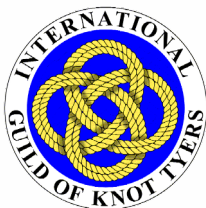




# Shipsape Heritage

## Training Partnership Project

# Evaluation Report



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I really wanted to push myself in what I believed I couldn't previously do. I have learned first-hand in the boatyard the physical skills needed to conserve such a vessel. I felt that it really opened me up to the maritime sector and was such an important experience for me - a live onboard experience.

*Hannah Fraser, Year 2 Shipkeeping Trainee*

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We have completely revised our Training Record to broaden out the range of skills required by a boatswain aboard Excelsior. This brings our Training Record and Shipshape working much closer together towards a clear standard!

*John Wylson, Chair, Excelsior Trust*

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I've learned that this is an incredibly close-knit and caring community and being adaptable and reliable goes a long way. I have learnt something new everyday since beginning Shipshape and that working onboard uses life skills, history, engineering, physics, physical power, maths and design.

*Jess Clay, Year 2 Traditional Seafarer Trainee*

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From working together on projects like this we are more likely now to share staff and work collaboratively with other organisations recognising skills elsewhere and recommending staff to others - a more connected workforce nationally and regionally.

*Felicity Lees, Operations Manager, Pioneer Sailing Trust*

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The Partnership delivers something very special, I think, as it goes beyond the basic techniques of curating and operating historic vessels into the framework that needs to underpin the approach to what we all aspire to do – to understand and appreciate the authenticity of the original vessel and the skills that support its preservation.

*Richard Titchener, Sea Change Sailing Trust*

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I found that boats have their own personalities, histories and in order for me to feel confident in restoring or conserving a vessel, I need to take time to get to know them first which includes the physical understanding of how it works on water and what it was used for.

*Charlie Carmen, Year 2 Shipkeeping Trainee*

## 2 Executive Summary

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The Shipshape Heritage Training Partnership 2 (SHTP 2) Project was delivered by National Historic Ships UK (NHS-UK) in partnership with seven sailing organisations: (Trinity Sailing Foundation, Excelsior Trust, Sea-Change Sailing Trust, Dauntsey's School, Pioneer Sailing Trust, Falmouth Pilot Cutter CIC and Pilgrim Heritage Sailing Foundation) and three museum organisations across the UK (Scottish Fisheries Museum, National Museum of the Royal Navy and *Cutty Sark*, Royal Museums Greenwich). It was also supported by the International Boatbuilding Training College, Lowestoft.

Funded primarily by the National Lottery Heritage Fund (NLHF) as part of its *Skills for the Future* programme, SHTP 2 project ran from 2018-2021 to achieve the following:

- Greater understanding of the heritage value of historic craft as well as how to sail and maintain them safely, effectively, and in a manner that promotes the heritage value of the rig
- Enable trainees working in museums to better understand the operational context of the vessels and the practical techniques, materials and tools which they are presenting to the public
- Enable trainees working in the museums to understand the challenges of conserving and maintaining historic vessels that are operational
- Develop clear and structured pathways for new entrants to the maritime heritage sector
- Develop long term links between the museum and operational craft communities
- Develop a learning culture across the maritime heritage sector

SHTP 2 is the second training programme of its kind, following the success of the first scheme (SHTP 1) which ran from 2014-2016/17 and nearly a decade of research by NHS-UK. This project directly responds to a lack of formal training in the traditional skills required to conserve, maintain and operate historic craft for their intended use. With an aging workforce, these skills need to be passed on to the next generation, or we risk the loss of surviving vessels that tell a collective history of people, places and communities across the UK.

The Approved Purposes of SHTP 2 were agreed with NLHF at the start of the project as:

- The recruitment of a part-time Project Co-ordinator and 16 trainees split into 2 cohorts, each undertaking an 11–12-month course in historic vessel conservation and interpretation, maintenance and operation. The project will target trainees aged between 18 and 30, female applicants and applicants with a range of ethnicities
- Trainees will spend an initial 6-week period at the International Boatbuilding Training College (IBTC) learning key maintenance skills; undertake a personal project under supervision; work in at least 2 partner organisations on a 12-week placement and rotate to another for 2 weeks.
- Trainees will receive the opportunity to acquire further accredited training, including first aid, sea survival, powerboat (level 2), and engine maintenance, alongside professional development including youth work, computer literacy, communication and presentation skills
- A Maintenance and Operation of Historic Vessels Workbook given to each trainee will record the individual progress of the trainees. The course will link to National Occupational Standards where possible, particularly those developed by the Maritime Skills Alliance. Trainees will receive a joint certificate from the NHS and IBTC for this 6-week specialist maintenance course
- A Networking Day will be held to mark the end of each intake of trainees, attended by representatives from the sector

This report looks at what the project has achieved, as well as various challenges and the strategies implemented to mitigate risk to the programme. Originally planned to run from 2018-2020, the project was extended a further year in the wake of the Covid-19 pandemic with the support of a £9,500 grant increase by NLHF. At the end of SHTP 2, all key elements of the approved purposes have been achieved, with appropriate adaptations made to meet changing circumstances, and there are significant additional outcomes that have been recorded as part of this evaluation.

Building on what was delivered through SHTP 1, this second phase expanded the number of partners from five to ten, and the number of trainees from ten to sixteen. As a result of both training programmes, 26 young people aged 18-30 have gained the experience and skills necessary to join the maritime heritage workforce.

A significant proportion of the project’s success relied on an extensive trainee recruitment campaign to reach young people from different backgrounds. All 16 trainee positions were filled, each completing: 3-weeks of induction training; a specialist maintenance course at IBTC Lowestoft; a minimum eight-month placement with host partners; and an end of placement Networking Day. Trainees’ learning was further supported by a series of rotations across partner sites, professional development courses, and masterclasses.

Professional development courses were undertaken by all trainees through their placement year (see Project Delivery) and all Museum Shipkeeping Trainees were enrolled on NHS-UK’s Historic Vessel Conservation (HVC) course and are able to complete any remaining units outside of the project timeframe. Out of 16 SHTP 2 trainees, 14 have gone on to be employed in the sector in paid work or voluntary capacity.

**Table 1: Trainee Career Routes Post-Project**

Trainees as completed by October 2021 (16)	
Employed in chosen field	14 (87%)
Employed in other field	3
Moving to further study	1
Volunteering within the sector	2

## 2.1 What has SHTP 2 achieved?

- ✓ A unique training programme delivered at eight museum and traditional vessel partner organisations across the UK
- ✓ 16 completed training placements in traditional seafaring or museum shipkeeping recorded in a series of monthly trainee blogs
- ✓ Greater diversity and inclusion for the sector with a total of 11 female trainees, 2 from BAME backgrounds and all candidates aged between 19-32
- ✓ Group sailing days on board traditional vessels for all project trainees and partners resulting in an exchange of knowledge and expertise
- ✓ Two films capturing traditional navigation techniques and the skills required to operate different rig configurations

- ✓ Six Museum Shipkeeping trainees undertaking units from the unique Historic Vessel Conservation course
- ✓ A series of in person and digital masterclasses broadening trainees' understanding of conservation practises and traditional skills
- ✓ Two Historic Vessel Conservation course case study films on recording and deconstructing historic vessels and replica builds
- ✓ Stronger working relationships across eight partner organisations, bridging the gap between museum and operational vessel conservation
- ✓ Increased sector-wide engagement with traditional skills training including over 35 additional organisations contributing to the delivery of the programme
- ✓ Two Networking Days and accompanying online forums bringing together different vessel organisations and groups to raise the profile of skills training and inclusion within the sector
- ✓ Effective Covid-19 response that secured a £9,500 NLHF grant increase to enable flexible extensions for all Year 2 trainees up to September 2021
- ✓ 14 trainees in paid or voluntary employment within maritime heritage following completion of their training placement



*Year 1 Trainees on board replica Thames Sailing Barge Blue Mermaid*

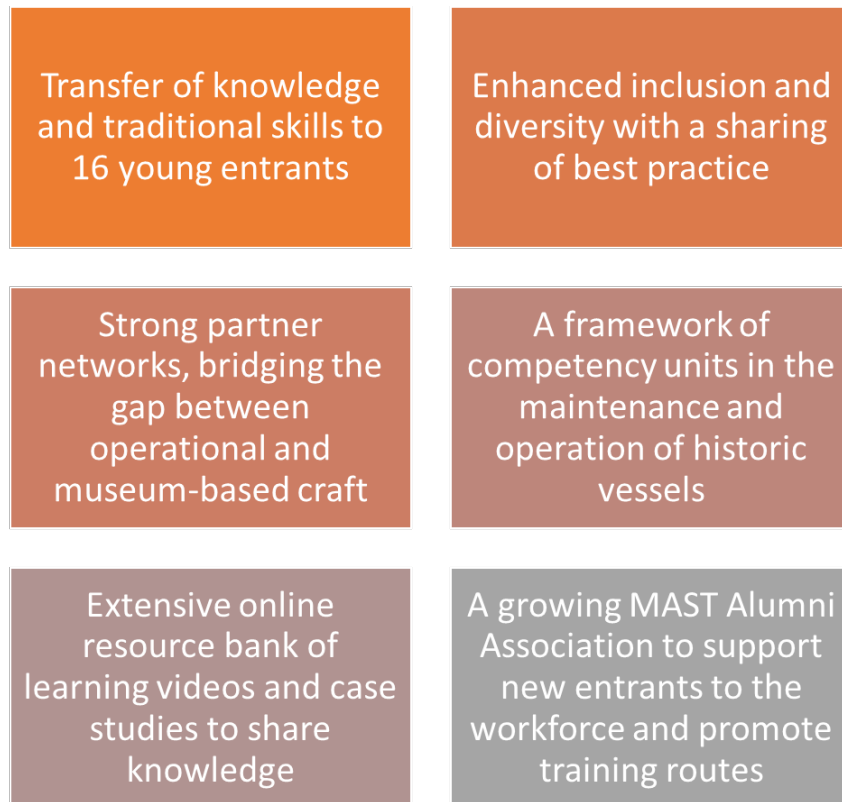
The following have been identified as additional achievements and outcomes from the project:.

- Stronger networks across leading historic vessel operators and museums, closing the gap between specialisms and promoting an exchange of knowledge and best practice.
- Partners have recorded elements of organisational learning and CPD opportunities for their own staff to reassess in-house skills and deliver new routes for training
- A project legacy Working Group has been established during Year 2 with SHTP partners and sector experts to deliver a training framework that can be used beyond the project, as well as train the trainer resources to increase confidence and create a recognised standard of training that can support future training initiatives
- Trainees have helped to identify barriers that exist in the sector for new entrants and worked with the wider sector to make improvements and adaptations to widen opportunities for more diverse demographics

- Younger people are helping to advocate for change in the sector as well as promote the value of it more widely
- Four paid employment and volunteering opportunities with NHS-UK

## 2.2 Summary of Conclusions from the SHTP Project

The evaluation process and subsequent feedback demonstrate that the SHTP 2 *Skills for the Future* project was seen as successful by trainees, partners, stakeholders and the lead organisation NHS-UK, meeting and exceeding expectations.



A strong legacy has emerged from the programme shaped by NHS-UK and partner organisations to support future learning pathways (see Section 15). This will include:

- A framework for accredited modules in Maintenance and Operation of Historic Vessels
- Train the trainer coaching pilots to foster improved learning environments in the sector and uphold inclusive behaviours for younger generations learning traditional skills
- The provision of masterclasses and skills demonstrations with alumni trainees and partner organisations

## 3 Introduction

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The Shipshape Heritage Training Partnership 2 (SHTP 2) Project was a UK-wide training programme delivered by National Historic Ships UK (NHS-UK) in partnership with nine heritage organisations: Trinity Sailing Foundation (Year 1 only), Excelsior Trust, the Scottish Fisheries Museum, Sea-Change Sailing Trust, Dauntsey's School, the National Museum of the Royal Navy, Pioneer Sailing Trust, Falmouth Pilot Cutter (Year 2 only), and *Cutty Sark* – Royal Museums Greenwich. The project has also been supported by the



International Boatbuilding Training College in Lowestoft, Lynher Barge CIC, and Pilgrim Heritage Sailing Foundation.

Funded by the National Lottery Heritage Fund to the sum of £434,400 as part of its 'Skills for the Future' programme, the project was set up to:

- Prevent the loss of the traditional skills and techniques involved in conserving, handling and maintaining historic vessels.
- Encourage young people from different backgrounds into the maritime heritage sector.
- Bridge the gap between those operating historic vessels and those working in museums.

From 2018-2021, SHTP 2 delivered 16 bursaried training placements of 12 months duration across museum and traditional vessel partner sites. The project provided trainees with the opportunity to learn either the specialist skills used in operating and maintaining historic sailing vessels, or the conservation techniques and terminology related to museum shipkeeping.

SHTP 2 is the second training programme of its kind, following the success of the first scheme (SHTP 1) which ran from 2014-2016/17 (see Project Background). Both projects have addressed the skills gap in the maritime heritage sector around maintaining and operating historic vessels using traditional techniques and materials passed down from previous generations. The second phase of the programme has built on lessons learned from SHTP 1 with an expanded partnership of five vessel operators and three maritime museums. Along with traditional seafaring placements, it offered a second training route in Museum Shipkeeping to address the need for specialist conservators and to bridge the gap between traditional operators and museum ships.

Both training routes ran concurrently, and the programme was developed to provide a wide range of experiences that would equip trainees with the skills and knowledge required to secure long-term employment within the sector. This included:

- 3-week induction in the South-West. Trainees gained practical skills taking RYA Powerboat, 1st Aid and sea survival courses, as well as developing soft skills such as team building.
- Bespoke Historic Vessel Maintenance course at the International Boatbuilding Training College, IBTC Lowestoft.
- Museum Shipkeeping Trainees enrolled onto NHS-UK's existing Historic Vessel Conservation distance learning course.
- minimum 8-month training placements either on board a traditional vessel or based at a museum site.
- Two rotations to other host partners, allowing trainees to gain a holistic understanding of the sector by spending time at both operational vessel and museum sites.
- Additional professional qualifications for personal development including courses in advanced sailing, Yachtmaster, Day Skipper, AEC, sail making and repair, conserving historical photographs, preserving artefacts, and visits to heritage forums and presentations.
- End of year Networking Day enabling trainees to give presentations about their experience and meet with potential future employers.



*Year 2 Trainees on board Lynher during the Induction Training*

This evaluation report has been commissioned by NHS-UK to document the project, record trainee, partner and sector-wide outcomes, and identify lessons learnt as well as options to develop the programme's legacy. It includes an overview of the background to the project, provides a project timeline, and includes an analysis of budget and overall management. It reflects on the learning structure of the programme with case studies from trainees and partner organisations who provided feedback throughout. This evaluation will also identify the impact of the programme across trainees' skills development, partner organisational learning and the wider historic vessel sector.

The key evaluation questions identified at the start of the programme were:

- Has there been an increase in younger entrants in the sector with the skills and knowledge to safely and effectively operate historic vessels?
- Are trainees knowledgeable and practised in implementing repairs and maintenance that help conserve the fabric of historic craft?
- Have trainees been able to understand the operational context of vessels in museum environments and the practical techniques, materials and tools they are presenting to the public?
- Have there been increased long term links between museums and operational craft communities?
- Has a learning culture developed in the sector?

## 4 Project Background

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In 2007/8 NHS-UK conducted a benchmarking research exercise which identified skills gaps within the maritime heritage sector and an urgent need for knowledge around conserving historic craft to be passed on to the next generation. With skilled sailors aging, modern technology in replica craft growing, and fewer opportunities to pass on traditional skills, NHS-UK established a working group to identify the specific skills required to handle vessels of gaff, lug, and sprit rig. The group comprised five industry

experts with knowledge of traditional seamanship and modern sailing. They identified the skills specific to handling vessels with specialist rigs and put them to the test during two pilot training days on registered historic vessels.

This research led to the formation of SHTP 1 (2014 – 2016/17), funded by a grant of £261,100 from the Heritage Fund's 'Skills for the Future' programme. The project aimed to arrest the decline of traditional seamanship skills that are integral to the future of the UK's operational historic vessels. The scheme successfully provided ten 12-month placements at five partner sites offering on-board specialist training on board operational craft. The trainees also undertook a tailored course in historic vessel maintenance at the International Boatbuilding Training College, Lowestoft and an interpretation placement at the Scottish Fisheries Museum.

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*I was looking for maritime skills and the opportunity to get hands-on training. I have a Museum Studies MA and wanted to stand out as a candidate at interview...the experience of SHTP, the dedication taken and the skills acquired in such a short time have been invaluable and definitely boosted my own self confidence.*

**Catherine Holt, SHTP 1 Trainee**

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SHTP 1 was welcomed by the wider sector and seen as a positive step towards upskilling younger entrants to the required standard. It was recognised as a major intervention to arrest the decline of traditional skills and has galvanised individual organisations to see the collective benefits of working together.

As lead partner, NHS-UK received increasing support to design a second programme that would build on the conclusions of the first, and address ongoing issues affecting the sustainability of the sector, including:

- Low wages attached to trainee positions which reduced the opportunities for people from less affluent backgrounds to enter the sector
- Lack of formal training that oversees the year-span of an operational vessel including winter maintenance and preparing for the sailing season  
Lack of training opportunities on board wooden vessels
- No structured learning of the conservation principles that inform historic vessel operation and maintenance
- No specific training available on interpreting vessels for different audiences

The SHTP 2 partners operate a range of different historic vessels in the UK, all of which are listed on the National Register of Historic Vessels. Nine vessels among the partnership are from the National Historic Fleet and merit the highest priority in terms of conservation and historic significance. To that end, through their involvement, each partner organisation acknowledges the need to invest in the future workforce. The SHTP 2 programme included plans to shape a legacy for the sector in the form of a clear learning framework and training route which will help set a consistent standard across historic vessel organisations.

#### **4.1 Learning from SHTP 1**

The evaluation of SHTP 1 identified clear outcomes and learning points that have shaped the SHTP 2 programme to ensure greater effectiveness of combined effort and resources as well as to build on the positive outcomes and momentum gained from the project. Key points that informed the planning of SHTP 2 were:

- Partner feedback on the benefits of working with multiple organisations
- The essential support of a dedicated Project Co-ordinator and relevant skills for the role
- Importance of active partner engagement in the trainee recruitment process
- The need for a wider and targeted recruitment campaign, making use of social media, to reach a diverse pool of candidates
- More opportunities to network across the sector and with other umbrella organisations
- Streamlining of the bursary scheme to better support trainees making a life change for the programme

The first phase also enabled partner organisations and NHS-UK to identify the core training elements needed to address the skills gap and ensure trainees gained the necessary experience, as well as increase their employability in the sector. These included:

- Basic traditional seamanship skills and knowledge not already covered by other organisations
- Rigging and sail making on vessels with different types of rigs e.g., gaff, lug and sprit
- Basic sailing tuition in an historic environment
- Basic maintenance and understanding about different materials used on original structures
- Traditional associated crafts and skills such as woodwork methods, metalwork skills
- Conservation management processes and decision making
- Different ways historic vessels are and can be interpreted
- Conservation principles and methods in relation to a range of vessels

Therefore, a key outcome of SHTP 1, built into the second phase, was the production of a Competency Workbook entitled '*Traditional Seamanship for Maintenance and Operation of Historic Vessels*' which set down the skills unique to vessels with gaff, lug or sprit rigs. The Workbook comprises 12 core units and aimed to make training more consistent across the sector. This workbook has informed the second phase of the training programme and helped to standardise approaches across the partnership.

Alongside this, NHS-UK developed a distance learning course in the interim project years to further support understanding of vessel conservation in the sector. The Historic Vessel Conservation Course contains seven units developed from its guidance publication *Conserving Historic Vessels* – the industry standard for vessel owners, shipwrights, museums, and vessel operators.

SHTP 1 also revealed clear overlaps between the knowledge needed to maintain and operate historic vessels in a way that references their significance, and conservation work being carried out within maritime museums. Consequently, the second phase of the programme offered two training routes which acknowledged the specialisms of both Traditional Seamanship and Museum Shipkeeping pathways and provided joint training opportunities so that all trainees shared a basic level of knowledge and skills about the structure, terminology, repairs, maintenance, conservation planning and operation of historic craft.



*Year 2 Traditional Seafarer at HMS Victory*



*Year 1 Museum Shipkeeping Trainee at Cutty Sark*

An extensive consultation with project partners acknowledged a need to support new entrants to the sector, and identified core knowledge and understanding that would be useful for trainees to have before they undertook their placements, such as:

- Common terms and language used on historic vessels
- Historical significance of a vessel influencing the way it is operated in modern day
- The range of vessels used for different industries and in different parts of the country
- Understanding roles in boatyards and marine support organisations

This learning was built into the planning of SHTP 2, so that all trainees undertook 3-weeks of induction training which included visits to museums, boatyards and operational vessels, and a group sail, as well as a 12-week specialist course at the International Boatbuilding Training College, Lowestoft. Masterclasses and a series of rotations across partner sites provided trainees with further opportunities to experience both training pathways, a range of traditional rigs and differences in techniques and operations across the UK (see Project Delivery).

The following learning points were also added into the overall management of the project:

- Ensuring time was allocated to regularly communicate with trainees throughout the programme, particularly during their placement periods
- Creating opportunities for the cohorts to communicate and keep in touch with each other through WhatsApp groups and regular group meetings
- The importance of clarifying the roles of partners and trainees, developing an individual learning plan, and establishing a communication system before placements began
- A need to establish an effective system to record and assess skills learned during their placements

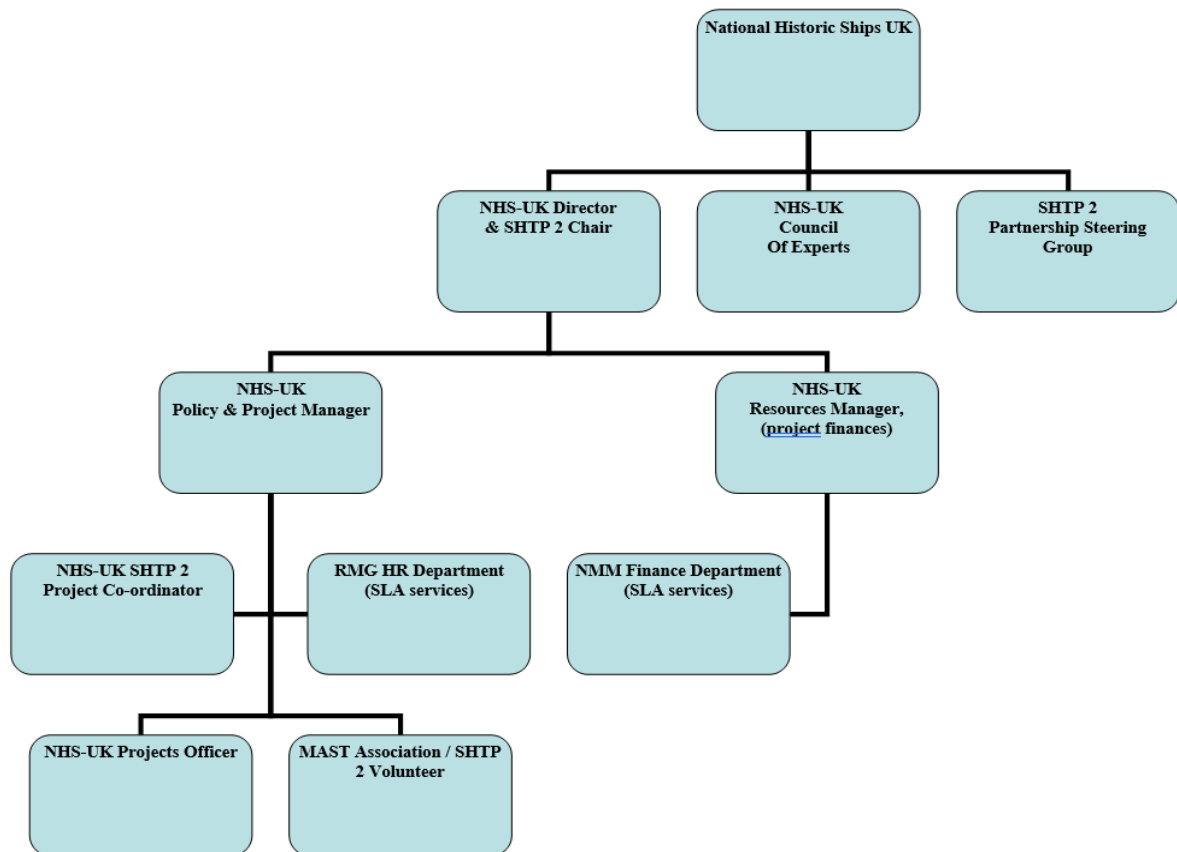
## 5 Project Management

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The overall project management of SHTP 2 was undertaken by the Policy and Projects Manager, reporting to the Director of NHS-UK who kept oversight of the programme, its overall strategic aims and legacy. Despite being a UK-wide organisation, NHS-UK has only a small team of paid staff and the recruitment of a dedicated Project Co-ordinator was key to oversee the day-to-day running of the project. Therefore, in May 2018, a part-time (4-days a week) Project Co-ordinator joined the team (see Staff Recruitment). From January 2019-February 2020, an SHTP 2 Project Volunteer was also recruited to provide additional administrative support on a weekly basis.

A partnership was formed with five vessel-owning organisations and three museum sites to act as hosts during the project, with dedicated supervisors to work with trainees. As with SHTP 1, the International Boatbuilding Training College, Lowestoft was contracted to create and deliver a bespoke training course on historic vessel maintenance in two parts for each year group. Three of the vessel-owning organisations and one museum partner had taken part in the first phase, which helped to form a strong foundation for SHTP 2 and provided support for the new organisations involved.

The Human Resources department at Royal Museums Greenwich provided support and guidance during the recruitment process both for the Project Co-ordinator role and the trainees, although they did not participate in the interview process as they had done in SHTP 1. They also supported the process of creating bursaries in SHTP 2 as a more efficient way of funding traineeships.



### 5.1 Partnership Funding

As match funding for the application to the National Lottery Heritage Fund, NHS-UK secured a total of £13,500 external grant aid and provided a contribution of £7,700 from its own resources. The International Guild of Knot Tyers, who had also provided match funding for the first phase of the programme, contributed £3,000 in support of the rigging and ropework masterclasses, the Worshipful Company of Shipwrights gave £500 and £10,000 was awarded by The Radcliffe Trust, over two consecutive years.

## 6 Evaluation Process and Methods

The Evaluation of SHTP 2 began at the start of the project and was designed to have two purposes: a process evaluation between Years 1 and 2 (how has the project run and what changes need to be

implemented to improve outcomes?) and an impact evaluation identifying what changes have occurred as a result of the programme, as well as the short, medium, and long term strategies for trainees, partner organisations and NHS-UK.

### Planning to Monitor

Evaluation and monitoring throughout the project was incorporated in the original plan by the Policy and Project Manager and an external evaluator was appointed in 2018 to work alongside the team and help identify key milestones, lessons learned, outcomes achieved and overall impacts of the programme.

NHS-UK had created a robust project plan in SHTP 1 which effectively set monitoring and recording points through the project and was noted as an exemplar by NLHF during their own evaluation of the whole *Skills for the Future Programme* in 2017. This same documentation framework was adopted in SHTP 2, with changes in the Workbooks and some modifications to the trainee contracts. SHTP 2 had the advantage of appointing the evaluator earlier in the project delivery phase and the continuity of the same evaluator working across both phases of the scheme.

The following documents were used to monitor and record feedback in SHTP 2:

- Project Plan
- Partner/Host Agreements
- Trainee Contracts
- Trainee Workbooks
- Trainee Handbook
- Supervisors Reports Year 1 and 2
- Trainee Rotations Evaluations Year 1 and 2
- Partner Evaluation Feedback Year 1 and 2
- Trainees Personal Review Papers Years 1 and 2
- Certificates/ Letter of reference
- Trainee Monthly Blogs
- Minutes from Partnership Meetings

### Key Evaluation Questions

- What were the expectations of the various parties involved in SHTP 2?
- To what extent were these expectations met?
- How did the project and evaluation change how we do things?
- Is there an increase in younger people in the sector with skills and knowledge about safely and effectively sailing historic vessels?
- Have trainees been able to understand the operational context of vessels in museum environments and the practical techniques, materials and tools they are presenting to the public?
- Have there been increased long term links between museums and operational craft communities?
- Has a learning culture developed in the sector?
- How can the learning points provide options for a legacy in the sector?

## 6.1 Evaluation Methodology

The evaluation approach involved a mix of methods to evidence the process of the project and its impacts and took a 360-degree view of the project from the perspective of trainees, partners, NHS-UK and wider

stakeholders. Project documentation used during SHTP 2 was shared with the evaluator and evaluator-led interventions were carried out at key points during the project timeline. This provided factual quantitative data and qualitative feedback from trainees, partner representatives and NHS-UK staff. The key touch points included:

- Recruitment and selection – learning points fed into Year 2
- Induction Training – learning points fed into Year 2
- Training at IBTC, Lowestoft – learning points fed into Year 2
- Placements in Year 1 and 2 – feedback from trainees and partner hosts
- At the end of the year in group sessions for partners and trainees
- Final case study questionnaire for trainees
- Networking Day interviewees with guests at the end of Year 1 and Year 2

The Training Plan outlined that evidence of training and learning would be collected through the Workbooks, partner feedback and rotation reports, as well as personal review papers.

See Appendix 10 for a full list of documents and resources used during the evaluation.

## 7 Project Budget

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The budget estimations for the project were largely accurate, although there were some unexpected costs for areas such as recruitment due to additional advertising in Year 2 for the Royal Museums Greenwich placement, and staff travel due to the Project Co-ordinator being based in the South West throughout Year 1 and 2. Areas of overspend were offset in Year 2 by underspend within the training budget. From March 2020, the budget was extensively reviewed to counter the significant impact of Covid-19. Due to costs associated with the wide-geographical coverage of SHTP 2, the project had a low contingency allocation of £1,600 to keep the overall budget at a reasonable level per trainee. Following consultation with partners and NLHF, a total of £23,645 was reallocated from the existing budget to support a project extension that would allow for flexible placements to continue into 2021. Additionally, in September 2020, NHS-UK was awarded a £9,500 grant increase from NLHF to provide longer placements extensions for Traditional Seafaring trainees than could be allowed from existing funds alone, and also to extend the crucial role of Project Co-ordinator in line with the revised project timeline.

Further changes to the budget were required during the third year as some trainees had taken shorter extensions than originally planned, and one trainee decided not to return to the project having secured full-time employment. As a result, it was possible to offer some trainees extra months with their partner hosts, including a full month's extension to a Museum Shipkeeping trainee. Remaining funds were also used to deliver original project objectives during the extension including a masterclass, rotations, two more learning films, and a train the trainer resource. This required further budget reallocations to offset areas of overspend against the original budget allocation.

The table below provides a breakdown of the total project budget against the NLHF cost headings, the final balance in each area, and changes to the budget either due to a grant increase or reallocation of existing funds. This table shows that the project overspent by £153 which will be paid out of NHS-UK's organisational budget.



**Table 2: Project Budget Summary**

Cost Heading	Agreed Cost at start of project (£)	Costs on completion	Difference	Comments
New staff costs	60,000	65,800	-5,800	Grant increase of £6,500; reallocation of £1920 due to claim under wrong heading; overspend of £1220.69 paid for by reallocation from Paid Training Placements
Recruitment	6,300	6,428	-128	Reallocation from Paid Training Placements agreed with NLHF in May 2021
Publicity and promotion	3,500	4,655	-1,155	Overspend paid for by underspend in Paid Training Placements and Equipment and materials
Training for staff	3,000	3,039	-39	Overspend paid for by underspend in Paid Training Placements
Paid training placements	301,500	310,209	-8,709	Grant increase of £3,000; £8,418 of existing funds reallocated with NLHF approval to Paid Training Placements in May 2021. £2708.25 remaining funds reallocated to News Staff Costs; Training for staff; and Publicity and Promotion
Evaluation	4,000	4,000	0	
Full Cost Recovery	18,900	18,940	-40	Overspend paid for by underspend in Paid Training Placements
Travel for staff	4,500	4,573	-73	Reallocation from Paid Training Placements agreed with NLHF in May 2021
Contingency	1,600	0	1,600	Reallocated to Paid Training Placements in May 2021
Equipment and materials (activity)	7,100	6,786	314	Underspend reallocated to Publicity and Promotion
Other costs	6,000	5,869	131	£850 reallocated to Paid Training Placements in May 2021
Professional fees relating to any of the above (activity)	8,500	4,251	4,249	Reallocated to Paid Training Placements in May 2021
VAT	0	3	-3	
<b>Totals</b>	<b>424,900</b>	<b>434,553</b>	<b>-9,653</b>	

## 8 SHTP 2 Project Timeline 2018 - 2021

The two-year programme was delivered as follows through Year 1 (2018/2019) and Year 2 (2019 – 2021). However, from March 2020, the COVID-19 pandemic affected the Year 2 timetable significantly, resulting in a project extension to November 2021 (See Impact of Covid-19).

**Table 3: Planned Outline of Shipshape Heritage Training Partnership 2 Programme**

Element of the programme	Timeframe (Monthly guide given to show approx. timings)
<b>Induction</b>	October - November
<b>Specialist maintenance course at IBTC, Lowestoft</b>	October – December (MS Trainees) October – February (TS Trainees)
<b>Host placements</b>	January - October (MS Trainees) March– October (TS Trainees)
<b>Rotations</b> – short placements providing experience on different partner vessels	June and August
<b>Networking Day</b> for all the trainees	October

NHS-UK worked closely with key partners to build on lessons learned from SHTP 1 and develop a detailed project plan and a training plan to support the second phase of the programme. Together, these set out the timeline for trainee activities, including project placements and training content.

As the Director of NHS-UK was the former Project and Policy Manager responsible for SHTP 1 and the original funding bid for the second phase, it was possible to pass on learning from the first phase of the programme to the new project team, with clear direction and agreed expectations for the programme.

The timeline was continuously reviewed throughout Year 1 to identify improvements that could be incorporated into Year 2, particularly around streamlining the administration of the project to make it more efficient across different parties. These included:

- Regular communication and planning meetings overseen by the Director of NHS-UK throughout the project
- Set reporting dates to NLHF for the project's monitoring reports
- Improvements to internal invoicing and purchasing systems to speed up payment times, particularly of trainee expenses
- Use of a credit card for smaller purchases and transactions as part of the project
- Organising partner meetings at key points in Year 2 to exchange information and ensure that they were aware of all logistics through the placements and rotation planning.

**Table 4. SHTP 2 Project Timeline**

Month	Component
<b>Year 1 2018</b>	
<b>May</b>	Recruitment of the Project Co-ordinator post
<b>June – August</b>	Recruitment of Year 1 Trainees
<b>September</b>	Selection Days completed Trainees interviewed and 8 trainees selected. All trainees accept their traineeship
<b>October</b>	All trainees complete 3-week induction training in the South West. Partner meeting hosted in Brixham with group sail
<b>November</b>	Trainees begin structured training at IBTC Lowestoft
<b>December</b>	
<b>2019</b>	One Traditional Seafaring trainee leaves the programme over the Christmas break due to personal circumstances and recruitment begins for a replacement trainee in the new year
<b>January</b>	Museums Shipkeeping trainees begin their placements across the UK. Traditional Seafarers remain at IBTC to complete their Advanced Traditional Seamanship training All trainees attend HVC learning day at Chatham Historic Dockyard and masterclass with Tom Cunliffe
<b>Mid-February</b>	All Seafaring Trainees start their placements running to October 2019 Successful recruit of a Traditional Seafarer who begins their placement with a partner host in the South West
<b>March</b>	Year 1 mid-point reviews carried out.
<b>May</b>	Staff changeover at NHS-UK with Victoria Wallworth taking over as Project and Policy Manager and assuming overall project management for SHTP 2 Partner meeting hosted in London
<b>June – August</b>	Recruitment process for Year 2 trainees completed
<b>August</b>	Two fortnightly rotations for Year 1 trainees completed and feedback submitted
<b>Year 2 2019</b>	
<b>September</b>	Seven Year 2 Trainees recruited. Extended recruitment for London-based placement with Royal Museums Greenwich. Second round of interviews with a candidate deciding to turn down the placement due to financial concerns
<b>October</b>	Networking Day in Portsmouth Historic Dockyard marking the end of Year 1 placements. Sector debate as part of the Networking Day looks at diversity in the sector and impact of young people in the workforce Partner meeting hosted in Portsmouth

	Trinity Sailing Foundation closes, and NHS-UK seeks another partner to be part of SHTP 2 in Year 2 3-week induction for Year 2 Trainees begins Options appraisal carried out to review London-based placement offer
<b>November</b>	Year 2 trainees begin structured training at IBTC Lowestoft Internal options appraisal carried out to identify new project partner
<b>December</b>	Recruitment for Cutty Sark trainee for 8-month placement with increased bursary
<b>2020</b>	
<b>January</b>	All Shipkeeping trainees begin their placements Working Sail/ Falmouth Pilot Cutter are recruited as replacement partner hosts and Pilgrim Trust as a secondary host for Year 2 Interviews for Royal Museums Greenwich placements with trainee appointed
<b>Mid-February</b>	All Seafarers remain at IBTC to complete the Advanced Traditional Seamanship training Falmouth Pilot Cutter CIC becomes partner host based in the South West Royal Museums Greenwich trainee begins placement
<b>March</b>	COVID-19 global pandemic starts and UK Government restrictions lead to closed museums and cancelled operations for sailing partners
<b>April – August</b>	Online partner meeting takes place to monitor the impact of COVID-19 and identify options for extending the project Online learning for trainees working from home or extended maintenance work for those with access to boatyards. Masterclasses and HVC online webinars hosted via Zoom. Museum Shipkeeping trainees able to complete some onsite work over the summer while remaining socially distant and with no access to the public. SHTP 2 Legacy meeting hosted with partners
<b>September</b>	£9,500 grant increase awarded by NLHF to offer flexible placement extensions and extend the Project Co-ordinator role
<b>October</b>	Masterclass delivered at M-Shed Bristol and ss Great Britain as restrictions allow. One-to-one catch up with trainees and group social. One Traditional Seafaring trainee completes their placement at Sea-Change Sailing Trust Evaluation session hosted to gather group feedback Online partner meeting - Partners review placements and agree next steps
<b>November</b>	Project Co-ordinator finishes role. Recruitment for new Project Co-ordinator begins on a revised 3-day week offer Three trainees complete their placements with one Traditional Seafaring trainee set to return for 6-weeks in 2021
<b>December</b>	One Museum Shipkeeping trainee completes placement Trainee Christmas Quiz hosted via Zoom
<b>2021</b>	
<b>January</b>	Three Traditional Seafaring trainees set to return from February 2021 Interviews for Project Co-ordinator hosted via Zoom
<b>February</b>	New Project Co-ordinator joins the NHS-UK team One Traditional Seafaring trainee returns for 6-weeks extension at Pioneer Sailing Trust partner meeting hosted via Zoom
<b>March - September</b>	Two Traditional Seafaring trainees return for placements at Pioneer Sailing Trust and Falmouth Pilot Cutter CIC take place
<b>July</b>	Draft Evaluation report submitted
<b>August</b>	Growler masterclass hosted by Ash Faire-Ring Project Co-ordinator goes on maternity leave. Project Administrator appointed on 2-day week basis
<b>September</b>	End of all trainee placements HVC Sutton Hoo Webinar hosted via Zoom

**October**

#SkillsWeek online event with two online forums on Diversity and Inclusion and Skills Training delivered  
Final Networking Day at Trinity House, London to mark the end of trainee placements, promote traditional skills training and present a project legacy framework.

## 9 Project Delivery

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### 9.1 Recruitment and Selection of Trainees and Staff

SHTP 2 had clear outcomes to recruit in a manner that broke down barriers for young people from all backgrounds to benefit from the sector. This process has enabled NHS-UK to gain a wider understanding of the challenges faced by both entrants to the sector and organisations seeking to engage with a wider audience and informed two diversity and inclusion events to share experience and lessons learned across with the wider sector.

#### 9.1.1 Staff Recruitment

In 2018, a Project Co-ordinator was recruited by the NHS-UK Director, the Policy & Project Manager, and a member of the Council of Experts. This role was recruited with support from Royal Museums Greenwich Human Resources department, in line with their equality policies. Becky Treener joined the team in May 2018 having been chosen on the basis of her background in sail training and work with young people.

In May 2019, NHS-UK internal staff changes led to Victoria Wallworth, the then Projects Officer and HVC Course Manager, taking on the combined role of Policy, Projects and Course Manager. Having provided in-house support to the project from the Development Phase, this appointment ensured continuity and avoided disruption to the programme.

Further staff changes occurred in 2020/21 as a result of the project extension arising from the Covid-19 pandemic. In November 2020, the Project Co-ordinator stepped back from the project in accordance with the original end date and the role was recruited over the Christmas break as a 3-day week post to reflect the revised objectives for the final phase of the scheme.

NHS-UK received 40 applications, and in February 2020, Claire Morteo was appointed as the new Project Co-ordinator. The decision was based on her background working across multiple heritage sites, as well as previous experience of a Lottery funded project that supported routes to adult education.

In August 2021, Claire Morteo went on maternity leave and NHS-UK took the decision to appoint a part-time Project Administrator (2-days a week) to support the final months of the programme. The position was advertised at the same time as NHS-UK was seeking a new part-time Projects Officer, and Kara Mcloughlin was offered both roles as a job share. This ensured a handover period with the Project Co-ordinator post and continuous support during a busy period leading up to final project events.

#### 9.1.2 Trainee Recruitment

The trainee recruitment strategy was developed to encourage applications from people who displayed passion for the sector, and a desire to build a future career working with historic vessels, either as part of a sailing and maintenance crew or within a museum. Early consultation with project partners agreed that this was the most important element learned from SHTP 1 but that some hosts had more capacity to accept trainees with no or limited experience than others. Therefore, it was decided that where possible, a suitable candidate would be matched to a partner host that best met their development needs.

The project also aimed to address the lack of diversity within the maritime heritage workforce with over a decade of research indicating a growing gap. A survey carried out by NHS-UK in 2009 indicated that the profile of those working in the sector was 45+, with difficulties recruiting young people specifically highlighted. 51 responses indicated an ageing workforce, and 67% of their employees were aged 45 or over. A 2009 paper assessing skills needs in the maritime sector, produced by the Maritime Alliance, also stressed the need to attract more young people with the proportion currently in the sector being lower than the national average with only 28% under the age of 34. In 2012, Creative & Cultural Skills published a report entitled 'Mapping Heritage Craft' which looks particularly at the sector's economic contribution, but also assesses the demand for these skills. The heritage workforce employs 209,390 people, of which 83% are male and only 5% are from Black, Asian and Minority Ethnic (BAME) groups. It also indicates that more workers are aged 60+ than in the rest of the economy, which bears out the results of the NHS-UK questionnaire referred to above. Evidence of workforce profiles for the curatorial placements was drawn from a report by the Institute of Conservation (ICON), 'Conservation Labour Market Intelligence', published in 2013. This indicated that conservators were typically white (97%), female (65%) and middle aged (80% aged 30-59).

Taking this range of evidence into account, SHTP 2 sought to attract younger entrants for both training routes, as well as Black, Asian and minority ethnic groups, with a focus on female candidates for the seamanship trainees and male candidates for the maritime curatorial roles.

The evaluation of SHTP 1 and further consultation with project partners revealed barriers for applicants might include: financial concerns, unfamiliar terminology in the trainee description, and lack of opportunity for applicants to display practical and soft skills within a formal interview. Host partners also noted that early opportunities for trainees to develop a basic skill set would prevent candidates from being held back by a lack of experience or qualifications.

In response, SHTP 2 offered tax-free bursaries authorised by HMRC under HM Section 776 IT(TOIA) 2005 as well as funds for equipment and travel expenses that would support trainees through their placements. Applicants with limited experience were welcomed as an extensive 3-week induction and up to 12-week specialist course at IBTC Lowestoft was built into the programme to provide them with a basic skill set before joining their host partners.

Across both years, SHTP 2 also employed the following strategies to encourage applications from a more diverse workforce:

- A simplified job advert and application form focussing on candidates' interests and long-term career goals
- A series of 'meet the partner' short films as an introduction to the host organisations and type of work they do
- A series of short case study films hearing from women in the sector, including SHTP 1 alumni
- Targeted advertising to key regions including south-east London; Portsmouth; Lowestoft; and Plymouth
- Wide-spread coverage of the placements across NHS-UK and partner websites, social media, maritime, sail training and heritage websites, as well as through the Shipshape Network zones, young people training organisations, specialist boatbuilding colleges, sailing clubs and sea cadets
- Selection days (mixed and female only options offered) hosted on board partner vessels across the UK (Scotland, Solent and the East Coast) enabling candidates to find out more about the programme and the sector in a practical setting.

Initial take up in Year 1 was low and the deadline extended with an increase of social media advertising as well as recruitment sites, in particular Salty Jobs. In total, the programme received 63 applications in Year 1 with 27 male and 34 female self-identified candidates.

Learning from lessons in Year 1, the second cohort intake was streamlined to make it easier for applicants to better understand the placement options and training programme, and research was undertaken to reach a wider and more diverse audience. This revised strategy included:

- Research and consultation to target potential applicants from BAME backgrounds, taking advice from other NLHF grant awardees and Royal Museums Greenwich
- A dedicated application portal on the NHS-UK website including a one-step online application form
- Streamlined job adverts with more definition between the Traditional Seafarer and Museum Shipkeeping training routes enabling more targeted advertising and using job portals such as Heritage Alliance, the Museum Association, and University of Leicester Museum Jobs site
- New routes for advertising by partnering with organisations outside of the sector including Greenwich Local Labour & Business, an initiative set up to provide face-to-face application guidance for local jobseekers
- Extensive social media coverage identifying Twitter and Instagram as platforms more popular with younger applicants and using established hashtags such as #museumdetox #diversity #notjustformen #levelplayingfield #sailingwomen and #BalanceforBetter to reach a diverse audience.
- Sharing Year 1 trainee blogs and case studies to demonstrate the opportunities provided by the training programme and the geographical reach of SHTP 2
- Provision of a travel allowance for candidates to attend selection days ensuring applicants were not held back by financial constraints

The programme received 70 applications in Year 2 with 32 male and 38 female self-identified applicants.

In both years, final interviews were hosted at Royal Museums Greenwich with partner hosts and NHS-UK staff, and virtual interviews via Skype allowed for candidates who were unable to attend in person. This proved an effective way to circumvent barriers caused by travel and associated costs, with one remote interviewee being accepted onto the programme. Each partner host met between 3-4 applicants who were asked to outline their working background and demonstrate a commitment to a future career in the sector.

Following the first round of interviews for the Year 2 cohort, it was necessary to recruit again for the Cutty Sark, Royal Museums Greenwich placement as a suitable candidate had not been found. In September, an applicant was offered the role after a second round of interviews, however that candidate turned down the placement citing the high cost of living in London attached to the placement on a £1000 pcm salary, as well as the risk of having to pay training funds back, should he decide to drop out of the placement. Similar feedback was received in Year 1, and therefore, in consultation with the NLHF, and partner hosts, it was agreed that a revised 8-month placement with a £12,000 tax free-bursary would bring the offer more in line with the London Living Wage, increasing the attractiveness of the traineeship to a wider audience, and attracting a high standard of candidate. Further recruitment received 37 applications and a successful candidate was appointed in February 2020.

The table below shows the overall target set for the recruitment processes in Years 1 and 2 combined and shows that these were exceeded when taken across both years.

**Table 5: Recruitment targets**

Recruitment	Target	Actual Year 1	Actual Year 2
Number of applications	85	63	70
Number of females appointed	50% of intake as a total	75% in Year 1	75% in Year 2
Number of BAME applicants appointed			25%
No of young people aged 18 – 30 appointed			100%

## 9.2 Learning Structure

The SHTP 2 Training Plan (Appendix 3) sets out the trainee’s learning structure including induction training, specialist skills training at IBTC Lowestoft, placements, rotations and professional development. The training plan was written by the NHS-UK team, with the support of an external consultant, in conjunction with the Royal Museums Greenwich HR department to ensure it complied with their policies.

Learning from SHTP 1 was incorporated into the Training Plan in the following ways:

- Induction training included more opportunities to develop soft skills such as working with different groups and audiences, as well as developing trainees’ wider understanding of historic vessel conservation routes
- A group sail at the beginning of the training year brought Traditional Seafarers and Museum Shipkeepers together and demonstrated the importance of teamwork on board a vessel for the safety of crew, guests and the vessel itself
- All SHTP 2 trainees spent a minimum of two months together, helping to establish a supportive group dynamic that continued whilst trainees were with their individual host placements. This became particularly important during periods of national lockdown in 2020 when trainees were isolated
- Personal review papers (PRP) captured the trainees’ experience and learning (accredited courses and application of skills), as well as feedback throughout their placement year, with one-to-one reviews scheduled with the Project Co-ordinator at key points
- Monthly trainee blogs and ‘daily logs’ captured routine applications of knowledge as evidence of the Workbook units in practise.

## 9.3 Induction Training

The aim of the induction was to provide trainees with a strong foundation of skills and knowledge ahead of joining their host partners. In both years, this period began with presentations from the project team outlining the wider aims of the project, the learning structure, administrative processes and expectations for the year ahead. Each trainee was provided with an induction pack that included a project overview, induction schedule, trainee workbook, and a workbag.

Based in the South West, trainees experienced a mix of hands-on learning at the National Maritime Museum Cornwall, working boatyards, and operational craft which helped develop their understanding of both training routes and crossovers between static and operational conservation. Trainees also attended short classroom sessions which catered for different learning styles, as well as undertook VHF, Sea Safety, and RYA Powerboat courses. The induction period allowed time for trainees to satisfy legal requirements before working on board operational craft including medical and DBS checks.

An added benefit of the induction was the opportunity for trainees to get to know each other and develop a supportive group dynamic. This was encouraged and continued on group WhatsApp chats once

trainees joined their individual placements. Likewise, it helped establish points of contact between the trainees and the NHS-UK project team, in particular the Project Coordinator, as a first contact for support.

### Induction schedule

The content of the induction largely remained the same as set out in the Training Plan. However, by the time the project welcomed its first trainee cohort, the original providers at Cremyll Sea School, Plymouth were not able to deliver the three-week induction as planned due to a change of site. Alternative options were found using NHS-UK’s wider network with help from the Project Co-ordinator’s own contacts to mitigate any significant change and a programme was organised in time so that the induction took place over three locations across Cornwall and Devon. This illustrates the time-lag between grant application and delivery on a project of this type and the need to adapt to any sector changes that have happened in the gap. Whilst a strong revised programme was achieved, it was not without difficulty and had a significant impact on the project team’s time during the lead-up to the first induction.

The following table sets down the training opportunities that were delivered across 14 organisations during the induction and reflects the breadth of skills and expertise in the sector available to contribute to future learning frameworks and events.

**Table 6: Induction Training Schedule**

FALMOUTH WEEK 1		
Site	Element delivered	Provider
Falmouth Accommodation	Welcome and Introduction to the project by the Project Manager and Project Co-ordinator Overview of the induction schedule, objectives and content Introduction to the SHTP Project and role of NHS-UK	NHS -UK
NMMC Workshop Ponsharden	National Maritime Museum Workshop and Boatyard	Mike Selwood
Chainlocker Inn	Trainee agreements, handbooks and associated paperwork	NHS-UK
National Maritime Museum	Self-guided visit and talk with boat builder/museum staff	Olie Crediton Mike Selwood
Falmouth Training Solutions	First Aid Training	Falmouth Training Solutions
Falmouth Training Solutions	STCW Sea Survival Training	Falmouth Training Solutions
Pendennis Shipyard	Tour of yard	Pendennis Shipyard
Spirit of Falmouth	Trip to see Spirit of Falmouth – traditional gaff schooner. Looking at various rigs and traditional vessels in the marina	NHS-UK Tamsin Mulcholy
Working Sail Yard	Tour of new build pilot cutter Pellew with Luke Powell	Luke Powell
LYNHER BARGE WEEK 2		



	Welcome and briefing by Barbara Bridgman	
Lyhner Barge Southdown Marina	The 4 days included:  2 days – small boat handling and basic sailing skills 1 day group sail on Lyhner Barge 1-day basic workshop skills and visit to Treluggan boatyard	Barbara and Dominic Bridgman
<b>BRIXHAM WEEK 3</b>		
Heritage Pontoon, Brixham	Welcome and briefing by Trinity Sailing Staff onboard sailing vessel Provident	Ben Wheatley
Torbay Sailing School	VHF course	Torbay Sailing School
	ENG1 Seafarer Medicals in Paignton	Mayfield Medical Centre, Paignton
Brixham yacht club Brixham heritage museum	Working with young people, adults and volunteers	External trainer - CAN  Martin Brixham Heritage Museum
Provident  Heritage pontoon/ harbour  Steamboat visit Kingswear	Introduction to RYA and sailing/museum career pathways. Induction Review Papers  Visit to heritage vessel Vigilance of Brixham  Kingswear Castle	NHS-UK  Craig Ballard  Paul Merrington
Torbay Sea School	Powerboat Level 2	
Torbay Sea School	Powerboat Level 2	
Onboard Provident  Pilgrim of Brixham  Onboard Provident	Soft Skill and Teamwork in museum and maritime environments. Evaluations and Individual learning reports  Visit to Pilgrim	NHS-UK
Provident and Local Restaurant	HVC Course presentations Social and dinner with all trainees, project and partners	NHS-UK All
Brixham Yacht Club	Presentation meeting with SHPT2 partners.	NHS-UK and partners

The induction provided safe environments to learn the basics of being at sea, enabling trainees to make mistakes, ask questions and hear from a range of experts. Partners reported that the induction meant trainees arrived on placement with a developed understanding of the significance of the project and the wider sector. Also, accredited training in Sea Survival and Powerboat handling provided trainees with relevant qualifications so host organisations could safely begin their training without delay.

**Table 7: Accredited training courses**

Component	Intended outcome
<b>Sea Survival</b>	Support Role aboard vessels Team Development
<b>First Aid</b>	Support role aboard vessels
<b>Royal Yachting Association (RYA) Level 2 Powerboating</b>	Enable individuals to be able to operate support vessels
<b>VHF Course</b>	Support role aboard vessels
<b>Basic Workshop Skills</b>	Develop basic hand skills to assist with the fit out of vessels for new season
<b>Small boat sailing skills</b>	To develop basic sailing skills
<b>Group Sail</b>	Sail aboard a traditional vessel as a team development activity
<b>Introduction to the frameworks of the traineeship</b>	Check that trainees know what they need to do to complete their traineeship and consequences if not.

#### Meeting the partners and group sail

In both years, partners met the trainees during the induction to present on their organisations and in Year 1, to attend a group sail from Brixham. Following SHTP 1, partners identified the value in providing an activity that allowed for trainees at the start of each cohort year to get to know the partners. The group sail offered:

- A short, safe sailing opportunity on board a historic vessel as a team, demonstrating the importance of teamwork on board
- Opportunities for bonding across different levels of experience and training routes, bringing Museums Shipkeepers and Traditional Seafarers together
- Opportunities to see how each trainee reacted and worked to gain a better understanding of their learning style and strengths

In Year 1, partners reported the value of this experience to help close the gap between operational and static conservation routes. As a result, future group sails were planned between host partners Sea-Change Sailing Trust and the *Cutty Sark*, Royal Museums Greenwich conservation team. This was postponed in 2020 to a later date.

A group sail also took place with the remaining trainees on board *Blue Mermaid* from the Sea-Change sailing Trust as part of the Networking Day and final events programme in October 2021.

### **9.4 Historic Vessel Maintenance Training at IBTC, Lowestoft**

Following their 3-week induction in the South West, trainees began a specialist course at IBTC, Lowestoft, designed to offer skills in areas identified in SHTP 1 as core learning for maintaining historic vessels as outlined in the Trainee Workbooks. The course covered the use and maintenance of hand and power tools, traditional tools such as caulking irons, basic joinery skills, traditional rope work, basic sail repairs, decision making in repairs and maintenance, and learning the properties of different materials and repair techniques.

All trainees worked alongside each other for the first eight weeks of the course, after which time Museum Shipkeepers started their placements and Traditional Seafarers continued for a further six weeks to complete an advanced course.



*Year 1 and 2 trainees at IBTC, Lowestoft*

Basic Maintenance Training Units delivered by IBTC, Lowestoft

Units were designed by IBTC Lowestoft, NHS-UK and vessel operators within the partnership that reflected key skills and tasks involved in the seasonal maintenance and operation of historic vessels. This was first delivered through SHTP 1 and refined into structured training units for SHTP 2 to form a new skills training framework.

The first six weeks of the course were designed to teach all trainees a variety of construction methods for different types of wooden vessel, and the best way to maintain them. The following units were covered during this period:

**Table 8: Specialist maintenance course units at IBTC, Lowestoft**

Area	Content	Completed
<b>Workshop Safety</b>	Keeping Safe when working on boats Common hazards and ways to minimise risk	✓ All Trainees
<b>Boatbuilding terminology</b>	Terminology associated with traditional boats	✓ All Trainees
<b>Fastenings, fixings and adhesives</b>	Different methods used to fix and fasten a range of materials on historic vessels including methods for sympathetic repair	✓ All Trainees
<b>Introduction to tools and tool maintenance</b>	Tools used in traditional and modern boat building How to use and maintain these How to work safely with them	✓ All Trainees
<b>Introduction to joinery</b>	Basic methods for cutting and joining Forming different basic structures	✓ All Trainees

<b>Wooden boat maintenance and repair</b>	Planking, decking, maintenance of spars, graving pieces, pattern making and lamination	✓ All Trainees
<b>Timber steaming</b>	Preparing timber to steam, timing and tools to use, Forming timber and assembling mast hoops	✓ All Trainees
<b>Traditional wood working techniques</b>	Using an adze and joining timber with trummels	✓ All Trainees
<b>Basic rope work</b>	Types of rope, basic knots and forming ornate rope work	✓ All Trainees
<b>Basic boat maintenance</b>	Types of paint and varnish, applying paint and when, preparation for paint repairs and carrying out paint repairs.	✓ All Trainees

Traditional Seafarers then completed further units to gain in depth skills that would prepare them for their sailing placements.

Area	Content	Completed
<b>Advanced rope work, knots and splicing</b>	Types of knot, common knots, splicing 3 way ropes, basic whipping, materials used to make rope on traditional vessels, care of traditional ropes	✓ All Seafaring Trainees
<b>Wire splicing</b>	Types of wire, role of splicing, creating and coating simple wire splices	✓ All Seafaring Trainees
<b>Advanced paint and varnish</b>	Types of paint and application, applying coatings, care and storage of materials and their disposal	✓ All Seafaring Trainees
<b>RYA Diesel Maintenance Course</b>	Maintenance of marine diesel engines	✓ All Seafaring Trainees
<b>Sail making, repair and maintenance</b>	Types of sail cloth, cutting and stitching, repairing joins, patching, fitting and repairing cringles, cleaning coating and storing sails	✓ All Seafaring Trainees
<b>Plumbing and electrics</b>	Plumbing and electrical systems found on traditional boats, basic operation, common faults and fault finding methods, implementing simple repairs, how to work with plumbing and electrics safely	✓ All Seafaring Trainees
<b>Lofting and taking lines</b>	The role of a lines plan in the construction and repair of boats, how lines plan can be transferred to the lofting floor.	✓ All Seafaring Trainees

All trainees highly valued the work carried out through these training modules. This experience allowed them the opportunity to work together, explore skills in more depth and learn from experienced boatbuilders. The training was delivered in classrooms and workshops on site, and the college provided contacts and opportunities to visit vessels, sites and experts along the East Coast during their time at the college. Benefits of these units to the wider sector was evidenced when an HVC student outside of the programme, who specialised in museum conservation, joined the trainees for a day to gain a better understanding of boatbuilding terminology that they could apply in their studies and day-to-day work. Other accreditations gained as personal development opportunities included STCW Elementary Fire Fighting, Personal Security and Social Responsibility.



*Trainees based in the workshop at IBTC, Lowestoft*

Feedback from the college Directors about the training course and units showed:

- ✓ Young trainees were interested in the commercial side of the sector, organisational governance, and funding which demonstrates a positive interest in the sector's future. It demonstrates that young entrants are looking ahead at how heritage skills can create business as well as sustain operations that exist today
- ✓ The units created in this training element have been essential to prepare trainees for their host placements both in routes which further illustrates the cross over between different conservation routes. Units on terminology and use of particular tools was found to be of great interest for Museum Shipkeepers working with vessels on their placement and enabled them to identify traditional tools and their uses, having experienced it first-hand.

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*Overall I feel that my time at IBTC has been such a big learning curve for me...from someone who had not even picked up a hammer to then feeling confident using power tools and machinery really brought me a lot of confidence and skills which I am looking forward to bringing to the Scottish Fisheries Museum. I have enjoyed learning about the more traditional boat building skills and it has opened me up to want to further these skills.*

**Year 2 Museum Shipkeeping Trainee**

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## 9.5 Placements

The placements were at the heart of the programme enabling trainees to develop their skills and gain a breadth of practical experience with the support of a host partner. Expanding the partnership to include a total of five operational vessels and three museum sites meant SHTP 2 trainees had a varied choice of organisations that spanned the breadth of the UK. This created opportunities to match trainees with

partners who could best meet their development needs and highlighted regional opportunities for young people to connect with their local heritage.



*Year 2 Traditional Seafaring trainee on placement at Excelsior Trust*

Trainees spent a minimum of 8 months with their host partners and the placements were timed to coincide with the sailing season from March/April-October, depending on the schedule of each partner. During 2019, all Year 1 placements proceeded as planned, culminating in trainees presenting on their experience at the Year 1 Networking Day (see Section 10). However, in 2020 all Year 2 placements were significantly impacted by the COVID-19 pandemic and the UK government restrictions in place for lockdowns from March – June and again from October – January 2021.

**Table 9: Summary of trainee placements 2019-2021**

Host Partner	Vessels	Trainees
Pioneer Sailing Trust, Brightlingsea	<i>Pioneer</i> - ketch-rigged 1st Class Essex oyster smack built in 1864 <i>Priscilla</i> - restored 32ft smack built in 1890	Josephine Leertouwer (2019) Alanna Cameron (2020-2021) Belinda Cree (2021)
Jolie Brise, Dauntsey's School Sailing Club - Hamble	<i>Jolie Brise</i> - gaff-rigged pilot cutter built in 1913	Matthew Gregory (2019) Teymour Kashani (2020)
Excelsior Trust, Lowestoft	<i>Excelsior</i> - gaff-rigged Lowestoft smack built in 1921	Janice Fleming (2019) Belinda Cree (2020)
Cutty Sark, Royal Museums Greenwich - London	<i>Cutty Sark</i> - square-rigged clipper built in 1869	Kate Tatlow (2019) Charlie Carmen (2020)
Sea-Change Sailing Trust - Maldon	<i>Blue Mermaid</i> - replica steel Thames sailing barge built 2019	Jenna Howe (2019) Benji Steward-Shirley (2020)
Scottish Fisheries Museum,	<i>Reaper</i> - largest surviving Fifie	Sean Chilton (2019)

Anstruther	herring drifter built 1901 <i>White Wing</i> - restored sailing Baldie built 1916 <i>Research</i> - first class herring drifter built 1903 <i>Lively Hope</i> - ring net boat built 1936	Hannah Fraser (2020)
National Museum of the Royal Navy - Portsmouth	HMS <i>Victory</i> - Lord Nelson's Flagship built 1765 HMS <i>Warrior</i> - 40-gun steam- powered armoured frigate built 1860 HMS M33 - sole remaining British veteran of the Gallipoli Campaign built 1915	Hannah Hurford (2019) Meshellae Payne (2020)
Trinity Sailing Foundation - Brixham (Year 1 only)	<i>Leader</i> - gaff-rigged Brixham trawler built 1892 <i>Provident</i> - gaff-ketch sailing trawler built 1924 <i>Golden Vanity</i> - gaff cutter built 1908	Bronwen Brakspear (2019)
Falmouth Pilot Cutter CIC (Year 2 only)	<i>Pellew</i> - 68ft pilot cutter replica	Jess Clay (2020 - moved to Pilgrim Heritage Trust)

### Traditional Seafaring Placements

From 2019, the programme hosted ten trainees based on board operational historic craft. During this time, they experienced a vessel's annual maintenance and operation, from preparing the vessel for sailing to winter maintenance. Using the Workbook as a learning framework, trainees gained knowledge of: historic vessel functions and types of specialist rig; sail configurations on traditional vessels; manoeuvring under sail (trimming, scandalising, heaving to) and power; reducing and stowing sails using traditional techniques; mooring; anchoring and getting underway; operating a tender by sail or oar, helmsmanship, safety at sea. The placements also provided opportunities to work with different audiences, taking part in charters, sailing races and on-board activities - demonstrating the modern-day role historic vessels play in their local communities. Across the partner vessels, this includes:

sailing holidays  
youth development  
sail training  
Tall Ship's Races sail cargo  
**learning opportunities**  
RYA Courses  
chartered cruises  
young people curriculum enhancement  
Duke of Edinburgh

Working with operational craft also provided trainees with opportunities to put into practise key maintenance skills introduced during the specialist course at IBTC, Lowestoft. This included: use of specialist maintenance tools (e.g. caulking irons and marlinspikes, sharpening of planes and chisels, making an oil stone box and mallet); woodworking; carpentry and joinery (simple joints, graving pieces, planking); traditional ropework and rigging (splicing, serving, whipping, knots); caulking (spinning oakum, raking out seams, paying up and using putty, pitch, tallow, linseed); spar building, fitting, jury rigs; sail repairs; painting and varnishing; marine coatings; and engine maintenance.

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*It was lovely to get to out the theory I've been learning into practice. It's one thing understanding sail theory and the points of sail - another thing entirely to make decisions on the water!*

**Belinda Cree, Year 1 Traditional Seafaring Trainee**

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#### Museum Shipkeeping Placements

The programme also hosted six Museum Shipkeeping trainees across three museum host partners. This new route was designed for trainees to take part in the conservation and preservation of historic craft within a museum setting including conservation cleaning, maintenance, stabilisation, interpretation, archiving, public engagement and acquisition. With the support of their host partner, trainees developed a holistic understanding of a museum site and the specialist skills required to conserve historic craft of different materials and size.

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*I am extremely happy with my first month here. I received a very warm welcome into the team and feel that this is an area where I can grow. At the moment, I feel like a sponge, soaking up as much as I can. I have had some fantastic experiences this month, including learning lots of practical skills and becoming a lot more confident in my ability and understanding.*

**Sean Chilton, Year 1 Museum Shipkeeping Trainee**

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*Year 1 Museum Shipkeeping trainee carrying out rig work on board Cutty Sark*

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## Impact of Covid-19 Pandemic on SHTP 2

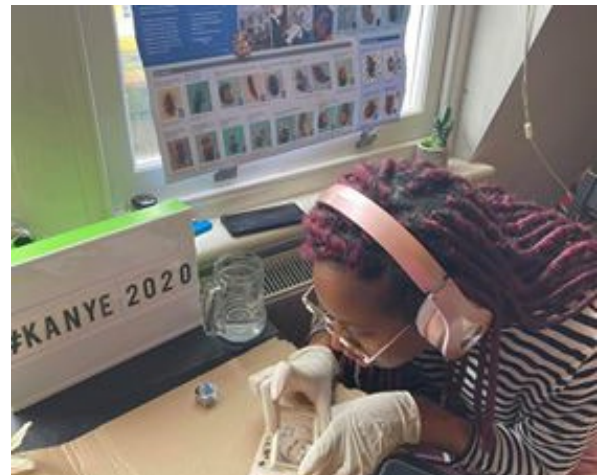
From March 2020, the SHTP 2 programme was heavily impacted by the Covid-19 pandemic and subsequent government lockdown measures which led to the closure of museums; restricted or no access to vessels; postponed or cancelled sailing programmes; furloughing of staff; the postponement of trainee rotations across partner organisations; and the postponement of masterclasses, as well as some trainees requiring time off to look after family members. Despite some measures relaxing in July 2020, the majority of Museum Shipkeeping trainees remained unable to return to their placements until the end of summer, and Traditional Seafaring trainees unable to resume normal operation until the 2021 sailing season, as sailing vessels were reliant on bookings from schools, charitable charters, and private hire - all of which had been cancelled for that year.

An extensive options appraisal was undertaken by the NHS-UK project team to review how key objectives could still be delivered; and options to extend trainee placements. From this, the project team, in consultation with their NLHF Investment Manager and project partners, decided to offer flexible extensions for each placement up to July 2021.

In September 2020, SHTP 2 received a NLHF grant increase of £9,500. This was combined with reallocated funds from the existing budget to offer a one-month extension for Museum Shipkeeping trainees and up to five months extension for Traditional Seafaring trainees, with timings to be determined on an

individual basis in agreement with host partners. This also enabled NHS-UK to cover the costs of a Project Co-ordinator role with reduced hours in line with the training placements. Nearly all trainees accepted an extension to their placement, with one deciding not to return in 2021 having secured full time employment working for Princess Yachts. Some trainees also took up a shorter extension after receiving job opportunities in the sector. For example, one Traditional Seafaring trainee secured employment with their host organisation and another gained a winter placement aboard traditional sailing vessel *Europa*. As a result, remaining trainees were able to benefit from longer placements during the project extension which, in the case of a Museum Shipkeeping trainee, gave them an extra month to finish project work with their partner host. This also allowed for the delivery of some original project objectives which were shelved during the budget reallocation, including rotations to other partner sites.

During national lockdowns, the project team delivered training and personal development online where possible. This included a virtual masterclass on traditional rigs and navigation with Tom Cunliffe; partner hosted virtual learning; RYA Day Skipper and Yachtmaster theory courses; museum collection and ethics courses; soft skills training; museum archives; and sailing skills videos. For Museum Shipkeeping trainees completing the HVC course, case studies were presented online with guest speakers including ss *Shieldhall* and the Windermere Jetty Museum. Appendix 7 provides a list of online learning resources shared with the trainees. As evidenced in their monthly blogs, trainees undertook more vessel



maintenance and refit work during this time, along with conservation and digitisation projects:  
*Year 2 trainees working from home during Covid-19 lockdown*

Ensuring trainees were provided with effective pastoral care during this time was essential. The Project Co-ordinator hosted weekly catch-ups to offer support and guidance, and online group activities such as quizzes and scenario training helped keep trainees connected. However, both trainees and partners agreed that though digital resources were helpful, it did not suit everyone's learning style, and ultimately trainees required the practical experience of working with museum collection or time at sea to secure future employment in the sector.

Whilst the UK was under Covid-restrictions, partner meetings were hosted online via Zoom which enabled the team to effectively consult with the partners and stay up-to-date with rapidly changing situations. Partners were able to attend in person for a final meeting in October 2021.

## Changes to host partners

Over the lifespan of the project, changes to partner organisations meant adaptations needed to be made.

The original funding application listed Warrior Preservation Trust as a host partner however, in 2017, the Trust took the decision to merge with The National Museum of the Royal Navy. Fortunately, NHS-UK was able to build on its existing relationship with the Museum to agree continued involvement with the project and it joined the partnership ahead of trainee recruitment for Year 1.

In October 2019, Trinity Sailing Foundation ceased vessel operations and became unable to host SHTP 2 trainees. This happened very quickly and the Foundation was not able to inform the partnership before a public announcement. However, the project team reacted quickly to reassure both trainees and project partners. A number of unsolicited expressions of interest were received from the sector to host Trinity's trainees, indicating the positive way in which the SHTP 2 project was viewed externally. After consulting with NHLF, it was decided that an internal options appraisal should be conducted to assess these offers. Working closely with project partners and affected trainees, NHS-UK looked at different organisations' capacity for taking a trainee, and their ability to adhere to the project outcomes before informing NHLF on a final decision. It was also agreed that the trainee's preference should inform the final decision. In February 2020, Falmouth Pilot Cutter CIC joined the partnership, offering opportunities for the Year 2 trainee to sail on multiple vessels in their ownership, as well as retain the project's presence in the South West.

However, the impact of Covid-19 on partner organisations was significant and Falmouth Pilot Cutter CIC decided to step back from the partnership in 2021, as they could no longer offer the planned sailing opportunities for their returning trainee. Therefore, NHS-UK arranged a series of rotations with partner hosts and other organisations to create a tailored placement in line with the trainee's development needs. During this extension, the trainee gained sailing and conservation experience across 16 historic vessels, with a significant amount of time being spent with the Pilgrim Heritage Sailing Foundation who NHS-UK engaged to act as a regular point of contact, providing on the ground support to the trainee throughout the summer. This relationship also helped the trainee complete their Day Skipper Practical - a significant milestone of their placement that would not have been achieved without the project extension.

Across both pathways, trainees were supported by a dedicated supervisor responsible for their day-to-day task management, setting goals against their workbook, and creating opportunities for learning. However, due to the normal staff turnover within an organisation across the three-year lifespan of the project, it was not always possible for a trainee to maintain the same point of contact. During 2020, this was made particularly difficult with staff being placed on furlough, or self-isolating due to the pandemic. Challenges such as these highlighted the importance of the Project Co-ordinator role, who remained a first point of contact throughout the placements to provide pastoral care and liaise with host partners to maintain effective supervision of the trainee. Alongside their supervisors, the placements were overseen by key contacts with expertise at each partner organisation.

Appendix 8 details the different activities logged by trainees in their monthly blogs, workbooks and daily logs, and gives examples of common experiences across the placements:

- ✓ **Application of knowledge and refining processes.** Trainees were able to apply knowledge learned at IBTC Lowestoft to the host vessels, and develop their decision-making process in placement to conserve the integrity of a vessel or museum collection
- ✓ **Growth in confidence** - The length of time trainees spent with their host partners helped them feel part of the organisation and work with their vessel in different conditions. Supervisors

reported trainees responded positively when the learning structure was flexible to the trainees' individual needs, and this increased confidence and the rate of progress

- ✓ **In depth experience with museum collections** - Museum Shipkeeping trainees were able to work with collections in depth, and alternative experiences were provided by the hosts during Year 2 when it was not possible to work on site or with the public.
- ✓ **Cross departmental working across Shipkeeping** - In Year 1, all Museum Shipkeeping trainees were able to visit other departments e.g., archaeology, conservation, education, documentation, and at the boatyard at Scottish Fisheries Museum. In Year 2, social distancing rules applied e.g. behind the scenes work continued at *Cutty Sark* such as working on planking or areas that would normally be open to the public. Other alternative work at NMRN was pest identification which could be carried on remotely and for the Scottish Fisheries Museum, documentation, collection cleaning and re-storage could still be carried out in a socially distanced way.
- ✓ **Terminology** - As well as generic terminology learnt, this included terms unique to individual boats which the placements gave insight into through an understanding of their individual history and purpose.
- ✓ **Museum Shipkeepers learning about the structure of vessels** - Trainees have valued the opportunity to see boats in the dry dock to appreciate all of the mechanics of different types of boats and their structures, including making associations between tools, parts of the vessel and their functions.
- ✓ **The value of volunteers** - Trainees valued the work and knowledge of the volunteers working with them and understood the value volunteers contribute to the sector. Live experience has contributed to their learning as well as understanding about managing volunteer work in relation to conservation and care of collections and how volunteers are a major part of the sector.

## 9.6 Rotations

Alongside their host placements, trainees had the opportunity to undertake fortnightly rotations to two other partner vessels or museum sites during their training. As learned through SHTP 1, this provided valuable time for trainees to gain experience of a range of traditional rigs and organisations, as well as broaden their network. In SHTP 2, this was also a unique opportunity for trainees to experience conservation across both training routes, with Traditional Seafaring trainees being encouraged to spend time at a museum site and vice versa. Whilst on rotation, trainees pursuing both training routes were able to put their knowledge into practise in a new environment, as well as acquire new skills that would broaden their employability post-placement.

Though this was one of the most difficult elements of the programme to organise due to differing sailing times and crew demands across host vessels, trainees cited rotations as a significant part of their development. In particular, they valued the chance to develop their understanding of different types of surviving craft, learn from a range of experienced practitioners, and meet new challenges. Trainees valued efforts to make rotations as flexible as possible, so they met their individual requirements to further their progress. In Year 1, feedback from both trainees and host organisations demonstrated the following benefits experienced:

- ✓ Operational vessel and museum hosts reported the rotations broadened the experiences of the trainees who often returned to their host with a greater understanding and renewed energy. For

example, Sean Chilton was based within a small curatorial team on static and operational vessels at the Scottish Fisheries Museum but had a chance to experience working within the larger institution of the National Museum of the Royal Navy, which incorporates specialist departments in conservation and archaeology.

- ✓ The opportunity to experience both training routes, which bridged the gap between museum and operational conservation. For example, in Year 1, Bronwen Brakspear rotated to the National Museum of the Royal Navy.
- ✓ A greater understanding of how a vessel's significance determines the ways in which they are operated, maintained or conserved within a museum environment
- ✓ Benefits across partners' existing teams from seeing trainees return from rotations with new perspectives and knowledge.

Year 1 trainees commented on how important this element was to the project, as well as being one of the most enjoyable. The unique experience on board each vessel was very much understood by each trainee, one of which had not sailed on a historic vessel before. To be able to take the opportunity to sail with the partner organisations and see the work they do using historic vessels was also important to learn different business models and how the vessels are interpreted for different audiences.

In Year 2, every effort was made to respond to the requests of individual trainees for further learning opportunities or different experiences that were possible within the changing UK government COVID-19 restrictions between April and October 2020. On a case-by-case basis, trainees in Year 2 were able to experience other vessels and heritage sites arranged as best as possible, although unfortunately not to the extent of a full two-week rotation. For example, Hannah Fraser, Shipkeeping Trainee Year 2 was able to visit staff at the National Library of Scotland for a day to tour collections and ask for career guidance. As a result of adverse conditions, the partnership benefited from more involvement by a wider set of organisations and resources providing alternative online support and more local onsite experiences as travel restrictions set in.

In Year 3, the three returning Traditional Seafaring trainees rotated to join partner host Dauntsey's School Sailing Club to sail on board *Jolie Brise* and revisit safety skills including man overboard drills, injuries at sea, anchoring, and tender handling. The trainees also took part on a trip to the Isle of White and helped with the final maintenance tasks to ready the vessel for the upcoming sailing season.

## 9.7 Masterclasses

During the programme, group masterclasses were delivered by widely regarded experts in the sector for each year group: This included:

- January 2019 & May 2020 – traditional navigation and specialist rigs hosted by Tom Cunliffe at Chatham Historic Dockyard and online
- June 2020 – hosted by Toby Marris, Skipper and Instructor of *Jolie Brise*, Dauntsey's School
- October 2020 - museum conservation principles and practises hosted at M-Shed and ss *Great Britain*
- August 2021 – Reconstruction of sailing barge *Growler* hosted by Ash Faire-Ring



*Year 1 Trainees with Tom Cunliffe: Traditional Navigation and Rigs Masterclass hosted at Chatham Historic Dockyard*

The masterclasses helped trainees gain a holistic understanding of the sector, by providing opportunities to listen and learn from experienced sailors and historic vessel conservators in settings outside of their day-to-day placements.

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*I was very appreciative of the fact that no level of prior understanding of the topic was assumed as it helped me not to have to feel slightly foolish having to ask simple questions. Although the topics did not directly relate to my potential future areas of work they were interesting, practical and, most of all, have helped to corroborate other learning and add context to other areas of knowledge.*

#### **Year 1 Masterclass Trainee Feedback**

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Where in person masterclasses were not possible due to nationwide lockdowns, they were delivered online via Zoom and, as an added benefit, recorded as learning resources that can be shared beyond SHTP 2 with the wider sector.

Trainee feedback on the masterclasses was positive, and later discussions revealed learning went beyond specific topics being talked about or demonstrated. Trainees also reported valuing:

- ✓ The expertise, experience and passion conveyed through the masterclasses. This provided inspiration and enthusiasm for what the sector is about and what it achieves.
- ✓ Museum Shipkeepers were provided with real life experience and knowledge which could be applied to static vessels and models in collections and established a clear view of how vessels are built and how they move.
- ✓ Hearing from lived experience, reinforcing how traditional skills can be applied to modern day operation.



Year 2 trainees at ss Great Britain: Conservation Masterclass

### 9.8 Historic Vessel Conservation (HVC) Course

Six Museum Shipkeeping trainees were enrolled onto the HVC course as part of their traineeship in both Years 1 and 2. Launched by NHS-UK in 2018, this is a distance learning course delivered via an online learning platform and formed of seven learning units based on the conservation guidance series 'Understanding Historic Vessels'. The course provides online resources such as learning films, reading lists and case studies, as well as mentor lists and online assessments.

Trainees took responsibility for their learning, whilst receiving support from their placement supervisors and the NHS-UK Course Manager to identify opportunities to carry out tasks and learn about conservation work on static and operational vessels. Written assessments were completed for each unit, including two practise assignments and a final report. The course was developed after the original funding bid was submitted to NLHF and once trainees joined the programme, it quickly became clear that 12 months was not enough time for them to complete all seven units of the course. Therefore, it was decided that trainees would have up to three years to complete the course (in line with other HVC students) and an additional year was granted for all Year 2 trainees due to the impact of Covid-19. Additionally, Museum Shipkeeping trainees were supported with visits to conservation projects outside of the project including days at Chatham Historic Dockyard, the Windermere Jetty Museum, Bucklers Hard, and the National Museum of the Royal Navy. During lockdown, it was not possible to access vessels on site. Therefore, the Course Manager arranged a series of online talks featuring ss *Shieldhall*, the Tall Ship *Glenlee* and a Live Chat with panel speakers on understanding the conservation gateway. These online talks were recorded and uploaded to the online learning platform for future reference. Together, these experiences enabled students to gather case studies during their placement year to inform their assessments. The below table outlines the trainees' progress through the course units to date.

**Table 10: Trainee progress on the Historic Vessel Conservation course**

Trainee	Progress
<b>Kate Tatlow</b>	Units 1,2 and 3 completed Distinction in all written assignments Case Study days at Chatham Historic Dockyard, NMRN, Royal Submarine Museum, the Windermere Jetty Museum and the <i>Daniel Adamson</i> .
<b>Hannah Hurford</b>	Units 1 and 2 completed Case Study visits to IBTC Portsmouth, Chatham Historic Dockyard and Bucklers Hard
<b>Sean Chilton</b>	Unit 1 completed and the course has remained open for him to continue. Case Study visits to Chatham Historic Dockyard, HMS <i>Unicorn</i> and the Royal Navy Submarine Museum
COVID-19 Pandemic has impacted the progression of the HVC course for all trainees signed up to it and especially those in Year 2 who saw various changes to their circumstances from March 2020 until December 2020. These included having to work remotely during their placement dates with reduced daily support, and furloughing of museum staff at their placements which for a time led to the reduction of opportunities allowed onsite.	
<b>Meshellae Payne</b>	Unit 1 ongoing. Created Statement of Significance for the registered historic vessel VIC 56, based at Boathouse 4
<b>Hannah Fraser</b>	Units 1 and 3 ongoing
<b>Charlie Carmen</b>	Unit 1 ongoing. Created a Statement of Significance for the registered historic vessel Bertha, based at Bridgewater Docks in Bristol.

## 9.9 Learning Evidence

SHTP 1 demonstrated the importance of recording learning as tangible evidence of the skills and knowledge acquired during the programme in place of formal accreditation. In the programme's second phase, a range of tools such as written records, review meetings, and online blogs were used to capture a trainee's development across their placement. This also proved a valuable opportunity for trainees to set goals, identify challenges, and self-review their development with the support of their host partners and the project team. However, some trainees and partners found this part of the programme more challenging than others, with lack of time to complete the required paperwork or a disinclination for keeping a written record often cited as reasons for lack of engagement. Across Years 1 and 2, adaptations were introduced to try and break down barriers so that learning could be recorded in a variety of ways and met the needs of the individual trainee. This included capturing skills in action on film, submitting photographic evidence, and one-to-one review meetings.

### 9.9.1 Trainee Workbooks

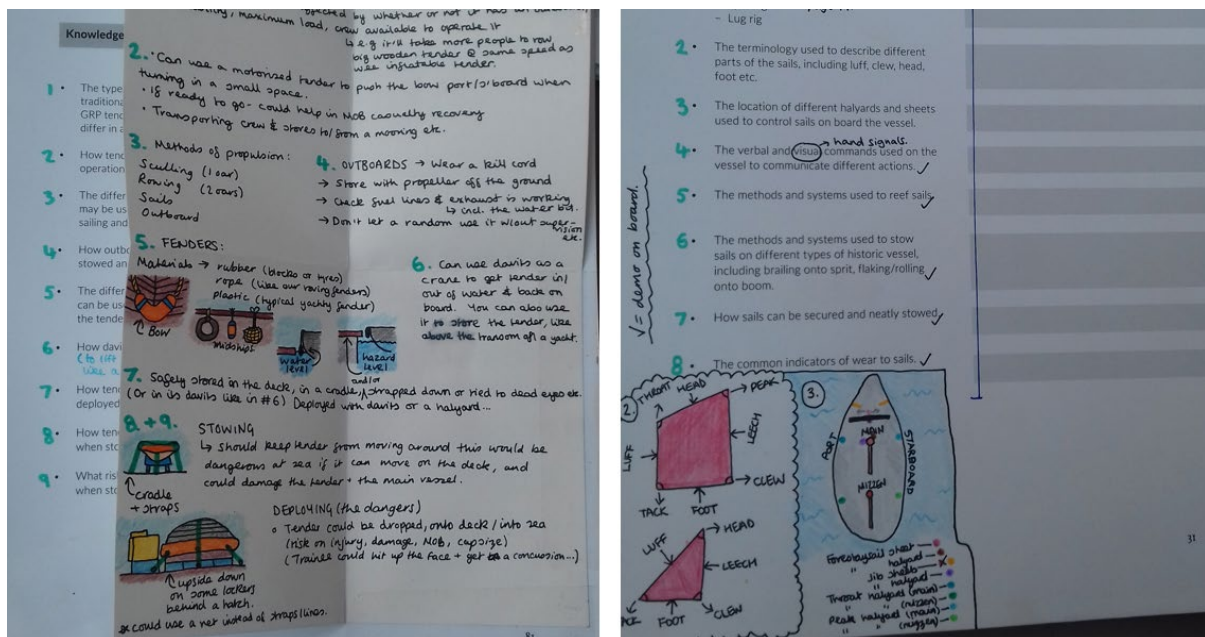
The first phase of the programme demonstrated that Traditional Seafaring trainees found it particularly difficult to capture extensive evidence of their learning in written form whilst sailing during a busy season. Therefore, a Competency Workbook was produced to ensure trainees could record in note form their application of knowledge and skills against 12 specialist learning units. Host supervisors worked with trainees to agree objectives, review their progress, and sign off skills demonstrated on practical placement and rotations.



The 12 units covered basic skills, knowledge and applied experience that was identified from SHTP 1 to form competency units for the maintenance and operation of historic craft. These are:

1. Prepare the Vessel for Sailing
2. Set and Control Sails
3. Manoeuvre Vessel under Sail
4. Reduce and Stow Sails
5. Dock, Moor and Anchor a Vessel
6. Assess a Vessel to identify Maintenance Requirements
7. Implement Basic Repairs to a Vessel Structure
8. Implement Basic Repairs to Sails
9. Implement Basic Repairs to a Vessel's Rig
10. Maintain and Perform Repairs to Paintwork
11. Implement Maintenance to Engines and Ancillary Equipment
12. Operate a Tender

The Workbook has formed a syllabus for the training programme and prioritised activities that demonstrate where traditional seafaring skills have been acquired and understood by the trainee. Trainees were responsible for the completion of their Workbook which can be used beyond their placement to demonstrate to future employers the range of skills and experience gained. Trainees have been able to progress at their own pace through the book, with all 16 completing some aspects, and can use it as a tangible record of their competence level to present to potential employers.



Example of trainee workbook, Year 2

Whilst it was agreed to be an improvement on the 'Skills Passport' used during SHTP 1, feedback on the Workbook from trainees and partners remained mixed, and engagement with the Workbook often depended on their individual learning style. For some, it was a vital tool to help them set goals and remember what they had achieved whilst others preferred not to refer to the workbook, finding it too structured as a form of record keeping that required time on top of their day-to-day work. Some operational partners agreed that it was difficult to build in time to regularly review the workbook with the

trainee, in particular on long voyages. Other factors that impacted engagement included changes in staff and volunteers at host organisations, the trainee's confidence to ask for support, and existing work cultures. However, those trainees and partners who referenced the Workbook regularly found it easier to track the skills acquired by the trainee over their placement and structure their tasks accordingly. It also acted as a reminder to partners that the trainees have specific skills they need to acquire to improve their employability at the end of the programme. Both partners and trainees highlighted that the Workbooks worked best alongside regular one-to-one catch ups that not only looked at practical skills but also set expectations, agreed goals for personal development, talked through challenges and praised success. This approach would help account for different learning styles and set expectations of trainee and partner from the beginning.

The Workbook was designed to cover the maintenance and operational skills used on board a working vessel, and so some museum supervisors created their own log to record other types of skills trainees developed whilst on placement. These included working with volunteers, interpretation, archiving, digitisation and engaging with the public. IBTC Lowestoft also added a written log of completed activities to the formal record of the Workbook.

### 9.9.2 Trainee Blogs

Trainees completed monthly online blogs as another way to record their learning and reflect the day-to-day life of the placements. Instead of a prescribed template, trainees were given guidance on what they might like to include in their blog, and free range to use their own style and other creative strengths which encouraged engagement. Alongside the Workbooks, the blogs provide a detailed and accurate reflection of each trainee's placement year, and are a unique insight into the type of skills, knowledge and resources required to conserve historic craft.

Trainee feedback on the blogs was mostly positive, however some found it difficult to find the time to submit a blog each month, and Traditional Seafaring trainees particularly struggled during long periods at sea when internet access was intermittent. In circumstances when a trainee was experiencing difficulties, new formats were suggested to make it easier for them to up-to-date including image-based or film blogs. For one trainee who found it difficult to put their learning into words, this was a helpful way to approach the task and their blog posts became more regular.

## Examples of Trainee Monthly Blogs

Thursday we did the RYA course, again with Dave. Practical, which was marine diesel engine the different systems (fuel system, the lubrication practical part, we bleed the engine - check the seat exchanger and cooling system), and change as well as lubrication system). It was a simple engine maintenance and understanding.



We alternated theory with great. We picked the apart by looking at it consists of: the cooling system and system. For the learned how to (fuel system), thermostat, the the impeller performed an oil changed the oil filter was a very useful course maintenance and



And then it was wire splicing!! The art I had looked forward to learning so much. I had once seen a guy in New Zealand do it and it had seemed so magical and at the same time so practical, down-to-earth and marlinspikey. I just had to learn one day. And that day had come. And it was as good as I thought... it was just as I thought - magical and marlinspikey at the same time. There was some technique involved,



One thing that can be worked on with the public being back is the outer pin rail. In the images here we worked along the entire rail, from where it begins at the bow down and around the back of the poop deck. Often using harnesses to dangle over the edge as shown on the left, but where this was more difficult, we used steps to get up to the rail.

We used 80 grit and the Makita to sand down the varnish back to the wood, before using 120 grit to smooth off any markings left. Once this was done, we de-greased the wood using white spirit and an old rag, finally applying the Li Tonks varnish oil. The first two coats were applied with a rag, as the wood absorbs a lot more oil for the first few coats. Then we brushed on the last few coats.

Other work that we got on with included finishing the last touches for the steering gear. On the right you see how I sanded and oiled the two lids and name boards. Which while not necessarily historically significant to the ship's history, were there on the day the *Cutty Sark* came into London and are a favourite spot for tourists. As a result, they and the rest of the steering gear needed extra attention and care.



To the left you can see the reassembled steering

## TRAINEE BLOG: BELINDA CREE

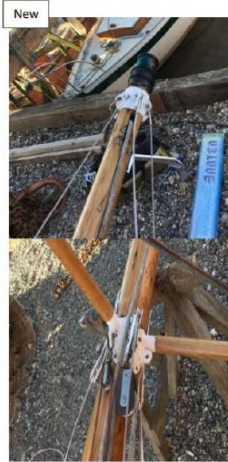
FEBRUARY 2020

### EXCELSIOR AHoy!

Well, after a jam-packed final fortnight at the International Boatbuilding Training College (IBTC) — where we managed to fit in sail making and repairs; welding and lofting — the time has finally arrived for us to join our placement vessels for the season! For me, that means a 200m walk down the road from the college to where *Excelsior* is parked up for her winter refit in Gullion Brook. The *Excelsior* Trust also have a large tent nearby in the yard, perfect for keeping large projects dry, AND a massive concrete barge which acts as both seasonal storage and extra workshop space.



### Benji Steward Shirley May Blog Update



## Everyday's a School Day



I get a real buzz from packing the van ahead of another adventure. I often plan weeks in advance with to-do lists and little piles of items I've spotted around the house and thought "ah, I'll take that with me". But it always ends up being a frantic, last minute affair; 'Where is the thing? Do I really need 3 of these??' How did a packet of radish seeds get into my backpack?! But once the boot lid shuts and I've checked for the 8th time that I have my keys, phone and wallet, there is nothing but pure excitement as I set off "up country".

For the last few weeks I've been working with the conservators. The first week involved understanding what their role is, and reading up on the vessels and their various conservation plans/pest problems. The Historic Ships department of NMRN have a huge number of vessels to take care of, and it includes the submarines in Gosport, *Trincomalee* and *RML 497* in Hartlepool, *HMS Caroline* in Belfast and some coastal forces vessels in the Fleet Air Arm Museum in Somerset. The conservators also take care of large objects on display and historic objects that come off the vessels.



We went over to the *Mary Rose* Conservation workshop and looked at a gun from the *Stirling Castle* wreck. It's been sitting in a solution for seven years that draws out the sodium from the iron. We cleaned the tank and took off the gauze which is on the gun. It looked like some oozing wound, I've never seen metal like that before. Utterly fascinating.

Then we popped a dehumidifier in the tank and sealed it to dry it out.



## 9.9.3 Personal Review Papers

To help focus their time during the programme, trainees regularly met with the Project Co-ordinator to set goals and agree next steps. The host placement element of the programme was more unstructured, and it was the PRPs proved useful to set particular outcomes that supervisors could help support.

### 9.9.4 Host Feedback Forms

At the end of the Placements and after each Rotation, partners were asked to complete feedback forms which included observations that reflected where a trainee was progressing, areas for improvement, and suggestions for further development. This also provided an opportunity for partners to share their thoughts on how the placements were structured and any organisational benefits they had experienced from being part of the programme.

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#### TRAINEE CASE STUDY - ALANNA CAMERON YEAR 1 TRADITIONAL SEAFARER, PIONEER SAILING TRUST

Growing up in Galway, Ireland the sea has been an important part of my life. I have always had an interest in history and sailing allows me to combine this with my love for working with others and meeting new people in an exciting environment. My time at IBTC Lowestoft was over and beyond what I expected – I really enjoyed all of it. My placement at Pioneer Sailing Trust during COVID-19 meant that I spent a lot more time in the boatyard and developed



skills there that perhaps I wouldn't have done otherwise. I valued this and realised I very much enjoy boatbuilding and that being part of the regular maintenance of the vessels has been key for my learning. I spent a lot of time on the smack *Priscilla* learning about small boat handling and coming alongside – it was a great opportunity to gain so much practice. My confidence and knowledge has grown not only in maintaining the rigging, painting, and use of other repair techniques, but in my ability to make an informed decision when caring for traditional craft.

As a trainee, I also had the opportunity to gain experience of the wider sector and develop contacts with people from different backgrounds. There is a real sense of community on the East Coast and I have now seen the regional impact of vessels and what they can provide to the communities they operate in. I also understand the gap in qualifications and training which this project has addressed. Since completing my placement I remained at Pioneer Sailing Trust for the remainder of the sailing season and am working freelance in the sector.

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### 9.10 Learning Films

Over the course of the programme, NHS-UK produced a series of learning videos that can be shared with the wider sector to highlight traditional skills and historic vessel conservation beyond the project.

The original project plan included a budget to produce four films based on the masterclasses delivered by experts in their field. Two films were developed from the 2019 masterclass delivered to Year 1 trainees by Tom Cunliffe on traditional navigation techniques and the different rig configurations that they would encounter during their placements. However, lockdown measures the following year prevented further filming and funds were reallocated to support placement extensions. Therefore, pre-recorded material and an online webinar were developed to create two further films. Other virtual learning has also been recorded where possible to share across the sector. All together, these films still form a key part of the project's legacy.

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## TRAINEE CASE STUDY

### JESS CLAY YEAR 2 TRADITIONAL SEAFARING TRAINEE, FALMOUTH PILOT CUTTER CIC



My main goal from the outset was to assist in keeping historic vessels operational for future generations, and to discover the areas and niches that needed help to achieve that goal. I had no idea back then just how massive the world of traditional ships was, and I am still surprised on a near weekly

basis by new aspects of the sector that I didn't know existed and all of the little ways I can get involved.

I have visited people, places and vessels all across the country and learned about the amazing work that is being undertaken to save and maintain these ships. I have gained skills and qualifications in everything from driving R.I.B' s to using fine woodworking hand tools, and have had plenty of opportunities to teach others. While the traineeship hasn't been the only influence on all of the above, it has definitely been a massive contributor and so I would say that the programme has by far exceeded my expectations.

Core skills I learned during the traineeship included operating tenders, using a VHF radio, First Aid, Sea Survival, vessel maintenance skills - my time at IBTC Lowestoft was a game changer! - managing people, leading groups, sailing theory and boat handling, as well as the importance of looking after myself, both physically and mentally. Even before completing the traineeship I received job offers from several corners of the sector: from deckhand; mate and cook roles; social media and graphics projects; and consultation work to name just a few. I have also been asked to be a consultant on Lynher Barge's 2022 sailing season including upgrading their online voyage booking system, and will also be doing some PR and social media work for IBTC Lowestoft. Next year, I will be joining on board *Pilgrim* as Mate/cook and they are planning to put me through my RYA Yachtmaster course at the end of 2022.

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### 9.11 Professional Development

As part of the programme, trainees were given a Professional Development budget which could be used for external training courses, resources, as well as visits to sites and events. These were varied to the individual needs of each trainee and included courses on collections management, photographic conservation, metal working as well as trips to the Museum and Heritage exhibition in London, Museums Association Conference in Brighton and the ASTO Conference in Southampton, all in 2019.

Trainees and partners found value in the opportunities these funds provided, particularly for Traditional Seafaring trainees who require added accreditation to progress within the sector. By the end of the placements:

- Four trainees completed their RYA Yachtmaster Theory and Practical
- One trainee completed their Yachtmaster Theory
- Three trainees completed their Day Skipper Theory

- Two trainees completed the Day Skipper Practical

This element also encouraged trainees to take a proactive role in their development and learning beyond their immediate partner hosts.

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## TRAINEE CASE STUDY

### MESHALLAE PAYNE YEAR 2 MUSEUM SHIPKEEPING TRAINEE, NATIONAL MUSEUM OF THE ROYAL NAVY

I was born in Bermuda where you're never more than ten minutes away from the sea. From an early age I knew I wanted to learn about and promote this culture, so I went on to study Archaeology at the University of Southampton and spent my summers volunteering with the Custodian of Wrecks in Bermuda.



The SHTP 2 programme definitely met my expectations, as I was able to grow my knowledge not only of caring for historic vessels but of museum conservation in general. I have completed online courses that have provided me with a greater understanding of archive management, investigating microbial infestations, and documentary photography. I am also extremely grateful for the fact that I still have access to the Historic Vessel Conservation course, which will help me to continue building on the knowledge and skills I have gained this year.

My time at IBTC Lowestoft provided me with basic knotwork and woodworking skills, and helped develop my understanding of boatbuilding which will inform my decisions when working with historic vessels in the future. On placement, I was able to gain experience with rigging, specifically seizing and serving, as well as proper tool sharpening and maintenance. When I moved onto the conservation/ collections departments I gained skills in packaging and transporting museum objects, writing up conservation records/reports, Adlib software, cataloguing and conserving composite objects.

As a trainee, I have been involved with significant pieces of conservation work, including conserving a cut from HMS *Victory's* mast from the Battle of Trafalgar, and performing a condition survey on her keel. These projects will be amazing additions to my conservation portfolio and will hopefully aid my transition into a conservation position in the future.

Before this traineeship, I didn't know much about the UK maritime sector, and one significant thing that it has demonstrated to me is just how varied the sector is. There are so many different types of vessels and with an intrinsic and clear connection to the environment and culture they were built for and used in. It is clear just how passionate the individuals working in this sector are about maritime heritage, and I have been constantly delighted by how open and willing everyone is to share their knowledge and invite people to participate in different tasks and understand the significance of the vessels better.

I feel like my resumé has received a significant boost from this programme. Since completing my placement in October 2020, I have gone on to further develop my skills as Trainee Conservator at the

National Museum of Bermuda and have recently started my new role as Collections Exhibitions Specialist at Bermuda Underwater Exploration Institute.

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## 10 Networking Day Year 1 October 2019

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A Networking Day was organised at Portsmouth Historic Dockyard at the end of Year 1 as an opportunity to show the achievements of the trainees and for them to present in their own words their experiences and learning. The day also offered trainees the opportunity to meet with representatives from over 60 organisations connected with operational vessels, skills training, sector advocacy and museum conservation. The day was attended by the Year 2 cohort who had just started their induction training, which allowed them to build relationships with Year 1 and gain insight into the end goal of their placements. The benefit of a networking event was made evident

when a Year 1 trainee secured future employment through a connection made on the day.

In the afternoon, a panel of specialists led a sector debate about diversity in the workforce featuring: Emma Stagg, Business Manager and former *Skills for the Future* Programme Manager for The National Lottery Heritage Fund; Henry Cleary, Director and Trustee of the Maritime Heritage Trust; Felicity Lees, Operations Manager of Pioneer Sailing Trust; and chaired by Hannah Cunliffe, Director of National Historic Ships-UK.

The session provided a space for different areas of the sector to discuss challenges and strategies for increasing diversity and engagement with the maritime heritage sector. As well as a roaming microphone, the audience were invited to share comments and questions for the panel prior to the panel. The below provides a snapshot of some of the thoughts raised on the day:

- How do I start making changes to be more diverse?
- How do I identify prejudice amongst my existing crew and make positive changes?
- Be kind ashore and afloat
- Is a diverse sector enough in itself?
- How important is cultural heritage?
- Are there barriers to diversity?

The session helped raise the profile of building diversity within the sector, and shared strategies and top tips for engaging with new audiences. It also developed NHS-UK's understanding of some of the challenges facing organisations across the sector which will inform future discussions and guidance.

Following the Networking Day, partners and trainees had the opportunity to reflect on progress during Year 1 and feed learning into plans for Year 2.

## 11 Networking Day Year 2 Trinity House, London October 2021

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In 2021, the easing of pandemic restrictions allowed NHS-UK to host a second Networking Day at Trinity House, London for the Year 2 trainees in October. With Covid-19 cases remaining high, safety measures were put in place such as restrictions on numbers, mask wearing between rooms, and asking guests to take a lateral flow test before attending. Due to the length of the project extension, some trainees who had been employed in the sector since Autumn 2020 could not attend in person due to work commitments. One trainee was also unable to attend due to illness. The event followed a hybrid format with some trainees submitting filmed presentations that were played on the day. As in 2019, it provided an opportunity for trainees in attendance to network with a breadth of representatives from across the sector.



*Charlie Carmen presents to attendees about his experiences during Year 2*

The event allowed attendees to reflect on the outcomes and lessons learned from SHTP 2, and the afternoon included a panel discussion with host partners Sea-Change Sailing Trust, Pioneer Sailing Trust, the Scottish Fisheries Museum and the National Museum of the Royal Navy. The panel gave examples of the programme's achievements for the sector and benefits for their own organisations. This included shared learning between museums and operational vessels, playing an active role in shaping new standards for the maintenance and operation of historic vessels, and passing on knowledge and expertise to young people that can be applied across the sector.





*Partner-led panel discussion at Year 2 Networking Day. Pictured, Felicity Lees (Pioneer Sailing Trust) Richard Titchener (Sea-Change Sailing Trust), Morgan Creed (National Museum of the Royal Navy) and Linda Fitzpatrick (Scottish Fisheries Museum)*

Whilst there was a sense of restricted numbers and a consciousness that it had not been possible to invite as wide an audience as previously, over 45 delegates from a range of historic vessels, training providers, museum partners and experts were in attendance alongside several Year 1 trainees. Feedback from the event was extremely positive, with several guests remarking on the need for future opportunities to meet in person to build collaborative working across the sector. This precipitated a collective meeting between the four main boatbuilding colleges and training organisations hosted on 15 November to discuss collaborative working - an added outcome to the format of the Networking Day.



*Networking Day hosted at Trinity House, London in October 2021*

On 13 October 2021, the final partner meeting was hosted at Royal Museums Greenwich. Partners were able to meet in person, share final feedback and contribute to a closing evaluation session hosted by the evaluation consultant. Partners reported opportunities to collaborate across different organisations as one of the greatest benefits of the partnership.



*Final partner meeting hosted at Royal Museums Greenwich*



*The meeting was followed by a special behind-the-scenes tour of the Cutty Sark for both trainees and partners.*

## 12 #SkillsWeek, 4th-7th October 2021

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From 4th – 7th November, the team hosted an online #SkillsWeek event across NHS-UK social media channels to promote project outcomes and encourage wider sector engagement with lessons learned to support future training programmes. This included a four-day SHTP 2 takeover on NHS-UK Twitter, Facebook and Instagram accounts. It also involved two online forums hosted via Zoom with guest speakers to explore how NHS-UK can support diversity across the sector, as well as share knowledge and experience of traditional skills training. Both sessions were well attended by a total of 65 organisations, and a recording and accompanying summary document of the discussions were produced to share on NHS-UK's website.

## 12.1 Diversity and Inclusion Forum

Hosted on 4th October 2021, the first forum was set up to discuss the benefits of building diversity in our maritime heritage sector, address challenges, and share best practices. Guest speakers were:

- Chrissie Clarke, Head of Diversity and Operations/Secretary to the Maritime Skills Commission, Maritime UK
- Linda Fitzpatrick, Curator, The Scottish Fisheries Museum
- Hannah Hurford, Chief Communications Officer at EcoClipper and SHTP 2 alumni trainee

Speakers shared their thoughts on barriers to inclusion, methods to increase diversity within the workforce, and top tips. It was particularly beneficial to have one of the Year 1 trainees as a speaker who had gone on to a post at EcoClipper, She was able to reflect on her discussions with other Year 1 trainees as well as her own perspective and experiences during her year onsite in organisations.

## 12.2 Skills Training Forum

Hosted on 7th October 2021, the second forum was set up to address the skills gap in the traditional skills needed to maintain and operate historic vessels. The three guest speakers were:

- Roger Crumpton Trustee & Secretary at Pilgrim Heritage Sailing Foundation
- Barbara Bridgman Director of Lynher River Barge CIC
- Felicity Less Operations Manager at Pioneer Sailing Trust

Speakers shared their experience of traditional maritime skills training, knowledge of training courses including the Kickstart scheme and apprenticeships and discussed routes to funding.

# 13 How was SHTP 2 perceived by the sector?

SHTP 2 was well publicised across the sector and had national coverage in several well-known publications such as Classic Sailor, The Nautical Archaeological Society, Maritime Heritage Trust, and The Association of Bargemen.

In August 2021, Classic Boat magazine published a feature length article on SHTP 2, exploring how young people are entering the sector through the programme and what it has achieved.

Social media channels including Twitter, Facebook, Instagram and YouTube helped to generate interest in the programme across the sector. Regular posts on NHS-UK, partner and trainee accounts reached a wider audience, including other younger adults with an interest in the sector.

Project updates were included in NHS-UK’s monthly e-newsletter throughout the project and also featured in partner newsletters and website blogs:



**SHTP2 News**

The block contains two photographs. The left photo shows a woman with dark curly hair, wearing a grey sweater and a blue scarf, smiling. The right photo shows three people on a boat; two are wearing red life jackets and are smiling at the camera.

**SHTP2 Update - May**

This month has been full-on for our trainees Belinda (pictured, above) and Jess. At [Pioneer Sailing Trust](#), Belinda has been involved in preparing multiple boats ready for the season. [Pioneer](#), a 70ft Essex Smack, was launched after reattaching the rudder, changing the anodes on the hull and greasing up the propellers and seacocks. The spars were

Belinda also helped launch *Trinity* and prepare *Priscilla* and the dinghies to go back in the water; read her latest [May blog](#) for all the details.

Jess has been equally busy with [Lynher Barge](#), welcoming over 100 school children on board across the month as part of [The Spirit Of Adventure](#) *Mayflower*

The image shows a group of people working on a boat. A blue logo for 'Sea-Change Sailing Trust' is overlaid on the left. Text on the right says 'Making a real impact on the lives of disabled, disadvantaged...'. Below the photo are navigation arrows: '< Previous' and 'Next >'. The background of the photo shows people in a workshop or boatyard setting.

### Heaving Up The Rig

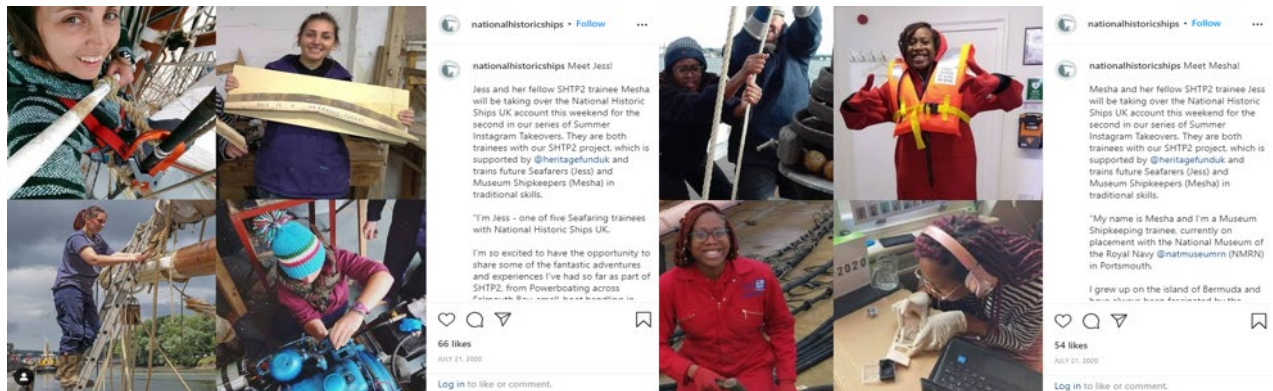


SHTP2 trainee Ben puts the stopper on Blue Mermald's stayfall after heaving up. After servicing the windlass and lowering down, the opportunity was taken to varnish the topmast and touch up the paint on mast and sprit. After the stopper went the two bulldog grips and then the stayfall flew easily off the beautifully free-running windlass.

At the end of last season it still looked like the mainsail needed the sprit to be peaked up more. So while the gear was down one of the five inch links in the standing lift was replaced by a three inch shackle. The geometry means that two inches here will result in five or six inches at the peak. This will be more than the sheet angle of the topsail can cope with to keep that right. To help here, the 5/8 chain at the throat collar has been replaced with a piece one link longer to have the effect of dropping the peak an inch or two. If more is required there is scope in packing the deadweight. It is quite

*SHTP 2 news items in NHS-UK monthly newsletter and Sea-Change Sailing Trust online blog.*

In June 2020, two second year trainees took part in our Summer Instagram Takeovers. NHS-UK has over 2,400 followers and over a weekend, the trainees created content to showcase the skills they had learned during the placement and host a live Q&A.



*Year 2 Trainees Jess Clay and Meshallae Payne took part in an NHS-UK Instagram takeover*

The trainees also shared content on their own social media accounts which helped to raise the profile of SHTP 2 across new audiences. Likewise, as part of their professional development, four trainees have promoted SHTP 2 at national museum conferences and in 2019, two Year 1 trainees presented on the training programme at the UK Maritime Heritage Forum.

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*My very last project related venture was a trip to the UK Maritime Heritage Forum in Glasgow on the Tall Ship Glenlee where fellow trainee Hannah Hurford and I presented on our SHTP 2 placements.*  
**Kate Tatlow, Year 1 Museum Shipkeeping Trainee**

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## 14 Impact of SHTP 2

SHTP 2 set out to address the skills gaps in the sector, improve training resources, and diversify the workforce. Opportunities for regular reviews and feedback were built into the timeline and this section will explore the impact that the programme had on the trainees, partners and wider sector using data gathered from project documentation and summative interviews.

### 14.1 Impact on Trainees - where are they now?

Out of 16 SHTP 2 trainees, 14 (87%) have gone on to be employed in the sector in paid work or voluntary capacity. The partnership has proved successful in sharing existing contacts with trainees to develop their understanding of the different types of vessels, skills and organisations that offer pathways to future employment. The induction training, masterclasses, HVC learning days, and Networking events all helped trainees create opportunities for professional development and employment throughout the partnership.



*Matt Gregory, Year 1 Trainee on board Jolie Brise*

Partners have directly benefited from trainees entering the workforce. Six trainees have gone on to work for partner organisations and two have worked for organisations connected with SHTP 2.

**Table 11: Trainee employment record after completing SHTP 2 placements**

<b>Trainee</b>	<b>Post traineeship</b>
<b>Year1</b>	
<b>Jenna Howe</b>	Employment on Royal Yacht Britannia
<b>Janice Fleming</b>	Volunteered on the Tall Ship Atilla and taking part in the UK Sail Training Youth Council. Working as bosun on <i>Excelsior</i> for one season
<b>Kate Tatlow</b>	Working for Historic England and in the National Marine Planning Team.
<b>Matt Gregory</b>	Working for <i>Jolie Brise</i>
<b>Sean Chilton</b>	Employed as a Visitor Assistant at Victoria and Albert Dundee Museum
<b>Hannah Hurford</b>	Employed at Bristol Marine Trust, volunteering for 1 year and then becoming Communications Officer at EcoClipper
<b>Josephine Leertouwer</b>	Returned to Holland and undergoing further studies.
<b>Bronwen Brakspear</b>	Working in the rigging department of National Museum of the Royal Navy and experience on <i>Europa</i>
<b>Year 2</b>	
<b>Mesha Payne</b>	Employed by Bermuda Underwater Exploration Institute
<b>Benji Steward Shirley</b>	Employed by Princess Yachts

<b>Teymour Kashani</b>	Employed by barque Europa
<b>Alanna Cameron</b>	Employed by Pioneer Sailing Trust as bosun and set up as a freelancer
<b>Belinda Cree</b>	Contracted freelancer working on a boat restoration project
<b>Jess Clay</b>	Employed by Pilgrim Heritage Sailing Foundation as Mate / Cook
<b>Hannah Fraser</b>	Employed Beatrix Potter Museum, Hawkshead
<b>Charlie Carmen</b>	Volunteering on boat conservation for a private owner

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## TRAINEE CASE STUDY

### HANNAH HURFORD, YEAR 1 MUSEUM SHIPKEEPING TRAINEE NATIONAL MUSEUM OF THE ROYAL NAVY

The SHTP 2 traineeship opened my eyes to the beauty and depth of the UK maritime heritage world. There's so much going on, so many people passionate about these vessels, eager to share the stories and continue the skills needed to preserve the heritage. For many, it's like

National Trust properties - a brief visit during the school holidays, a leaflet taken home. But there's something also about the ways in which museums and ships are placing themselves firmly in the future.

I realised this when I got involved in the sail cargo world. Since completing my traineeship in 2019, I have become the Chief Communications Officer at EcoClipper. The company will build emission-free clipper ships purpose-built to transport cargo and passengers on four shipping lines around the world. This seems like a far cry from my maritime museum days. But my role has allowed me to continue delving into archives to tell the stories of clipper and cargo ships of days gone by. It's been an interesting learning curve (online, at home, social media and all that) but I've met some amazing people and got involved in an industry that represents all the values I believe in; maritime history and a sustainable world built on communities.

I also have managed to get out on the water too. This summer I helped out on the Lynher Barge down on the Tamar. It was wonderful to get back to sailing again, especially with a traditional vessel. We had some great guests on board and explored the rivers in that area. Barbara and Dom, owners of the Lynher, are just the most wonderful, welcoming and down-to-earth people I've ever met. I would highly recommend booking a trip on the Lynher Barge.



## 14.2 Impact on project partners - what has been gained?

The evaluation of SHTP 1 evidenced the capacity for project partners to take on a trainee and work collaboratively with NHS-UK to deliver a framework that supports traditional skills training. It was important for partners coming out of this experience to build on the programme's success and put into practice lessons learned to refine the process. All partners expressed concern that without a second phase, the impetus for change would be lost and the people with the relevant skills to apply to the project might not be around to take part. There was also strong support to grow the partnership to draw on other experience in the sector and develop a network of like-minded organisations to set a training standard in the sector.

Feedback throughout SHTP 2 has reaffirmed the strength of the partnership and the positive outcomes of working together. Those involved in SHTP 1 have seen the momentum grow through SHTP 2 whilst new partners benefited from working with other historic vessels and museums. The partnership has made a significant step in bridging the gap between operational and museum vessels, with new opportunities for learning from each other. For example, a twinning between Sea-Change Sailing Trust and the Royal Museums Greenwich shipwright team has led to sharing of expertise and a future group sail.

Other benefits to partner organisations include where staff have been upskilled from supervising the trainees and partners have relayed interest from their teams in offering training opportunities beyond SHTP 2. However, the demand on staff time and costs associated with the delivery of a large training programme remain concerns across the partnership and feedback delivered through partner meetings and panel discussions have raised options to offer shorter training placements based across different partner organisations, replicating the rotations completed by SHTP 2 trainees - observed as a particularly successful element of the programme. Future opportunities to offer masterclasses would also be welcome, with both partners and trainees interested in hosting skills demonstrations or museum tours.

As lead partner, NHS-UK have benefited from the opportunity to deliver a skills project on a larger scale. Staff members have gained new skills in managing additional trainees, co-ordinating an increased number of partners and overseeing a larger budget.

## 14.3 Impact on the wider sector - what has changed?

SHTP 2 aimed to impact the wider sector by addressing the lack of diversity in the maritime heritage workforce, to broaden the base of people engaging with our historic craft. In particular, it aimed to attract younger people to the sector, from different backgrounds and ethnicities, and encourage more women to enter traditional seafaring roles. On completion the programme has exceeded its aim to build greater diversity with 11 female trainees, two from BAME backgrounds and all candidates aged between 19-32. However, the intervention of SHTP 2 is relatively small, and further support is needed beyond the project to help organisations. Lessons learned from the programme around identifying and breaking down barriers at recruitment, sustaining a diverse workforce, and promoting inclusion have been shared by NHS-UK with the wider sector through dedicated events detailed in this report, and a summary of top tips will be published online alongside this evaluation.

The programme has also helped raise the profile of traditional skills training in the sector through the breadth of organisations taking part in the programme, as well as via social media engagement, Networking Days, and published articles. Other sector organisations are concurrently exploring training opportunities through scholarships, internships, apprenticeships, and the Government's Kickstart



programme and NHS-UK have acted as a conduit for sharing experience and best practice through events like the Skills Training Forum, which will continue under the Shipshape Network initiative.

## 15 Achievements of the SHTP 2 Programme

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The evaluation process and subsequent feedback demonstrates that the SHTP 2 *Skills for the Future* project was seen as successful by trainees, partners, stakeholders and the lead organisation NHS-UK, meeting and exceeding expectations. As a result of the three-year programme:

- Knowledge and understanding required to conserve, maintain and sail historic vessels has been transferred to younger entrants who are now using these skills in their careers
- The project has helped to build networks across the supported working relationships between museum organisations and operating vessels
- A framework of competency units in the maintenance and operation of historic vessels has been established, as well as train the trainer resources to increase confidence and create a recognised standard of training that can support future training initiatives
- The project has enhanced inclusion and diversity within the sector through positive recruitment campaigns and shared best practice across a number of events and online forums
- The Membership and Shipshape Trainees (MAST) alumni association has grown to include 26 members, allowing trainees to stay connected and help promote future training initiatives
- NHS-UK has developed an extensive online resource bank of learning videos and case studies to share knowledge and experience of traditional skills and conservation training with the wider sector

The project has overcome a significant number of risks identified in the original application including: changes to NHS-UK staff; a trainee leaving the programme during the induction; difficulties recruiting a London based-trainee in Year 2; and the closure of a partner organisation at the end of Year 1. These risks were successfully mitigated by experience gained during SHTP 1, as well as a strong management structure, a detailed training plan, and the collaborative working of the partnership. The Covid-19 pandemic added disruption which required flexibility from all project stakeholders to prevent risk of trainees dropping out through insufficient opportunity to develop the practical skills initially offered by the project.

Feedback recorded through the evaluation process highlights the following points as key factors that have ensured the programme's success:

- Ability to offer a tax-free bursary
- Recruitment process that encourages diversity and inclusion
- Effective matching of trainees to partner hosts
- A strong and supportive partnership committed to transferring skills
- Flexibility to respond to individual needs and changes in circumstance
- Productive stakeholder engagement and communication
- Clear learning goals
- Support from external organisations to gain added learning, e.g., masterclasses and professional development courses
- Effective publicising of the project through the NHS-UK website, monthly newsletters, and social media platforms

## 15.1 Additional outcomes

- ✓ **The growing involvement of maritime heritage organisations** SHTP 2 involved over 35 organisations outside of the main partnership. These have supported the traineeships over three-years by providing tours, skills demonstrations, masterclasses and site visits. This has shown the wide pool of knowledge and skills that make up the sector and how it might be harnessed to provide learning opportunities to new entrants and existing members of the workforce.
- ✓ **Growing sector support for enabling diversity and inclusion** Networking Days and an online forum have provided new opportunities to raise the importance of breaking down barriers to ensure anyone can engage with maritime heritage. They have enabled organisations to share experience and lessons learned to embrace more inclusive practices and develop supportive work environments.
- ✓ **Energising the sector** The sector response has been extremely positive and embraced opportunities to work collaboratively with other vessel organisations and museums to create new pathways to the sector.
- ✓ **Growing Collaborative Working** Organisations are articulating the intention and evidence of collaborating more and working collectively towards updating and strengthening the sector.
- ✓ **Changing perceptions about cross fertilisation** Partner organisations have changed their own perceptions of the sector, with some noticing an improvement in their ability to learn more from different operations, and have increased confidence in their own ability to deliver training experiences.
- ✓ **Young entrants are providing important insights into how to attract more young people into the sector in particular** Trainee feedback has been invaluable to shaping the project programme, and has highlighted the need for training to reflect different learning styles. Partners have also learnt from trainees' existing skill sets, for example, using social media to better promote their organisations and work opportunities within them.

## 16 Lessons learnt

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As with SHTP 1, a considerable amount of organisation was undertaken by NHS-UK to set up the programme which was delivered over 36 months by a small team, with various staff changes over the timeframe. The Policy and Project Manager's time given to the project was a portion of their existing 4-day role, with no additional contribution to support this and the Project Co-ordinator, although funded through the scheme, was only a part-time role. Whilst not directly delivering the training, NHS-UK was responsible for submitting and developing the project bid and administering the programme including budget management, sourcing match funding, recruitment, reporting, bursary payments, booking travel and accommodation, organising rotations and events, and pastoral care for the trainees, as well as overall management and steering of the scheme. The Policy and Project Manager was also responsible for the management of the HVC Course and trainee assessment.

Coordinating the induction training was a new challenge, often being organised alongside trainee recruitment which added extra time pressures and in the second year, coinciding with the Year 1 Networking Day, further recruitment for a Royal Museums Greenwich trainee, and the loss of a project partner. To mitigate the impact on the team during particularly busy periods of the project, extra days of

both the Project Manager and the Project Coordinator's time were built in where possible and in March 2020, the Project Coordinator role was extended by a month to 31st December (the original project end date) to help in the final stage of the programme. However, because of Covid-19, changes to the role and trainee placements meant a hiatus in the Project Coordinator role from November 2020, with a new 3-day week Coordinator joining in February 2021.

Arranging rotations was also a time-consuming exercise, though highly valued, which involved detailed coordination across the trainee placements, as well as booking individual travel and accommodation that would allow trainees to smoothly transition across the partner hosts without working days lost. Lessons learnt from SHTP 1 highlighted the importance of good communication during this process, whilst being mindful of trainee's individual needs. For example, in SHTP 1, trainee placements were on board vessels where trainees could live on board. However, in SHTP 2, not all partners, particularly museum hosts, could offer this and so NHS-UK had to respond to trainee concerns about paying for extra accommodation during their rotations by sourcing and funding living arrangements to make these possible. This was a particular concern in Year 1 for the London-based trainee who was already paying high-rent costs and wouldn't be able to attend their rotation to Scotland without further financial assistance. This was made possible, allowing the trainee to experience a different scale of museum, new collections, and learn how to accession new museum acquisitions and create workshops for young people.

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*It was exciting for me, being a keen photographer and darkroom user, to be able to help with the museum's extensive photographic library, collections and digitisation project. I helped scan negatives and key word them as a help to those searching the collection in the future to find a specific photo or photos that could help them with their research.*

**Kate Tatlow, Year 1 Museum Shipkeeping Trainee on her rotation to the Scottish Fisheries Museum**

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The role of Project Co-ordinator has been significant in ensuring the programme met trainee needs across both years, and particularly during the disruption of the pandemic in Year 2. The role was pivotal in sustaining links with partners during the lockdown periods and providing pastoral care to individual trainees who were undergoing extra pressures and personal stress from the situation. This role has contributed significantly to the success of the traineeship as a key touchpoint between trainees, hosts and the internal team. Extending this role on a 3-day week basis in 2021 continued this line of support, and ensured the team was able to quickly react to unforeseen changes.

Duty of care to the trainees was considered highly important by both NHS-UK and partner hosts, recognising that for some learners this was their first step on the employment ladder and that young entrants of the programme could find certain elements of the programme more challenging or locations of the historic vessels isolating. For example, trainees returning to their placements in 2021 reported feeling less confident in their abilities having not been able to gain practical experience during much of Year 2. Therefore, the Project Co-ordinator arranged for one-to-one wellbeing coaching sessions with a trained professional to help trainees talk through their anxieties, understand their learning preferences, and identify self-management techniques to focus on their long-term goals. In their end of placement

reviews, trainees reflected that this was incredibly useful, valuing the opportunity to talk to someone who was removed from the programme to help them gain new perspectives on their experiences.

The review processes also set expectations between the trainees and partner hosts. These were conducted by NHS-UK at strategic points throughout the placements and helped both parties agree goals, discuss any challenges, and identify ways forward. It was important to keep a confidential record of these meetings to refer back to at a later date, though some were more comfortable with this exercise than others. However, it was generally found that where clear expectations had been set between both partners and trainees, and where trainees had had an active involvement in their development plan, challenges were more successfully navigated, and trainees improved faster from different learning experiences. Therefore, it is clear that any future training initiatives would be best-served by adopting a student-centred approach to learning, and lessons from SHTP 2 can be passed on through 'train the trainer' sessions that articulate what is required to coach and support learners to best effect.

### 16.1 Insight into how to attract more young people into the sector

Encouraging younger entrants from a diverse range of backgrounds to join the maritime heritage workforce remains a significant need for the sector. During SHTP 2, trainees have shared their views to provide a unique insight into how the sector is perceived by younger generations and suggestions for improvements.

*Young people have no other way of getting experience and contacts other than volunteering and that is so limiting. It is difficult for young people financially and getting opportunities to learn across different organisations not just your employer.*

*Apprenticeships are good ways to train people up and perhaps more opportunities to work with organisations as trainees in the future through sponsoring a young person over a shorter time.*

*It needs to come from within the sector now that this has been a fully funded programme - it has paved the way but there needs to be a continuation to provide ways in that are not limiting.*

Taken from collective feedback from Year 1 Trainees during a Group Evaluation Session at M-Shed Bristol 2020

The following points in particular have been identified through the evaluation:

- **Young people are advocates for the sector** - this was the most consistent feedback from all trainees who recognised the wealth of expertise, experience and knowledge that exists in maritime heritage, as well as its value. Through the programme they felt part of a long line of skilled workers, though recognised these skills were not necessarily valued in monetary terms, and so needed to be better understood from outside the sector
- **Volunteering** - trainees noted that the sector depends on a high level of volunteering which can be helpful for gaining experience but is not a long-term solution for younger people who need job security and to earn an income. Routes for volunteers to become paid employees need to be supported
- **Diversity and inclusion** - if the sector is to meet the need to encourage people from different backgrounds to join the sector's workforce, organisations need to prioritise inclusivity and duty of care including health and safety, wellbeing, and appropriate accommodations e.g., for disabilities

- **Broadening opportunities across all areas of an organisation** - trainees expressed great interest in how organisations are structured for different purposes e.g., charitable works or commercial operations, Opportunities to learn about all faces of an organisation are welcomed and would invite a new perspective
- **Effective promotion of the sector** - trainees noted potential for organisations across different areas of the sector to use more modern promotional techniques to reach a wider audience. Many young trainees are proficient on social media and able to share their knowledge to help promote use of traditional skills, vessels, events and places to a wider audience.
- **Consistency in the standard of training** - ensuring a consistent standard of training across different organisations is key to encourage younger entrants in the sector. This includes setting expectations from the beginning, matching tasks to the skill level of the learner, having a realistic understanding by organisations of the time needed for training, encouraging a supportive atmosphere across existing team members.



*Year 2 Trainee Jess Clay on board Brixham trawler Pilgrim*

## 17 SHTP 2 Legacy

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During the second year of SHTP 2, the partnership identified the most valuable elements of the programme that could be continued under a legacy initiative. It was important to find a pathway which built on the momentum of both *Skills for the Future* projects, the support for learning in the sector and the expanding number of organisations who saw value in working together towards a training standard in historic vessel care.

Evidence gathered for this evaluation, feedback from partners and the expertise in NHS-UK management team have fed into the below observations:

- The Shipshape Heritage Training Partnership is now widely regarded in the sector

- A pool of SHTP trainees are working in the sector and related areas
- The blend of formal training, masterclasses, site visits and hands-on learning during placements showed the range of skills and learning opportunities already in existence in the sector across the UK and facilitated by the Shipshape Hub Network
- Through the HVC distance learning course there was an existing pathway for on-the-job learning for new entrants and existing staff working to a conservation standard
- The learning units which formed the Workbook have been designed with partner organisations and trialled through SHTP 2 as core learning units that can be applied across the sector
- Organisations outside of the partnership are recognising the need to provide training opportunities to new entrants as well as working to set a standard of care with their existing staff
- SHTP 2 has reduced the skills gap and organisations who have skills and knowledge to pass on need support in becoming training organisations for their own workforce with oversight by NHS-UK
- Opportunities for former trainees and partners to network would be highly valued by SHTP 2 alumni

### 17.1 MAST Alumni Association

As a legacy of SHTP 1, the MAST (Members & Shipshape Trainees) Association was set up by NHS-UK to keep in touch with trainees from this and other projects, encouraging networking and offering support through the MAST benefits scheme. During SHTP 2, trainees have been consulted at the end of each placement year on how they can best be kept connected going forward through an alumni association:



## 17.2 Training framework

At the end of SHTP 2, NHS-UK recognised the time and support that had been provided by the *Skills for the Future* programme. As a small staff organisation, NHS-UK is not able to sustain administering a partnership training programme of this scale without additional investment into permanent roles. Therefore, in January 2021, NHS-UK set up an SHTP Legacy Working Group including partners from the programme to develop a framework for the maintenance and operation of historic vessels that can be delivered by partnered operators across the sector. The aim of the framework is to:

- Establish a recognised standard of training that can be delivered by maintenance and traditional vessel operators.
- Create a network of training providers within the maritime heritage sector.
- Create a framework which can be used alongside existing training opportunities within the partnership and the wider sector.
- Allow training providers the flexibility to secure funding to offer shorter courses based on the units applicable to their infrastructure and skills, or work as a consortium with other training providers to offer training across all of the units
- Enable NHS-UK to support the sector to deliver its own training.

The framework will be based on the competency units set down in the trainee Workbook and will build on lessons learned through SHTP including the benefits of student-centred learning and establishing the trainers in a coaching role. Based on feedback for shorter placements and working within partnerships, training operators can offer standalone units applicable to their current infrastructure or work as a consortium with other training providers to offer the whole course.

The units will be delivered to operators via an online learning platform Moodle (currently used to deliver the HVC course), which will be managed by NHS-UK. Training operators will use this system to access course content, training resources, case studies, recommended reading, and assessment guidelines. They will also be able to upload student assessments online for verification by NHS-UK.

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The whole traineeship gave me a wide range of knowledge and skills to advance my career and personal goals for the future.

*Teymour Kashani, Year 2 Traditional Seafaring Trainee*

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I think this was such an amazing experience overall. Working across different museums and boatyards, gaining sailing experience, and handling such fantastic collections.

*Sean Chilton, Year 1 Museum Shipkeeping Trainee*

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I have developed a huge range of skills during the traineeship in woodworking, ropework, rigging, navigation, plumbing and electrics. I think the most important thing I have gained is confidence. I have improved my skills at working with a different sailing audiences and improved my ability to adapt to situations and problem solve!

*Janice Fleming, Year 1 Museum Shipkeeping Trainee*



# Appendices

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This section includes extracts from selected project documents. The full documents can be downloaded from the NHS-UK website at [www.nationalhistoricships.org.uk](http://www.nationalhistoricships.org.uk)

## Appendix I: Combined Trainee Advert 2019



### Shipshape Heritage Training Project (SHTP 2)

#### **Practical Traineeships for 12 Months** **Bursary Payment: £12,000 per annum**

We are looking for people who are passionate about a career working on historic boats and maritime heritage to take part in this unique project. This traineeship is offering a once in a lifetime opportunity to learn and develop the traditional skills for maintaining, conserving and operating historic vessels. During the year you will have the opportunity to gain experience in a variety of environments, including traditional boats, maritime and heritage museums, time aboard a historic boat at sea and working boatyards.

Funded by the National Lottery Heritage Fund and in partnership with eight host organisations, this programme is ideal for someone seeking a career in maritime heritage, as a maritime curator, shipkeeper, conservator or a professional seafarer.

We are seeking candidates for the following:

**Museum Shipkeeping Trainee (3 placements available)**

**Traditional Seafarer Trainee (5 placements available)**

We welcome applications from people of all social backgrounds and particularly encourage women, black, Asian and minority ethnic candidates and those aged 18-30 as these groups are currently under-represented within the historic ships and heritage sector. Candidates from outside this age range will still be considered.

No experience is necessary, just good communication skills, a flexible approach and the ability to work as part of a team. Above all, you must have interest in a long term career in the historic vessel sector. So if this sounds like you visit our [website](http://nationalhistoricships.org.uk) for more information and to apply, or please contact us at [shtp@nationalhistoricships.org.uk](mailto:shtp@nationalhistoricships.org.uk)

**Closing Date: 0900, Tuesday 7<sup>th</sup> May 2019**  
**Starting: October 2019**



## Appendix 2: Recruitment Partner Social Media Guide

### Shipshape Heritage Training Partnership 2 Social Media Campaign

Social media helps to:

- promote the project
- reach new audiences
- engage with the sector
- fulfil HLF outcomes

#### SOCIAL MEDIA PLATFORMS

NHS-UK is active across various social media platforms including:

Twitter  
@NatHistShips  
<https://bit.ly/2XTKNnf>

Facebook  
National Historic Ships UK  
<https://bit.ly/2FciadN>

Instagram  
nationalhistoricships  
<https://bit.ly/2Hj3M5B>

YouTube  
NatHistShips  
<https://bit.ly/2XTr3Ae>

**Twitter**  
Character limit: 280  
Best message type: text & images

**Facebook**  
Character limit: 63,206  
Best message type: images & links

**Instagram**  
Character limit: none  
Best message type: images

#### USEFUL HASHTAGS

Use any of the below hashtags to make sure your posts get plenty of attention!

**National Lottery Heritage Fund**  
#LoveHeritage #ChangingLives  
#SkillsForTheFuture #NationalLottery  
#NationalLotteryHeritageFund

**NHS-UK/Heritage**  
#shipshapenetwork #SHTP2  
#maritimeheritage #historicvessel  
#traditionalskills #cultural  
#museum(s) #heritage  
#MuseumJobs #skills

**Diversity**  
#genderequality #seafarers  
#NotJustForMen #feminism  
#sailingwomen #BalanceforBetter  
#BAME #WomenWednesday  
#diversity #LGBT  
#levelplayingfield #standinginourshoes

#### WRITING A GREAT POST

It's not always easy to predict what will grab people's attention, so here's some of our top tips:

- write for your intended audience
- be clear about what you're saying
- engage with images and videos
- include links to more information
- # to connect with trends
- @ to engage with partners & groups
- tell a story—about you and current trainees
- comment on/share other's posts
- be creative!

Cutting through the noise of social media isn't easy—stay active and lean on your friends to get the message out!

#### CONNECT WITH OTHERS

**Scottish Fisheries Museum**  
@scotfishmuseum

**Excelsior Trust**  
@excelsiorLT472

**Pioneer Sailing Trust**  
@pioneersailing

**Sea-Change Sailing Trust**  
@seachangetrust

**Cutty Sark, RMG**  
@cuttysark

**NMRN**  
@NatMuseumRN

**Trinity Sailing**  
@brixhamtrawlers

**Dauntsey's School**  
@joliebrise

## Appendix 3: SHTP 2 Training Plan (Extract)



SF-16-02406

## SHIPSHAPE HERITAGE TRAINING PARTNERSHIP PROJECT 2

## TRAINING PLAN



August 2017



**Practical training – Sea based trainees**

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

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

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

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

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

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

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

# Appendix 4: Trainee Workbook (Extract)

Over the two years of the scheme, each of the partner organisations hosted a number of trainees giving them the opportunity to learn the skills needed to sail and maintain each of the historic vessels listed above, as well as learning and understanding the features of their different specialist rigs. During this time, research was undertaken to identify the specific skills that these trainees needed to develop in order to operate and maintain the vessels. This included examining the sailing skills whilst at sea and the practical skills needed when laying up and maintaining the vessels over the winter months.

It is acknowledged that a good number of these skills are in common with those needed to sail or operate modern vessels. This includes understanding the principles of navigation, how diesel engines should be maintained, how VHF radios should be operated etc. However, there are a number of aspects where the specifics of the rig structure, weight of gear and the shape of the hull have a direct impact on how the boat is handled. To ensure that traditional vessels are sailed safely and effectively in a way that reflects how they were originally operated, specific heritage skills need to be preserved. This includes essential understanding of issues such as how sails and spars can be hoisted without the use of self-tailing winches and lines leading back to a cockpit.



Caulking the deck using traditional methods. Photograph by Rodrick Ripden.



Foredeck work on the British trawler Vigilance. Photograph by Philippe Saudreau.

To describe these unique competencies, a set of assessment units has been developed and the sector was given the opportunity to comment on these in a consultation run in spring 2016. The units are designed to highlight the specialist skills associated with sailing traditional vessels and are intended to complement existing marine qualifications such as those produced by the Royal Yachting Association, the Maritime & Coastguard Agency and the Association of Bargemen. They are freely available for use by all those offering or wanting to learn traditional seamanship skills and are intended to help make future training more consistent across the sector, although it is recognised that certain skills are peculiar to a particular vessel or type and so there will always be some variation in learning. The units do not have any current means of accreditation, but NHS-UK is exploring opportunities for using them as some form of assessment framework in the future.

The units set out in this document have been aimed at individuals working under supervision and are pitched at the level of those aspiring to become a 'mate'. However, this does not mean that any

individual who can complete all the elements described here is automatically ready to serve as mate on a traditional vessel. Real knowledge will only be fully developed over time and the units are designed to ensure that individuals in the industry are exposed to a wide range of traditional skills which will help them in their future career, once they are considered sufficiently experienced to take up a suitable post. Units may be used as a full set or individually, allowing learners to focus on skills that interest them particularly or techniques about which they would like to know more. In using the units, it is assumed that individuals will be able to make decisions and recommendations for action. In regards to maintenance, it is assumed that major repair work will be implemented by specialists. Therefore the units reflect skills and knowledge associated with rudimentary and regular repair/maintenance work.

Whilst every effort has been made to cover the key skills associated with handling, maintaining and operating traditional sailing vessels with gaff, lug and sprit rigs, there may be techniques or parts of the vessel and rig which are not documented here or other terminology which better describes a way of doing something. A list of further reading has been included and NHS-UK continues to welcome feedback on these units, any additional skills which should be included and how they are being used in practise. The units are published online at: [www.nationalhistoricships.org.uk](http://www.nationalhistoricships.org.uk) from where they can be downloaded for regular use. Please contact [info@nationalhistoricships.org.uk](mailto:info@nationalhistoricships.org.uk) to let us know of any amendments to the online version or to share your experiences.

Please contact [info@nationalhistoricships.org.uk](mailto:info@nationalhistoricships.org.uk) to share your experiences.

### The Shipshape Competency Units are:

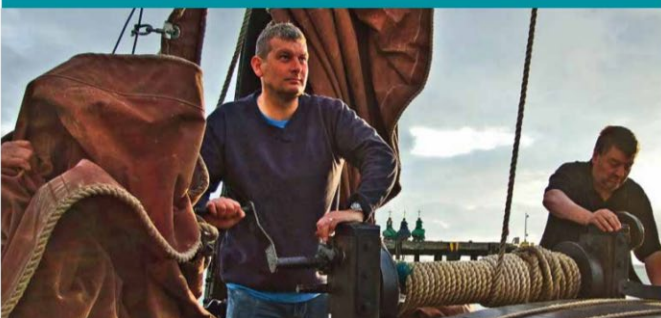
- designed to record specialist skills particular to traditional vessels with gaff, lug or sprit rigs
- not definitive in the terminology they use or the breadth of skills they cover
- intended to promote traditional seamanship skills and make training more consistent
- not a quick way to become a mate (real knowledge can only be gained over time)
- designed to complement existing sailing qualifications
- not yet accredited or comprising any formal qualification
- available for use as a full set of assessment units or individually
- downloadable online at [www.nationalhistoricships.org.uk](http://www.nationalhistoricships.org.uk)



The use of hand tools is an essential part of maintaining a traditional vessel. Photograph by Mark Grocock.



Deckhands work together to adjust the rig. Photograph by Chrissie Westgate.



UNIT TITLE:

### 3. Manoeuvre vessel under sail

#### What this unit is about:

It is assumed that individuals completing this unit will already be familiar, both theoretically and practically with the rudiments of sailing, the points of sail and the manoeuvres used to go from one point to another. This unit has been developed to assess the individual's ability to apply these principles when sailing a traditional vessel with either a gaff, sprit or lug rig.

The individual will be required to demonstrate that they can operate the sail controls in a safe and organised manner and in the correct order to complete the required manoeuvre. This will require them to show that they can communicate effectively with the skipper, identify potential hazards and co-ordinate the activities of other crew members to assist with the manoeuvre.

The individual will also need to demonstrate that they understand how the rig can be set to achieve an effective level of performance in all weather conditions.

#### Skills to be learnt and practised before being assessed:

Prior to formal assessment, individuals should be trained in, and be given the opportunity to practice and develop the following skills:

- How the rig actually works – its features, controls, halyards, sheets etc.
- The verbal or visual commands used on board the vessel to co-ordinate manoeuvres.
- The hazards that may be encountered when manoeuvring the vessel.
- Understanding the rules of the road in the context of collision regulations.
- The order in which sails and other control surfaces need to be moved/set during the manoeuvre.
- Understanding the different roles of other crew members and how they can be effectively organised.
- The indicators showing that the sails have been set effectively.

#### How these skills might be developed:

These skills may be developed either as part of a formal course on board a traditional vessel or through learning on the job.

<b>Sails include:</b>	<b>Sail controls such as:</b>
<ul style="list-style-type: none"> <li>Sails set from mast or other spar</li> <li>Lug sails</li> <li>Brailed sails</li> <li>Flying sails</li> <li>Staysails</li> </ul>	<ul style="list-style-type: none"> <li>Outhaul</li> <li>Downhaul</li> <li>Reefing lines/pennants</li> <li>Peak halyard</li> <li>Throat halyard</li> <li>Jib/staysail/topsail/mizzen halyard</li> <li>Topping lift</li> <li>Purchases</li> <li>Headsail/topsail/main/mizzen sheet</li> <li>Stays</li> <li>Preventer</li> <li>Leech line</li> <li>Tricing line</li> <li>Brails</li> <li>Clew lines</li> <li>Rolling vang</li> </ul>
<b>Attachment of sails:</b>	
<ul style="list-style-type: none"> <li>Secured through cringle/eye</li> <li>Attached via hook/hank</li> </ul>	
<b>Suitable method for fastening halyards/sheets:</b>	<b>Other vessel controls such as:</b>
<ul style="list-style-type: none"> <li>Made off on cleat/bollard/cavel/bit</li> <li>Made off on a pin / remaining rope hung neatly</li> <li>Made off round a winch</li> </ul>	<ul style="list-style-type: none"> <li>Backstays</li> <li>Vangs</li> <li>Leeboards</li> <li>Winches and brakes</li> </ul>

The learner has demonstrated that they can set and control the sails:

Signed: \_\_\_\_\_ Name of assessor: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Knowledge demonstrated:</b>	<b>Correct response provided by learner:</b>
<ul style="list-style-type: none"> <li>The different sails that may be used on board traditional sailing vessels with:             <ul style="list-style-type: none"> <li>Gaff rig</li> <li>Sprit rig</li> <li>Lug rig</li> </ul> </li> <li>The different parts of sails used on board traditional vessels.</li> <li>The different rigs that may be found on traditional vessels.</li> <li>The impact that the combination of different sails has upon the balance and power.</li> <li>The methods used to hoist and secure sails.</li> <li>How halyards and sheets should be hoisted/hardened effectively in a way that protects the health and safety of the crew member (sweating &amp; taling, use of purchases etc).</li> <li>The transfer of load using stoppers between winches, cleats and bollards.</li> <li>The controls used to adjust the shape of the different sails.</li> <li>How sail shape and trim can be adjusted.</li> <li>How sail trim can impact on the stability of the vessel.</li> <li>How the sail plan can be effectively de-powered.</li> </ul>	<p>Signed by assessor</p> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div> <div style="background-color: #e0e0e0; height: 15px; width: 100%;"></div>

UNIT TITLE: <b>8. Implement basic repairs to sails</b>	LEARNER'S NAME:	DATE:
<i>The learner needs to show that they can execute the following tasks:</i>	<i>When demonstrated: (add comments if required)</i>	<i>Signed by qualified individual:</i>
<b>Plan to implement basic repairs:</b>		
1. Assess the nature of the work needing to be carried out.		
2. Identify the resources needed to implement the repair.		
3. Inform relevant individuals as to the time and resources needed to complete the work.		
4. Specify and order materials needed to complete the work.		
5. Check that sufficient time is available to carry out the work.		
NOTES:		

UNIT TITLE: <b>8. Implement basic repairs to sails</b>	LEARNER'S NAME:	DATE:
<i>The learner needs to show that they can execute the following tasks:</i>	<i>When demonstrated: (add comments if required)</i>	<i>Signed by qualified individual:</i>
<b>Implement basic repairs:</b>		
1. Ensure that work areas and equipment are safe.		
2. Inform relevant people of the nature of the work to be implemented.		
3. Brief colleagues as to the work to be implemented.		
4. Remove damaged material ensuring that further damage is avoided.		
5. Retain damaged material for inspection and/or repair.		
6. Carry out repair work within agreed timescale using approved materials and components, methods and procedures.		
7. Ensure that the repair is tested and the item is suitable for its intended use.		
8. Clear work areas, disposing of waste material correctly.		
9. Record the nature of the work completed.		
<b>Review and evaluate basic repair work</b>		
1. Assess the quality of the work completed.		
2. Make recommendations to relevant people as to when further work may be required.		



## Appendix 5: Example of a Trainee Personal Review Record

Induction at Lynher River Barge, skills & knowledge gained, courses taken:

Rigging up a crane and using it to load/unload cargo onto/from the barge.

Sailing technique.

Ramdam<sup>n</sup> rowing.

Fisherman's bend + stopper knot.

Whipping with needle.

Raising & bringing out the jib on the bowsprit.

Sleeping in a hammock.

Tidal river sailing > navigation/anchoring w/ tides & winds.

Sailing capabilities of a barge (without side boards, keel or ballast)

Taking transits.

Induction in Brixham, skills & knowledge gained, courses taken:

VHF SRC - RYA course - passed

Powerboat I RYA course - passed (coming alongside, confined & MoA  
picking up mooring, parking in <sup>berth</sup> boxed harbour place, high speed manoeuvre)

Sailing a lugger (I.R.I.S.) with Mr. T. Knights - ~~raising~~  
raising & lowering & <sup>stowing</sup> ~~stowing~~ sail. A lugger sails even without wind.

Soft skills, types of learning, ways of communication, what to say and not to say, working with a group, understanding learning ways of young adults on autistic spectrum.

Brixham Heritage Museum - saw pit reconstruction, link with Belgium fishermen,

The workings of steam engine on a paddle boat.

## Appendix 6: Example of Trainee Rotation Feedback Form

**PLACEMENT EXPERIENCE WHILST ON ROTATION**

Name of organisation: *Trinity Sailing Trust*

Name of supervisor / mentor: *Lara Bonney*

Date to / from: *2/9 - 13/9*

Location: *Brixham*

Main aims:

*Getting to know another boat. Passage planning for trips further afield. Steering at night. Navigation training. Learning from the mate about their role.*

Summary of skills/feedback: *I learned a lot about different aspects of sailing w Trinity. The boat was a bit different, with different foredeck and main SS and topsail. The logbook was different - we had responsibility in filling it in, which was interesting. We did a channel crossing to St Malo in France so there was a lot more navigation involved, use of tidal atlases and chartwork. We did a fix by radar (pioneer doesn't have radar). I learned a lot from the mate, Jo, she was really good. And I did sewing, whipping, splicing, as a bosun should. That was good.*

Signed *Tom Knight*

Rotation supervisor:

Trainee: *[Signature]*

## Appendix 7: List of Online Learning Resources (Extract)

### Online Learning Material and Resources

This document will be updated with new information, resources and learning sites regularly, NHS-UK cannot be responsible for any incorrect links or details from original sites

#### LATEST UPDATES

##### **Membership with Tom Cunliffe** [www.tomcunliffe.com/membership/](http://www.tomcunliffe.com/membership/)

Annual membership includes an ever-increasing range of illustrated articles on sailing adventures, lively histories of seafaring communities and their boats, authoritative practical advice and much more

- Videos on every aspect of using ropes, and all manner of general 'how-to'
- A discount on Tom's audiobook about Vikings and his own North Atlantic voyaging
- Monthly newsletters
- New content every month
- Live, interactive question and answer sessions exclusive to members

##### **Future Learn Online courses – Wellbeing and Communication**

[https://www.futurelearn.com/courses?filter\\_category=22&filter\\_course\\_type=open&filter\\_availability=start-ed&all\\_courses=1](https://www.futurelearn.com/courses?filter_category=22&filter_course_type=open&filter_availability=start-ed&all_courses=1)

<https://www.futurelearn.com/courses/communication-and-interpersonal-skills-at-work>

<https://www.futurelearn.com/courses/wellbeing-and-resilience-at-work>

<https://www.futurelearn.com/courses/level-3-safeguarding-adults>

<https://www.futurelearn.com/courses/professional-resilience>

Online courses for seafarers through partner host with UK sail Training including Safeguarding, learning skills, mental wellbeing, diversity in outdoor settings/sport, child protection and more

<https://uksailtraining.org.uk/members-corner/online-courses>

Historic England has produced some guidance for undertaking CPD, which is particularly helpful to those facing furlough of their roles: [Self-guided reading for Continuing Professional Development](#).

Other organisations in the sector offer CPD courses, which can be used at this time, for example:

- [IHBC's list of recognised CPD providers](#)
  - [Training and CPD resources from the Institute of Conservation \(ICON\)](#)
  - [GEM resources for museum and heritage education practitioners](#)
  - [CPD Guidance for CIFA Accredited Archaeologists](#)
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### **Sailing Skills – test your sailing individually or against others**

<https://www.virtualregatta.com/en/> - Online sailing regatta ☺ also an App available

RYA online regatta <https://www.rya.org.uk/Pages/virtual-regatta.aspx>

### **Classic Sailor Magazine**

<https://classicsailor.com/>

**Wooden Boat Magazine** – with the latest month free online magazine

<https://www.woodenboat.com/>

**Caring for the Mary Rose** – Interview with Professor Eleanor Schofield Head of Conservation and Collections Care at Mary Rose [www.icon.org.uk/news](http://www.icon.org.uk/news)

**National Historic Ships** – resource page and what NHS-UK is doing - updated regularly

<https://www.nationalhistoricships.org.uk/page/national-historic-ships-uk-response-coronavirus-covid-19>

### **Nautical Archaeology Society**

<https://www.nauticalarchaeologysociety.org/coved-talks-weekly-webcast>

Although these talks are slanted towards maritime archaeology, there are still some interesting topics

### **Museum Association**

<https://www.museumsassociation.org/professional-development/museum-essentials>:

The MA is running a series of online courses on Working Ethically and Working with Collections and more will be added shortly.

<https://www.museumsassociation.org/find-an-event/amazing-spaces?RECNUM=8&MONTH=2020-04-07>:

The MA is due to host a day course on creating exhibition spaces and they are planning on now hosting this online.

<https://www.museumsassociation.org/professional-development/about-the-ama>: The MA runs an ongoing Associateship of the Museum Association development programme

### **Museum of London**

<https://www.museumoflondon.org.uk/supporting-london-museums/specialist-support/collections/e-learning-tools>: Museum of London e-learning resources for collection care

## Appendix 8: Summary of Trainee Activities Listed in Online Blogs and Daily Logs (Extract)

Year 1 Traditional Seafaring Trainees	Example Activities Completed Taken from Online Blogs and Daily Logs
<b>Josephine Leertouwer – Pioneer Sailing Trust</b>	<ul style="list-style-type: none"> <li>• Constructing gigs</li> <li>• Painting topcoats and woodwork hulls, topsides</li> </ul>
<b>Janice Fleming – Excelsior Trust</b>	<ul style="list-style-type: none"> <li>• Caulking the hull</li> <li>• Day Sails from Ipswich</li> <li>• Changing belt on the engine</li> <li>• Painting the topside</li> </ul>
<b>Matt Gregory – Jolie Brise, Dauntsey’s Sailing School</b>	<ul style="list-style-type: none"> <li>• Maintenance of spars</li> <li>• Varnishing planking and painting</li> <li>• Stringing blocks and varnishing</li> </ul>
<b>Bronwen Brakspear – Trinity Sailing Foundation</b>	<ul style="list-style-type: none"> <li>• Set up running rig on Provident</li> <li>• Block maintenance</li> <li>• Rig blacking</li> <li>• Man overboard drills</li> <li>• Heaving line throwing</li> <li>• Sail to France</li> <li>• Missen, main and staysail work</li> <li>• Experience with different young people in group voyages</li> <li>• Brixham Heritage Regatta</li> <li>• Rotation to Sea-Change Sailing Trust</li> <li>• Night sail and group sails</li> </ul>
<b>Jenna Howe – Sea-Change Sailing Trust</b>	<ul style="list-style-type: none"> <li>• Day Skipper Theory Course and practical passed</li> <li>• Dry dock work on <i>Blue Mermaid</i>, antifouling, painting</li> <li>• Involved in the first sail of the season in 2019</li> <li>• Sail training on <i>Reminder</i> – range of ages of young people from 8 years to 19 years</li> <li>• Replacing bow lines</li> <li>• Took part in the Blackwater Match <i>Blue Mermaid’s</i> first barge match</li> <li>• VHF use and practice emergency with RNLI</li> <li>• Square rig sailing on <i>Fryderyk Chopin</i></li> </ul>
<b>Kate Tatlow – Cutty Sark, Royal Museums Greenwich</b>	<ul style="list-style-type: none"> <li>• Pioneer Sailing Trust rotation</li> <li>• Retro documentation at Scottish Fisheries Museum</li> <li>• Working on collections and events</li> <li>• Learning about the light levels, relative humidity of ships on display</li> <li>• Conservation of figureheads on site</li> <li>• Museum and Heritage Exhibition May 2019</li> <li>• Light cleaning of collections</li> <li>• Published Statement of Significance for <i>Prince Frederick’s Barge</i></li> </ul>
<b>Sea Chilton – Scottish Fisheries Museum</b>	<ul style="list-style-type: none"> <li>• Competent Crew Course</li> <li>• Rotation on National Museum of the Royal Navy and Trinity Sailing Trust</li> <li>• Preparing and delivering a workshop during Easter programme on ropework and knots</li> <li>• Collection care and documentation</li> </ul>

## Appendix 9: List of Historic Vessel Organisations that Contributed to SHTP 2

Name of organisation	How were they involved?	
Windermere Jetty Museum	HVC Course – hosted Kate Tatlow for HVC learning day 2019 Panel member on HVC Live Chat Oct 2020	
ss <i>Shieldhall</i>	HVC Course – HVC case study and Q&A hosted via Zoom 2020	
ss <i>Robin</i> , Trinity Bouy Wharf Wyn Davies	HVC Course – Hosted Charlie Carman for tour of vessel Panel member on HVC Live Chat Oct 2020 HVC course marker Units 1&2	
Eric Kentley	Panel member on HVC Live Chat Oct 2020 HVC course marker Unit 7	
ss Great Britain Trust	Conservation masterclass Bristol Oct 2020	
M-Shed	Conservation masterclass Bristol Oct 2020	
Buckler's Hard	HVC Course visit. Tour of boatyard and museum Oct 2019	
<i>Saunterer</i>	Spoke to trainees on board his registered vessel Oct 2019	
Royal Navy Submarine Museum	HVC hosted tour of <i>Alliance</i> and <i>Holland I</i> Oct 2019	
The Medusa Trust	HVC Course case study tour of HMS <i>Medusa</i> Oct 2019	
HMS <i>Unicorn</i>	HVC Course – hosted Sean Chilton for a tour of the vessel 2019	
Chatham Historic Dockyard	HVC learning day and vessel tours Jan 2019	
Tom Cunliffe	Hosted masterclasses Year 1 (at Chatham Dockyard) and Year 2 (online)	
Simon Stephens	Hosted Year 1 trainee tour around the boat modal collection at Chatham Historic Dockyard	
Lynher River Barge CIC		
National Maritime Museum Cornwall	These organisations were part of the Induction programme for SHTP2 for Years 1 and 2. They provided opportunities for behind-the-scenes tours, talks and opportunities for discussions and hands on experiences.	
Falmouth Training Solutions		
Pendennis Shipyard		
Spirit of Falmouth		
<i>Provident</i>		
Torbay Sailing School		
Brixham Heritage Museum		
Vigilance of Brixham		
Kingswear Castle Steamer		
Pilgrim Heritage Sailing Foundation		
Brixham Yacht Club		
Norfolk Wherry Trust		These organisations contributed their time and knowledge during trainee placements providing added experiences and opportunities to networking and career advice.
Luke Powell		
TS Rigging		
Traditional Boat Archive Project		
Fife Voluntary Action		
National Library of Scotland		
Fleet Air Arm Museum		
Fife Museum Forum		
Pyronaut		
Museum Association Conference	These heritage sector events were attended by Museum Shipkeeping trainees as part of their professional development and provided an opportunity to promote SHTP2 wider.	
ASTO Conference		
Maritime Heritage Forum		

## Appendix 10: Documents and Resources Used During the Evaluation

Resource	Purpose
<b>Project Documentation:</b>	
<b>Original Application to National Lottery Heritage Fund</b>	Research
<b>Training Plan</b>	Research and benchmarking
<b>Personal Review Papers</b>	Evaluation
<b>Trainee Blogs</b>	Evaluation
<b>Partner Meeting minutes</b>	Evaluation
<b>Options Appraisal re Extension of the Project</b>	Research and evaluation
<b>Minutes from Legacy Working Group meetings</b>	Research and evaluation
<b>Trainee Workbooks</b>	
<b>Evaluation Methods:</b>	Evaluation
<b>Feedback from Trainees at Induction</b>	Evaluation
<b>Interview with IBTC</b>	Evaluation
<b>Placement daily experience logs</b>	Evaluation
<b>Feedback from Partners at end of Placement</b>	Evaluation
<b>Feedback from Partners at end of Year</b>	Evaluation
<b>Feedback from Trainees at end of Year</b>	Evaluation
<b>Feedback from Trainees – Case Studies</b>	Evaluation
<b>Project Co-ordinator End of Project review</b>	Evaluation
<b>Project and Policy Officer review</b>	
<b>Interviews with sample sector organisations</b>	
<b>Other sources:</b>	
<b>Social media research – Profile of SHTP2</b>	Research and evaluation
<b>Internet research – Profile of SHTP2</b>	

## Contacts

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National Historic Ships UK  
Park Row, Greenwich, London, SE10 9NF  
T: 0208 3128558 E: [info@nationalhistoricships.org.uk](mailto:info@nationalhistoricships.org.uk)  
[www.nationalhistoricships.org.uk](http://www.nationalhistoricships.org.uk)

### Partners:

Excelsior Sailing Trust  
Excelsior Yard, Harbour Road, Lowestoft, Suffolk, NR32 3LY  
T: 0845 3082323 E: [sailing@excelsiortrust.co.uk](mailto:sailing@excelsiortrust.co.uk)  
[www.excelsiortrust.co.uk](http://www.excelsiortrust.co.uk)

Sea-Change Sailing Trust  
Downs Road Boatyard, Maldon, Essex CM9 5HG  
T: 01621 840982  
[www.seachangesailingtrust.org.uk](http://www.seachangesailingtrust.org.uk)

Dauntsey's School  
West Lavington, Devises, Wiltshire SN10 4HE  
T: 01380 814500 E: [info@dauntseys.org](mailto:info@dauntseys.org)  
[www.dauntseys.org](http://www.dauntseys.org)

Pioneer Sailing Trust  
Shipyard Estate, Copperas Rd, Brightlingsea, Colchester CO7 0AR  
T: 01206 303373 E: [info@pioneersailingtrust.org.uk](mailto:info@pioneersailingtrust.org.uk)  
[www.pioneerck18.org](http://www.pioneerck18.org)

Falmouth Pilot Cutter CIC  
Rhoda Mary Yard, Newham Rd, Truro TR1 2SU  
T: 07790 638084

National Museums of the Royal Navy  
HM Naval Base (PP66), HM Naval Base, Portsmouth PO1 3NH  
T: 023 9289 1370  
[www.nmrn.org.uk](http://www.nmrn.org.uk)

Royal Museums Greenwich  
Park Row, Greenwich, London, SE10 9NF  
T: 020 88584422 E: [enquiries@rmg.co.uk](mailto:enquiries@rmg.co.uk)  
[www.rmg.co.uk](http://www.rmg.co.uk)

Scottish Fisheries Museum  
St Ayles, Harbourhead, Anstruther, Fife, KY10 3AB  
T: 01333 310628 E: [enquiries@scotfishmuseum.org](mailto:enquiries@scotfishmuseum.org)  
[www.scotfishmuseum.org](http://www.scotfishmuseum.org)