheries Museum and Lowestoft are very different, the heritage of the herring industry links both towns, with 'herring lasses' following the boats through the herring season from Scotland, down the East coast to Lowestoft. Through schools visiting the ships, and perhaps their personal projects, trainees will be able to work with local people and pass on information about fishing fleets, traditions and heritage skills that were very much part of people's lives till relatively recently but which are now passing from community memory. For example the Scottish Fisheries Museum trainee might plan and prepare an exhibition showcasing the different rig styles and ship designs used throughout the herring fleet that links maritime towns with herring-related heritage that could also be used both in the Scottish Fisheries Museum and in Lowestoft Museum.

Although the core skills taught on this programme are of national significance, the regional variances in vessels and handling techniques are of great importance if there are to be long term employment opportunities and appreciation of the local ships in their traditional settings. There are registered ships throughout coastal communities in need of trained crew to ensure their long term futures. This project will raise the profile of locally operated vessels and their heritage and remind coastal communities of their significance.

2.11 FULL COST BREAKDOWN & CASH FLOW

Appendices 3a & 3b

2.12 SKILLS MAPPING, TRAINING MODELS AND ASSESSMENT FRAMEWORK

The Project Co-ordinator will manage the tender process and interviewing procedures to recruit the skills mapping consultant for the delivery phase. This consultancy post has been costed at £350 per day, for two days a month for the two years (£20,000 including expenses, see brief (Appendix 4g) for further information on this post).

Of the £20,000 for this element of the training programme, £8000 is being match-funded by a grant from PRISM to record the essential skills necessary to operate historic vessels within conservation parameters. The appointed specialist will work with the host organisations and

trainees to develop experience and expertise to form the basis for them each to develop Conservation Management Plans over the two years for each of the vessels. The plans will take into account how the vessels are operated as working ships and ensure that this is in line with conservation best practice. They will also look at capacity within each organisation to deliver the plans over the coming years.

The specialist will work alongside the partners as the project develops, recording and appraising the skills and techniques employed throughout by means of skills assessments, interviews, photographic records, conservation illustrations, how these can be applied in the development of Conservation Management Plans, and developing a number of training models.

As a result of the skills mapping exercise, a detailed report covering the skills of the 5 exemplar projects will be published on-line by NHS-UK, providing a template upon which operational historic vessels listed on the National Register of Historic Vessels and others can draw when developing approaches to the conservation and operation of their vessels. Funding bodies will also be able to use this as a bench mark when assessing projects seeking funding.

A further element of the PRISM grant is being allocated to each host vessel for essential conservation work to each ship providing added benefit to the project in the form of an additional £12K.

The consultant will also consult the historic shipping community to ascertain what skills the wider community feels are missing or in danger of disappearing (through the Shipshape Network and NHS-UK websites). The training models will be shared on the NHS-UK website so they can be used more widely within the industry, and will also form the basis for further discussions with the Royal Yachting Association (RYA) about the potential to develop an assessment framework to raise the standard of traditional seamanship skills at a national level. Early discussions between the RYA and NHS-UK highlighted registered RYA training centres (RTCs) as a potential mechanism for delivering a framework of this kind, focussing on training vessels with specialist rigs and endorsed via a NHS-UK stamp.

2.13 EVALUATION

The key to successful evaluation is:

- sharing clarity on our aims and intended outcomes from the beginning between all our partners and trainers
- embedding the concept of evaluation and feedback into our daily work programme through all trustees, staff, volunteers, trainees and learning experiences so that success of the programme can be measured on both a qualitative and quantitative basis, and that each element has outcomes linked to heritage, individual and community benefit.

On a practical day to day level, the concept of evaluation will be demonstrated through use of the skills passport; initial, midterm, end and rotation reviews and feedback; monthly steering group reports; the IBTC and other essential courses. These will be as simple a structure and format as possible to encourage enthusiastic use.

Rather than judging the success of the project purely on the traditional project outcomes of 'time, cost and quality', we will also ensure that heritage, community and individual benefits are threaded throughout each outcome. During the delivery of the programme we will also be clear

where our story and narrative start and speak with key stakeholders, trainees and partners to record their current hopes and vision for the project at different stages.

We will ensure all trainees start their first day with an introduction to the project and its aims and feel part of the bigger project. The host organisations will be encouraged to communicate the aims of the project within their own network so that staff, volunteers and trustees get involved as much as possible, putting their own vessel and work into a wider perspective of maritime heritage skills.

At project meetings, we will not only consider progress against project plans including timetables and budgets, but also against the stated project outcomes, such as trainee progress, wellbeing, community involvement and generic learning and social outcomes. There will also be a focus on how perceptions and behaviours have changed since the beginning of the project. Through our Project Co-ordinator we will ensure that progress and lessons learnt are shared between our partners.

All comments, quotes and data will be gathered by staff from the beginning of the development project and throughout the delivery to form a growing picture of progress against our aims and desired outcomes, and to demonstrate the difference this project has made.

Importantly, we will have a review of the first intake of trainees before recruiting the second intake at the end of 2014, taking on board any lessons learnt. At the end of the second intake of trainees there will be a two month in-depth evaluation process with the partners, NHS-UK, IBTC, Project Co-ordinator and Skills Mapping Consultant taking into account all written reports over the 24 month period. Although this evaluation will be managed by the Project Co-ordinator a small budget has been allowed for additional consultancy time, so that by autumn 2015 we will have appointed an external evaluation report writer to work with staff and trainees, to draw this picture together and compile the final evaluation report, following HLF guidelines.

This final report will gather information on:

- skills shortages
- best practice in training techniques
- historic vessel conservation
- historic vessel interpretation
- community engagement
- historic vessel maintenance
- working historic vessels

Long Term Benefits of the Project:

- Ten well-qualified and networked trainees working in the historic ships sector
- Skills base of partner organisations improved (if they employ one or more of the trainees)
- IBTC staff and host vessel staff up-skilled in specialist areas and able to train others
- IBTC continue offering historic maintenance course – of benefit to owners and crew of historic ships
- Historic ships are kept in better condition
- Specialist working skills are passed on, leading to better understanding of historic vessel operation and improved safety (to ships and people)
- Findings of skills mapping exercise made public through web publication

- Potential for an assessment framework to raise the standard of training in specialist rigs, implemented jointly by the RYA and NHS-UK
- Better links with local communities and host organisations
- Improved interpretation about historic ships
- Improved networking and practice of working together on projects – with legacy of possible future partnerships and projects
- Benefits to NHS-UK – experience of managing multi-partner projects and a skills training project

2.14 RISK ASSESSMENT

Risk	Description	L & I	Mitigation
<ul style="list-style-type: none"> • Timescale 	We are very aware that the first course must begin at the beginning of February to maximise the full sailing season. This makes the application process, recruitment of co-ordinator and all organisational elements very tight	M/H	<ul style="list-style-type: none"> • As much as possible will be lined up to start asap. • Urgency will be required to expedite permission to start
<ul style="list-style-type: none"> • Recruitment timetable 	As with permission to start, the recruitment timetable is very tight. Slippage is not possible	M/H	<ul style="list-style-type: none"> • Partners are already putting the word out that this scheme might be happening; • Our processes will be ready to roll immediately upon permission to start • JDs have already been signed off by NMM HR • Full recruitment pack provided as an appendix • 1st intake has been changed to run from March
<ul style="list-style-type: none"> • Insufficient/inappropriate candidates 	That we are unable to attract the candidates for whom the course has been devised	L/M	<ul style="list-style-type: none"> • Partners are confident that they can target the recruitment materials to the desired audience • Interest is already being expressed
<ul style="list-style-type: none"> • Trainees drop out part way through the year 	It will be impossible to replace trainees mid-year	L/H	<ul style="list-style-type: none"> • Everything is being prepared to address early recognition of difficulties and prevent fall-out • Initially staying together on Excelsior will highlight mistakes • Decision to exclude will take place by Rotation (May) allowing recruitment from runner-up interview candidates (if still available) • Each trainee has a wellbeing mentor in addition to their training supervisor • Welfare and retention is threaded throughout
<ul style="list-style-type: none"> • Insufficient budget 	We are unable to complete the training as proposed	L/M	<ul style="list-style-type: none"> • The programme has been rigorously tested against costs • Risk areas are around travel on the rotations and accommodation whilst on-shore – both have been actively researched

<ul style="list-style-type: none"> Loss of key staff amongst partners or NHS-UK 	<p>Programme would be curtailed for a vessel and a trainee. Rotations might also be affected</p>	M/M	<ul style="list-style-type: none"> The partnership is sufficiently robust to come together to minimise threat to training plan
<ul style="list-style-type: none"> Partnerships in financial difficulty 	<p>Programme would be curtailed for a vessel and a trainee. Rotations might also be affected</p>	L/M	<ul style="list-style-type: none"> Partners are currently confident The partnership is sufficiently robust to come together to minimise threat to training plan
<ul style="list-style-type: none"> Isolation & pastoral needs 	<p>Isolation would lead to poor performance and dropping out</p>	M/H	<ul style="list-style-type: none"> Each trainee has a pastoral mentor Wellbeing and pastoral help has been considered for each placement Early work together will create team feeling and peer support
<ul style="list-style-type: none"> Accommodation & poverty 	<p>Coastal areas tend to be expensive, especially in the summer</p>	H/H	<ul style="list-style-type: none"> All partner organisations are seeking affordable accommodation for trainees whilst on shore Accommodation is a major focus for pastoral mentors
<ul style="list-style-type: none"> Difficulties of recruiting appropriate skills consultant 	<p>The skills mapping element of the project depends heavily on finding the right person for the job. There is a relatively small pool of suitable people</p>	L/H	<ul style="list-style-type: none"> The partnership has several people in mind who would be suitable to tender The sector has made preparations and can give considerable assistance to the consultant
<ul style="list-style-type: none"> Difficulties developing an assessment framework as project legacy 	<p>Technical or organisational difficulties prevent the assessment having long term benefit</p>	M/L	<ul style="list-style-type: none"> Discussion already started with RYA about the potential to develop an assessment framework for implementation via existing RYA training centres as an outcome of the skills mapping report.
<ul style="list-style-type: none"> Sustainability issues with continuing to deliver maintenance course 	<p>Skills continue to decline</p>	L/M	<ul style="list-style-type: none"> IBTC staff up skilled through attending master classes NHS-UK to help with marketing to encourage take-up

2.15 PROJECT TIMETABLE: FULL PROJECT TIMETABLE ATTACHED

2014/15 – YEAR 1 ... year 2 will closely match, but specific dates will change with the year

March 3rd – April 11th INDUCTION & IBTC 1 ... (February 1st – March 17th in year 2)

w/c	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
March 3 rd	SHTP – introduction & Induction		Personal Survival – 1 day course	Introduction to hand tools – sharpening planes,& chisels &c		Free	Free
10 th	Shaping timber	Personal Safety & Social Responsibility course	Making oilstone & mallet			Free	Free
17 th	Powerboat 2 course		Master-class: Knotting	Knotting & Ropes (Excelsior)	Joints & practice	Free	Free
24 th	Properties of materials – metals, glues etc	Visit to Lowestoft Maritime Museum	Master-class: Sail repairs	Joints & practice		Free	Free
31 st	Joints & practice		Master-class: Wire/rope splicing	Rigging, running repairs (Excelsior)	1 st Aid course	Free	Free
April 7 th	Diesel Engine course	Introduction to hand-held machine tools	Caulker’s mallet & serving mallets			Travel to host organisations	

April 7th – May 23rd ... HOST VESSELS ... (from March 17th in year 2)

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May 23rd – June 6th ROTATION 1

June 6th – June 20th ROTATION 2

From	Going to:			
	Brixham	Sea-Change	Dauntseys	Excelsior
Anstruther	R1			R2
Brixham			R1	R1
Sea-Change	R2			R1
Dauntseys		R1		R2
Excelsior		R2	R1	

June 20th – October 24th HOST VESSELS

24th October – November 21st IBTC 2

w/c	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Oct 27 th		Spinning oakum, raking out old seams & caulking hull & deck				Free	Free
Nov 3 rd	Pitch, tallow etc on historic vessels	Paying up with putty and white/red lead & pitch: hull & deck seams				Free	Free
10 th	Paints & varnishes				Networking Day	Free	Free
17 th	Smithy visit	Spar building & fitting of spar hardware				Travel to Anstruther	

21st November – December 19th SCOTTISH FISHERIES MUSEUM

w/c	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Nov 24 th	Introduction – working in the voluntary sector	Visit: Dundee & St Andrews	Interpretation: A short course of four day-long sessions to cover:	AM: Rotation of Conservation, & Reaper. PM: Skiffs	Conservation: Significance & research	AM: Rotation of Conservation, & Reaper. PM: Free	Free
Dec 3 rd	Business planning, cost control and sustainability	Visit: Edinburgh	<ul style="list-style-type: none"> Interpretation principles <ul style="list-style-type: none"> Web-based, on-board, on-shore & Museum interpretation 	AM: Rotation of Conservation, & Reaper. PM: Skiffs	Conservation: Ethics	AM: Rotation of Conservation, & Reaper. PM: Free	Free
8 th	Oral interpretation and presentation skills	Visit: Arbroath	<ul style="list-style-type: none"> Audience development 	AM: Rotation of Conservation, & Reaper. PM: Skiffs	Conservation: CMP planning	AM: Rotation of Conservation, & Reaper. PM: Free	Free
15 th	Introduction to raising funds	Visit: Montrose	<ul style="list-style-type: none"> Education Media Specific Audiences: <ul style="list-style-type: none"> Specialist Family Schools Hard-to-reach TBA	AM: Rotation of Conservation, & Reaper. PM: Skiffs	Conservation: Impact & Evaluation	AM: Rotation of Conservation, & Reaper. PM: Free	Free

December 19th – January 5th LEAVE

January 5th – February 27th HOST ORGANISATIONS ... to end of January in year 2