

National Historic Ships-UK

# Shipshape Heritage Training Partnership

Impact of the trainee programme on the  
historic vessel sector



Chrissie Westgate - Deckhands



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# Shipshape Heritage Training Partnership (SHTP) Project 2013 - 2016

*'This project brings people together to compare how they work and to promote the essence of working with historic ships - there is a lot of passion in this. I would gladly lend my support to the future of the programme.'*

**Tom Cunliffe, expert, broadcaster/author, Yachtmaster Examiner**

*'I have learned though osmosis, and have become a more able sailor as a result.'*

**Year 1 Trainee**

*'Another great thing about this course is that you get to work with the people who are actually the tradesmen of the industry, you get to know these people and you learn from real situations not just theoretical ones.'*

**Year 1 Trainee**

*'Fantastic experience. unforgettable.'*

**Year 2 Trainee**

*'This was a bold experiment and the first time it has been attempted - to have no dropout rate and almost all the trainees in paid employment at the end is an enormous tribute to the planning and running of the project.'*

*The sector now has a pool of knowledgeable people in the next generation who can actively network as individuals and expand their connections with each other.'*

**Richard Titchener - Sea-Change Sailing Trust, SHTP Partner**

*'I would like to see the course remain as flexible as possible, not pushing the students toward a sea going career or a land based one, but allowing them to experience as much of everything as possible, that has been the course's great strength.'*

**Year 1 Trainee**

*'We are interested in the balance between theoretical and academic and the operational side - they are quite separate at the moment and this programme shows that they complement each other.'*

**Linda Fitzpatrick, Scottish Fisheries Museum, SHTP Partner**

*'I welcome people moving around different vessels bringing in new ideas and learning from others - it was our hope to help in rejuvenating the sector by bringing in new people'*

**Ben Wheatley, Trinity Sailing Foundation, SHTP Partner**



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## Executive Summary

The Shipshape Heritage Training Partnership (SHTP) Project was delivered by National Historic Ships-UK (NHS-UK) in partnership with four sailing organisations: Trinity Sailing Foundation, Excelsior Trust, Sea-Change Sailing Trust and Dauntsey's School, with the Scottish Fisheries Museum (SFM) acting as the fifth partner to offer conservation expertise.

Funded by the Heritage Lottery Fund (HLF) as part of its 'Skills for the Future' programme, the £274,900 project ran from 2014 - 2016 and aimed to achieve the following:

- to create a structured training programme so that the art of operating a historic vessel effectively can be passed on to younger generations
- to support the maintenance of historic vessels through an understanding of their fabric and purpose, thereby prolonging their life as significant representatives of their type
- to create an assessment framework and training passport that will reward trainees with a recognised record of achievement to show future employers
- to raise the standard of skills amongst owners and professional seamen working within the sector
- to map and record the skills necessary for the operation, maintenance and conservation of historic vessels .

These aims were drawn from several years of research in the sector by NHS-UK which had identified a skills gap in the historic vessel sector around understanding and working with these craft using traditional skills passed from previous generations of seamen with years of experience operating vessels for their intended use. These skills were in danger of being lost to new generations of sailors operating vessels with modern technology.

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

- The recruitment of a part-time project co-ordinator and 10 trainees split into 2 cohorts, with each cohort undertaking an 11-12 month course in historic vessel conservation and interpretation, historic vessel maintenance and historic vessel operation. The project will target trainees aged between 18 and 30, female applicants and BAME applicants.
- 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 organisation placements; attend a further maintenance course; and a conservation placement at the Scottish Fisheries Museum (SFM)
- 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 'training passport' 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 NHS-UK and IBTC for the 6 week specialist maintenance course.
- 2 members of IBTC staff and approximately 5 members of partner staff and/or volunteers will be upskilled through the train-the-trainer master classes attended by the trainees
- A networking day will be held to mark the end of each intake of trainees, attended by representatives from the sector.

- Trainees will communicate and promote their work through the Shipshape Network and each partner will set up a regional project page. An online closed forum will be used and converted to an alumni page post-project. 'Skills mapping' and training models will be published on the NHS-UK website for other schemes to use.

At the end of SHTP, all key elements of the approved purposes have been achieved as planned and there are significant additional outcomes that have been recorded as part of the evaluation process.

This has been a pioneering training programme devised and delivered at maritime sites across the UK using historic vessel organisations led by NHS-UK. All of the trainees recruited have completed the course and all partners delivered their element of training and placements. The following table shows the take up in the sector for the 10 trainees after the project. Case Studies in this report detail two trainees' experiences securing positions in the sector following the programme.

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

All Trainees Completed by January 2016 (10)	
Employed in chosen field	70%
Employed in other field	0%
Moving to further study	10%
Volunteering within the sector	10%
Not known	10%

## What has SHTP achieved?

- 10 trainees have completed all elements of the Shipshape Heritage Training Partnership (SHTP) programme learning the core skills of conserving, maintaining and operating historic vessels. All have completed boat maintenance modules, a conservation placement and placements working on board historic vessels. All have Skills Passports and five completed detailed personal projects
- 9 trainees are now in paid and voluntary employment in the maritime heritage sector, trained in operating historic vessels with contacts and experience of working for 5 leading maritime organisations in the UK
- New learning units in Historic Vessel Maintenance have been developed and can be delivered as part of a future course at the International Boatbuilding Training College, Lowestoft
- Masterclasses in sail making, and specialist rigging were completed by all trainees at IBTC. One member of staff at the College has been upskilled to deliver specialist elements of the historic vessel maintenance course in-house in future. Two members of partner staff have been upskilled through a masterclass in sail making
- A group sail for all trainees and the Project Co-ordinator was introduced in Year 2 which provided great benefit to trainees in promoting teamwork
- A skills mapping exercise has been carried out to develop a series of competency units as the basis of setting up future accreditation and a final report produced (see Appendix 7)

- Trainees completed a range of accredited courses according to their previous experience, including: RYA Powerboat (level2), VHF radio training, First Aid and Sea Survival. All Year 2 trainees also completed the MCA Diesel Engine Maintenance Course at the East Anglian Sea School. Three trainees received bursaries to undertake additional RYA qualifications.
- An SHTP networking day was held at Royal Naval College, Greenwich in January 2016 where all Year 2 trainees delivered presentations about their experiences to 60 representatives from the sector.
- The Shipshape Network website hosted project pages across five regions to promote the project in the sector and an SHTP film has been produced and is hosted on YouTube entitled '*Learning the Ropes*' and promoted via social media. Project blogs, from partner organisations and trainees' personal blogs have also helped to promote the project wider.
- Conservation work on 5 historic vessels on the National Register of Historic Vessels has been carried out with match funding from the PRISM Fund during the project
- An alumni association - MAST (Members and Shipshape Trainees Association) - has been created to sustain sector networking amongst skilled practitioners on historic vessels and keep NHS-UK in contact with the trainees and individuals associated with this and other similar projects.

The following have been identified as additional achievements from the project which were not planned but which have developed during and subsequently to the project.

- A national Crew swap online system has been launched for the sector which matches vacancies for skilled crew across the UK with experienced individuals
- Stronger partnership working has developed between 4 leading historic vessel operators and the Scottish Fisheries Museum raising awareness of individual specialist skills across the sector
- There is a sense of increased cohesion and new networking opportunities for historic vessel professionals and maritime heritage organisations to share best practice
- Partners have recorded elements of organisational learning and CPD opportunities for their own staff in re-assessing in-house skills and learning how to deliver training directly.

## Summary of Conclusions from the SHTP Project

The programme has been a successful example of a '*Skills for the Future*' project of transferring heritage skills to younger entrants in the historic vessel sector who are now using those skills in their career and will be able to continue promoting and passing on their knowledge within the sector. The project has energised the sector to continue addressing the skills gap, having seen the success of SHTP and partners are experiencing the benefits of working across organisations for mutual and sector benefit.

The project has identified the crossovers and connections between operating historic vessels and conserving historic vessels which is now helping to widen a potential second phase training programme plan to include more partners from each specialism.

The highest value element of the programme identified by trainees and partners was hands-on experience on vessels and the chance to understand different vessels and their needs. The accumulation of this experience is of great significance to future employers. Working as a team was also identified as important and great value has been put on the Group Sail which was introduced in response to the needs of the cohort in Year 2.



There are different approaches and opinions about how to care for historic vessels which have been seen and better understood by the partners. There is scope to include this balanced debate as part of a future course which explores the reasoning behind the different approaches.

The obvious success of SHTP is due to a number of factors which have been recorded through the evaluation process. The following are highlights of the main success factors identified:

- The strategic planning by NHS-UK which seized an important opportunity to start effecting change in the sector where there is a clearly identified skills gap
- Extremely thorough organisation throughout and particularly strong preparation at the start of the project enabled a speedy recruitment process and ensured the quality of trainees recruited and that they were highly motivated
- The opportunities for trainees to experience a wide range of vessels in a year-long course
- The effective planning and expertise to contract new learning units at IBTC
- The commitment of sector experts in delivering units through Masterclasses
- The commitment from Partners to deliver consistently and in some cases, despite organisational changes and changes in staff
- The flexibility of partners/hosts to adapt placements tailored to trainees' needs was a success factor in increasing skills and employability for trainees. Partners allowed trainees to take on more responsibility when they felt ready and were considered able to.
- The Shipshape Network website and social media was vital for communications within the project and as a means of promoting the programme to the sector.

The project was open to applicants who had taken different routes into the sector and this showed how transferrable traditional skills can be, particularly between those working in operational historic vessels and curatorial or conservation settings. This demonstrates that there could be greater movement between different organisations in the sector which is further supported by the new Crew bank initiative. In the sector there is more awareness that specific organisations are attributable to different techniques and core skills which leads on to creating a system of recording these for further cross sector training opportunities.

## Introduction

The Shipshape Heritage Training Partnership (SHTP) Project was delivered by NHS-UK in partnership with the Trinity Sailing Foundation, Excelsior Trust, Scottish Fisheries Museum, Sea-Change Sailing Trust and Dauntsey's School between 2014 and 2016 and offered 10 traineeships for those seeking a career in the historic vessel sector.

The project contained three main elements:

- learning to maintain historic vessels through practical training provided at the International Boatbuilding Training College in Lowestoft
- practical seamanship and maintenance skills on board the partner vessels at each specific host placement
- an introduction to the conservation environment of historic vessels at the Scottish Fisheries Museum in Anstruther

The project was identified following growing recognition of endangered skills in the industry and the traineeship was built following research by an expert working group and a series of pilot training days run by NHS-UK in 2011 which started the process of mapping these skills. This is a large project with backing from five partners and a network of stakeholders in the UK and was seen as an opportunity to secure the future of the sector. It was one of the larger 'Skills for the Future' projects in the UK, very ambitious in its geographic coverage, its content and aims. From the outset there was support in the sector to see this as a catalyst in harnessing existing skills in the industry and maximising these collectively towards an accredited programme for those working with historic vessels.

This report has been commissioned by NHS-UK to explore different parts of the project, record the positive outcomes for the trainees, partners and sector from the programme as well as identify lessons learnt. It also shows the legacies created during the process and discusses the future direction for sustaining this kind of training in the sector.



## Background to the Project and the Skills Gap

Before this *'Skills for the Future'* application, research had been carried out by NHS-UK into the need to pass on specific heritage skills within the sector, with skilled sailors aging, modern technology in replica craft growing and fewer opportunities to learn and share these skills. A working group was set up covering vessels with gaff, lug and sprit rigs comprised of five industry experts with knowledge of traditional seamanship and modern sailing. This group identified the skills specific to handling vessels with specialist rigs and these were tested holding two pilot training days on registered historic vessels.

The SHTP partners run a range of different historic vessels around the UK, all of which are listed on the National Register of Historic Vessels. Four vessels among the partnership are from the National Historic Fleet and merit the highest priority in terms of conservation and historic significance.

The surviving seamen with the specialist knowledge to handle these vessels today are the last generation who are using knowledge and techniques passed down from seamen who worked on craft by apprenticeship and gained through decades of experience.

None of the mainstream providers of training run a course that identifies the specific skills in handling, operating and maintaining an historic vessel - some courses cover some aspects of this and there are courses which teach sailing using modern vessels. Training organisations in the sector focus on sailing or boat maintenance and there is an identified need to teach sailing and maintenance within the context of historic vessels as they are so different in fabric, operation and original use.

Training for the specific skills required to operate an historic vessel has not been collated or addressed in any existing training course and it is not within the range of any accreditation or certification scheme, with the exception of the Bargemaster's Ticket for sprit rig training, which is run on behalf of the Maritime & Coastguard Agency by a joint panel comprised of representatives from the Association of Bargemen and the Sailing Barge Association.

Other issues identified in the sector in terms of training were:

- The low wages attached to trainee positions which reduce the opportunities for people with less affluent backgrounds to learn on the job
- No training which specifically focussed on wooden vessels
- No training available for operational maintenance of historic vessels
- No training in preparing vessels at the end of each season
- No structured linking of conservation theory to the practical operation and maintenance of historic vessels
- No specific training available on showing and interpreting vessels to visitors
- No training for crew on working with a range of audiences in interpreting historic vessels.

## Project Plan

Following a successful application, the project was set up to run two consecutive 12 month traineeships for five trainees per year as set out in the SHTP Training Plan (Appendix 2). The overall management of SHTP was by Hannah Cunliffe, Policy & Project Manager for NHS-UK who wrote the Heritage Lottery Fund application and set up the programme from the beginning. A part-time project co-ordinator was recruited to deliver day to day management of the programme. A partnership was formed with five vessel-owning organisations to act as hosts during the project, providing named supervisors to work with trainees, and the International Boatbuilding Training College, Lowestoft was contracted to create and deliver a set training course on historic vessel maintenance in two parts for each year group.

Royal Museums Greenwich Human Resources department was involved in the project through a service level agreement with NHS-UK and offered to supply an officer to support recruitment of staff and trainees, setting up contracts, induction training and the administration of personnel details for each trainee (annual leave, pay, sick leave entitlement etc.).

## Partnership Funding

As match funding for the application to the Heritage Lottery Fund, NHS-UK secured £10,000 external funding and provided a contribution of £3,800 from its own resources. The International Guild of Knot Tyers contributed £2,000 towards the delivery of masterclasses in rope work, rigging and sail repairs and £8,000 was awarded by the PRISM (Preservation of Industrial and Scientific Materials) Fund towards the skills mapping exercise. In addition, a further £12,000 funding was secured from the PRISM Fund and put towards conservation work at each partner site involving the historic vessels within the project, for works which could be carried out or observed by the trainees.

## Timetable

The two year programme was delivered as follows through Year 1 (2014/15) and Year 2 (2015/2016)

Table 2. Outline of Shipshape Heritage Training Programme

Element of the programme	Timing (Monthly guide given to show approx. timings)
Induction Training sessions on the purpose of the course, personnel issues, logistics of host placements etc Year 1: carried out at IBTC Lowestoft Year 2: carried out at the Scottish Fisheries Museum	March - April
Historic Vessel Maintenance course Phase 1 – IBTC whilst living on historic vessel <i>Excelsior</i>	April - June
Rotations – short placements providing experience on different partner vessels	June - September
Work with host organisations	June- mid Oct
Historic Vessel Maintenance course Phase 2 - IBTC	October-December
Conservation placement at the Scottish Fisheries Museum studying a conservation and interpretation module including weekly and day trips to other conservation projects, historic vessels and traditional yards	November – December (Year 1) February (Year 2)
Work with Host Organisations including a Networking Day for trainees	December- February

The timetable as originally structured was evaluated after Year One and revised in Year Two to take into account suggestions for improvements made by partners and trainees. This resulted in moving the conservation placement to the beginning of the programme for Year Two and a staggered rotation system throughout the summer season.

## Planning to Monitor

Evaluation and monitoring during the project was planned by the Policy and Project Manager at key milestones during Year 1 and 2. The following documents were used to record feedback, issues and areas working well:

- Project Plan
- Agreements with hosts
- Trainee contracts
- Skills Passports (see Appendix 3)
- Supervisors Reports Year 1 and 2
- Trainee Rotations Evaluations Year 1 and 2
- Partner Evaluations Year 1 and 2 (see Appendix 4 and 5)

- Trainees Final Reports Years 1 and 2
- Certificates/ Letter of reference
- Mentor feedback Year 1 and 2
- Trainee Monthly Updates
- Partnership Meetings
- Trainee Personal Reviews

## Recruitment of Trainees

The Policy and Project Manager worked with Royal Museums Greenwich to ensure the recruitment process adhered to all policy requirements including equality and access policies. Notification of the successful grant award was later than anticipated which led to a quick recruitment process necessary to maintain the timetable for all sailing placements within the five partners' schedules. In order to achieve this, recruitment began at NHS-UK's own risk and as a result 5 trainees were recruited in one month to start the course in the planned time.

The strategy for recruitment was to encourage applications from those people who were planning a future in working with historic vessels either as part of a sailing crew or in terms of the care of the vessel through conservation or museum work. Because there was an identified need to pass on knowledge and skills from older workers in the sector, the age of trainees sought was between the ages of 18 - 30 in order to train the next generation of crew. In particular, through targeted advertising, NHS-UK was looking to recruit applicants who were female, in this age group and from a range of backgrounds to address current gaps in the demographic profile. With this in mind, the training vacancies were advertised as widely as possible with coverage on the NHS-UK and partner websites, maritime, sail training and heritage websites, as well as through the regional job centre pages, specialist boatbuilding colleges, sailing clubs and sea cadets. A copy of the trainee job description is at Appendix 1.

Interviews for the trainees were carried out on the Thames barge 'Lady Daphne' in St Katharine's Dock over a two-day period with an interview panel comprised of the Director and Project Manager from NHS-UK, HR personnel and a representative from each partner organisation. Due to the time of year and the short timescale for recruitment it was not possible to organise a seamanship assessment as part

of the recruitment process, but a short practical was held with each candidate on deck where they were asked simple questions about the vessel and the rig.

Applicants were asked to outline their working background and show their commitment to a future in the historic vessel sector in the long term. All trainees would undertake the induction, conservation placement, boat maintenance training and Networking Day and in their application they were also asked to indicate any preference for their host organisation. In Year 1, 53 applications for 5 traineeships were received.

**Table 3. Demographic information on all trainees and project staff**

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

A Project Co-ordinator was also recruited with 29 applications received for this position and six candidates were interviewed. Short-listing for the Project Co-ordinator role was carried out by the NHS-UK Director, the Policy & Project Manager and the HR representative and interviews were held in the HR offices of Royal Museums Greenwich. The Project Co-ordinator left after the first 12 months and it became necessary to recruit a second time. The NHS-UK Co-ordinator helped to fill the gap in between posts and in May 2015 a second candidate was appointed after interviewing 4 people out of a smaller field of 10 applicants.

## Project Delivery and Outcomes for Trainees

All of the training was delivered as planned during the two years. All partners met their commitment to complete the host placements and all ten trainees who were recruited completed the whole training programme. This was a new training programme with a large grant fund, the largest administered by NHS-UK to date. There were many elements to the project which needed robust planning and organisation. The project involved organisations across the country delivering training placements (many of whom were working at sea for long periods of time), accommodation for trainees, setting up a mentor scheme, the first time delivery of a customised training course at IBTC, rotations for trainees to experience at least two partner vessels and the first time delivery of a conservation placement at the Scottish Fisheries Museum.

As might be expected in the scope and delivery during Year 1, there were several issues that arose which led to changes being made over the remainder of the programme, including:

- Closer communication from central management
- Closer monitoring through feedback forms
- Completion of the Skills Passports by trainees and partners as a requisite
- Difficulties of managing annual leave within sailing season schedules
- Difficulties of feedback via email during the sailing season
- Accommodation problems and arrangements that needed changing
- Unclear communication about the role of the mentor
- Difficulties of completing personal projects whilst working at sea
- Staffing issues at Scottish Fisheries Museum which led to disrupted training delivery and unmet expectations from trainees
- Lack of understanding by the partners of being part of a longer and complex project

All of these issues were recorded in the project documentation during and at the end of Year 1. NHS-UK had also experienced changes in staffing during this period. The Project Manager's role, during maternity leave, was carried out by a freelance project manager and the original project co-ordinator left the role before the end of Year 1. Following the return of the original Project Manager, changes were made based on the feedback from Year 1 and the experience of trainees and partners. In later feedback from partners and trainees, the project improved significantly in Year 2. The appointment of a second project co-ordinator who understood the need for effective communication further improved connections within the programme and ensured that training records improved and practical arrangements were handled more smoothly. The project co-ordinator's position was also re-arranged so it was spread over three days per week, rather than five mornings and this worked better giving a solid time commitment to the project.

Changes in staffing occurred at five organisations during the programme but potential risks from this were minimised with flexibility and opportunity to change and adapt by the central management team when necessary. Trainees during Year 1 did record when issues had arisen and offered feedback for improvements in Year 2. In summative evaluation, two case studies show that these learning issues for the programme did not impact significantly on the acquisition of skills – it was felt that being one of the trainees in a pioneering programme was of greater significance than logistical issues of this kind.

## Historic Vessel Maintenance Training at IBTC



This element of the programme was split into two sections – covering essential skills at the start of the programme, as well as a general understanding and background to the vessels, whilst the second period was set at the end of the sailing season to build on knowledge gained through operational experience and provide new skills needed for the winter refit.

The initial 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, learning the properties of different materials and repair techniques.

Skills taught in Phase 2 included: use of paints and varnishes, caulking seams, three strand splicing, running repairs, use of pitch, spar building and spar hardware, properties of an historic vessel, safety on vessels, living on board, general deck work, watch, navigation and meteorological skills, ship husbandry.

Feedback from meetings with the Director of IBTC after the close of the SHTP project indicates that in a future programme the historic vessel maintenance course structure and content could be further improved. Greater emphasis should be placed on skills that need to be learned before the sailing season and some elements require longer teaching time than others. In future, the course would benefit from the inclusion of additional elements including: an introduction to shipwright skills, how to de-rig a historic vessel, making temporary repairs to damaged craft, block making, effecting a jury rig and more focus on historic ship recognition.





## Outcomes for Trainees

All trainees valued the work carried out through this training module. This was an opportunity for trainees to work together, explore skills in more depth and learn from experienced boat builders. Each trainee received a joint certificate from IBTC and NHS-UK recording their achievement.

Other accreditations gained as personal development opportunities included:

- MCA Diesel Engine Maintenance course (taken by all Year 2 trainees at the East Anglian Sea School)
- Powerboat Level 2
- VHF License
- Personal Survival Techniques
- RYA First Aid
- STCW Elementary Fire Fighting, Personal Security and Social Responsibility

*'I had some very good experiences during this phase - rigging, powerboat two, first aid, spar making, fid making, half model making, and one more day of sail making, were all very useful units. I feel so lucky to have these qualifications and skills now. They will be hugely beneficial to me in the future.'*

**Helen Denning, Year 1 trainee**

## Masterclasses and Upskilling Staff at IBTC

There were four masterclasses delivered during the programme in :

- Sail repairs
- Knotting
- Wire splicing
- Working as a mate on a traditional vessel

These were given by recognised experts in the field. All trainees attended the first three and the Year 2 trainees attended the fourth as part of the group sail activities. The Year 2 sessions were open to any other staff, volunteers or people working within the partner organisations and two partner staff also attended the sail repair class.



### Outcomes for Trainees

Feedback during and after the project shows that trainees were very impressed by the level of expertise they could learn from and felt that this experience in particular would be of great significance in their future work.



### Outcomes for Partner Staff

This was an important opportunity for partner staff to learn specific skills, work with an expert to a high standard and put into context the requirements on their own vessel. This will directly benefit the partner organisation and increases the level of skilled staff in the sector. Unfortunately, due to timings of the masterclasses and difficulties in booking with external specialists in advance, only two partner staff were able to attend these training sessions during the programme.

*'Steve Hall came down to do a day of instruction in traditional sail making and it was incredibly informative and constructive. I used the skills he taught me during the sailing and maintenance season saving Excelsior extra hassle. I feel proud to have these skills and to have been taught them by such a thoughtful craftsman.'*

*'My highlight was the day we spent learning from the master rigger Nigel who came to replace Reaper's main halyard. Having practiced wire splices in Lowestoft and then seeing what it takes to have a splice done on an actual job was a great learning experience.'*

**Helen Denning, Year 1 Trainee**

## Rotations

The rotations were the most difficult element of the scheme to organise but are cited as the most valuable part by the trainees. Through these rotations on partner vessels, trainees could put into practice skills learnt in different placements and at IBTC. In each rotation, trainees worked as one of the crew and were given opportunities to use similar skills but apply them to different kinds of vessels appreciating the differences between each vessel and why these exist. Trainees valued learning from experienced practitioners by observation, step-by-step development and gradual improvement seeing different approaches taken. The rotations also gave trainees an appreciation of the historic environment and how to interpret it for visiting groups and charters. Trainees valued how rotations were flexible enough to be able to adapt to their own needs and abilities.

In Year 1, rotations were all carried out together at a set time for ease of organisation. However, this did not fit well with the different partner vessel schedules, meaning that some were not fully operational for the whole duration of the rotation. As a result, in Year 2, care was taken to schedule the rotations around each individual vessel programme. This was more difficult to manage and could only be achieved by staggering the rotations throughout the summer period. However, it meant that all trainees experienced their rotation vessels at sea.



In Year 2, every effort was made to respond to the requests of individual trainees for further learning opportunities or different experiences. This led to the involvement of a further registered historic vessel in the scheme to give more variety – *Huff of Arklow* – managed by one of the SHTP mentors. One trainee asked to remain with his host vessel for a particularly long passage to Norway and this was accommodated, giving him the opportunity to experience a voyage of this duration, rather than sending him on rotation at this time as planned. The Scottish Fisheries Museum trainees reported that they were getting less opportunity to learn operational skills than expected because *Reaper* was used mainly for events and festivals and did not have such a full sailing schedule as the other vessels. The Year 2 Scottish Fisheries trainee therefore asked to undertake a further rotation with another partner and, whilst the project budget could not cover the cost of this, the request was granted and the Project Co-ordinator helped with logistics and planning.



## Outcomes for Trainees

All trainees commented on how important this part of the project was as well as 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.

*'I have learned though osmosis[sic], and have become a more able sailor as a result.'*

**Martin Hendry, Year 2 Trainee**

*'I am a lot more informed and confident about basic sailing skills, which I did not have before. I also have achieved my RYA Competent Crew qualification.'*

**Catherine Holt, Year 1 Trainee**

*'I learned a lot on Excelsior, I was exposed to many more seafaring and vessel maintenance scenarios than I have been before and developed my skills as a result of this. My skipper's efforts to improve my knowledge and ability was vital to the positive outcomes of my experience. I can now hold watches by myself and have been able to go onto other vessels and be a useful member of their crew. I feel confident about my usefulness in vessel maintenance too. I felt useful to them, gained confidence and networked with another sailing organisation.'*

*Rotations are essential to understand a panel of traditional vessels management problems met by different organizations, to learn the solutions they found for boat maintenance, exploitation and finance and share the experience in teaching the heritage to the new generations.'*

**Olivier Fleygnac, Year 2 Trainee**

*'I learned skills with Richard that I haven't seen used before as actual techniques only read about them in books, like lead lining. Most people seem to not have time for these navigational techniques but Richard chooses to operate at a pace/style that not only enables their use but causes them to be the most efficient and responsive methods. My second rotation was on Jolie Brise, I learned a lot from the boat on this rotation because of her responsiveness to weather and handling. When I returned to Excelsior I realised a lot about her slower reactions which I hadn't noticed before.'*

**Helen Denning, Year 1 Trainee**

*'Great to be able to take the tiller and practice manoeuvring Huff under power. The time in Belfast allowed me to help rigging, splicing and routine maintenance. Rig and deck work, steering and engine maintenance, managing a group, managing a boat with the tide. I really enjoyed learning from the skipper the best ways to use the wind.'*

**Gabriel Clarke, Year 2 Trainee**

## Vessel Placements

All trainees had rotations amongst the partner vessels, but each trainee was also allocated a host vessel which saw them working with that organisation over two periods - one for two months and another for four. During this time, they were considered trainees of the organisation they were with and were able to explore areas they wanted to learn, given support from their supervisor on site, as well as opportunities to work with different audiences, taking part in charters, sailing races and on board activities. Here is the list of the partner vessel organisations and what they offered trainees:

### Trinity Sailing Foundation, Brixham

Sailing on board *Leader* and other vessels in the collection of gaff-rigged vessels.

Undertaking specialist maintenance tasks on the vessels such as rigging repairs, rope work, painting, basic sail repairs and joinery. During Year 2, the trainees on *Leader* had the opportunity to take part in the Tall Ships Race sailing from Belfast to Norway.

### Sea-Change Sailing Trust, Maldon

Sailing on board *Reminder*, one of the final generations of the steel-hulled Thames spritsail barges, *Cambria*, a wooden Thames sailing barge and the oyster smack *Sallie*.

Learning deck work, maintenance and seamanship skills on sprit-rigged and gaff rigged vessels.

### Dauntsey's School, Devizes,

*Jolie Brise* is owned, maintained and sailed by the pupils of Dauntsey's School and is a world famous gaff-rigged pilot cutter. Year 1 of the SHTP project saw her sail to the Azores and in Year 2, she took part in and won the Tall Ships Race.

### Excelsior Trust, Lowestoft,

Sailing on board *Excelsior*, a gaff rigged smack built in 1921 and an historic fishing vessel. Trainees in Year 2 had the opportunity to sail to Norway to take part in a special smack rally event.



*Leader*



*Reminder*



*Jolie Brise*



*Excelsior*



*Reaper*

## Scottish Fisheries Museum, Anstruther

Sailing on board fife *Reaper*, the baldie *White Wing*, skiff rowing and working with the Museum's historic boat collection. Whilst *Reaper* does not have the same full sailing schedule as the other partner craft, being a Museum vessel, she still provided opportunities to experience a lug-rigged vessel and also to work with school groups in her interpretation.

## Outcomes for Trainees

The understanding gained by trainees from this part of the programme centres around how different organisations work, how there are differences between historic vessels and the skills particular to each craft, as well as what their own learning gaps were. The trainees saw how they could apply knowledge learned at IBTC to the vessels, have opportunities to take part in different situations and in some cases, take advantage of the events and journeys undertaken by individual partner organisations.

The length of time for each placement helped the trainees feel part of the organisation and see the vessels in different conditions. There is clearly a growing confidence observed by supervisors and the placements were flexible enough for each supervisor and skipper to assess the ability and therefore the readiness of each trainee to undertake more difficult and skilled work.

*'I learned a lot on Excelsior, I was exposed to many more seafaring and vessel maintenance scenarios than I have been before and developed my skills as a result of this. My skipper's efforts to improve my knowledge and ability were vital to the positive outcomes of my experience. I can now hold watches by myself and have been able to go onto other vessels and be a useful member of their crew. I feel confident about my usefulness in vessel maintenance too.'*

**Helen Denning, Year 1 Trainee**

*'This placement was really helpful to learn different management structures. I enjoyed meeting the group of bargemen working in Maldon trying to preserve the boats and more, by giving them back their real commercial function.'*

**Olivier Fleygnac, Year 2 Trainee**

*'Feeling out where the limits of safety lie is a very important feeling to develop because it is different for each vessel. Realising that it is different for each vessel is also an important learning curve.'*

**Helen Denning, Year 1 Trainee**

*'The barges are so different to Excelsior and that made me think a lot about why boats have the differences they have. The adaptations that historic vessels have to their waters and their trades are fascinating. I think the barges really illustrate these adaptations and therefore cause you to look on other vessels for theirs.'*

**Fergus Taylor, Year 1 Trainee**

## Conservation Placements



This placement was set up at Scottish Fisheries Museum to cover:

- Specialist maintenance tasks using parts of the collection and displays
- Conservation and interpretation principles
- Sector basics, introduction to museum and operational vessel models, fundraising, business planning, volunteer management, presentation skills etc.
- Field trips to a range of operational and static vessels, ships owned by trusts, volunteer run projects, as well as successful commercial enterprises
- Skiff Rowing

All trainees undertook this month-long placement to give them an understanding of conservation and interpretation, as well as the significance of historic vessels.

In Year 1 the conservation placement was held at the end of the year following the second phase of the IBTC maintenance course. The trainees all lived together in rented shore accommodation. During Year 1 the main staff member who had represented the Museum in the partnership was taken ill and the placement was delivered at short notice by a range of existing museum staff. Trainees reported that this part of the training programme was less successful than anticipated because of this but the programme was delivered and trainees were introduced to other heritage sites and study trips in Scotland which was cited as an added benefit for them.

In Year 2, the timing of the conservation placement was changed and it was held at the beginning of the year with a shorter induction built into the programme. This was to give the trainees a basic understanding of historic vessels, their management and conservation before they began working with

their host vessels. In both years, because the conservation placement was held in winter months, the trainees were disappointed not to spend more time actively sailing and although it worked better having this element at the start of the programme, the trainees were so eager to begin practical skills that it was difficult to engage them with the more theoretical knowledge that the Museum was passing on.

## Outcomes for Trainees

Several trainees fed back how much they enjoyed seeing the museum and learning about other maritime sites around Scotland that otherwise they would not have had the opportunity to see. Because of the changes in staffing, different elements of the training about historic ships were delivered by less experienced staff and, in some cases volunteers, which disappointed many of the trainees. Highlights for some were the chance to look at museum models and fundraising but there were some trainees who were particularly interested in operational vessels and felt this module of the project was less relevant to them. Whilst the historic context about the sector, the history about different kinds of boats to service different uses, fishing, trawling, as well as other cargo ships and the information on lug rig was difficult to deliver with the limits in staff capacity, this element is important background to understanding the different uses of historic vessels for future trainees.

*'I have a much improved understanding of conservation, field trips were fantastic opportunity to see conservation in action and see behind scenes talking to people involved in a variety of projects. Robert and the others at the museum were fantastic.'*

**Luke Duckworth, Year 2 Trainee**

## Skills Mapping Report

A skills mapping exercise was carried out over the duration of the project to research and record all the skills being learnt by the trainees. This was supported by match-funding from the PRISM Fund. Shortly after the project began, a formal tender process was held to recruit a skills mapping consultant and David Tournay of Evolution Partnership was appointed as a result of his previous experience on HLF funded and maritime projects. He approached the skills mapping through a mix of desk-based research, visits to partner organisations and interviews with sector experts (see appendix 7 for the final Skills Mapping Report).

The main outcome of the skills mapping exercise is a series of competency units covering the operational and maintenance skills that the programme delivered. These can be used for future assessment of trainees and to improve the standard of training across the sector. A consultation was held at the end of the programme to allow feedback on the content and 30 responses were received, with a series of in-depth meetings also held with key individuals.

The final competency units have been clearly laid out as a training workbook by an external design firm and will be available for organisations across the sector to download from the NHS-UK website free of charge.



## Group Sail



Feedback from the Year 1 trainees indicated that they would have welcomed the opportunity to sail together as a group. Therefore, in Year 2, it was arranged for all trainees to take part in a group sail on board Thames barge *Reminder* under the supervision of SHTP partner Sea-Change Sailing Trust. This had the added advantage of ensuring that all Year 2 trainees experienced operating a Thames barge with its distinctive sprit rig. The group sail proved successful and was a chance for the trainees to work as a team and to benefit from specialist tuition from Richard Titchener in working as a mate on a historic vessel. The project co-ordinator also attended, allowing him to observe the trainees in a working environment, as well as sail on a traditional vessel for the first time. Feedback from the group sail was good and if the programme is run again, it would be important to include this element at an earlier stage to use it as a team bonding exercise.

The group sail also provided the opportunity for a test of the competency units that had been carried out as part of the skills mapping exercise and the film company, the Maritime Foundation, filmed interviews with the trainees, skills mapping consultant and supervisor Richard Titchener as part of the SHTP film.

*'It is fair to say there are considerable differences between how the partners work on ships... I had not appreciated the degree of other significant differences. While there are differences in approaches to maintenance, routine and distances run and other differences defined as much as anything by the various types of clientele, there are also big differences between partners in terms of how much boats are manoeuvred traditionally. Maybe we should look at consistency as something to consider for any future scheme.'*

**Richard Titchener, Sea-Change Sailing Trust**

## Skills Passport

The Skills Passport was drafted during the Development Phase of the project and was seen as a tangible outcome for trainees to take from the course as there was no formal accreditation or certification. It was intended as a record to sign off each skillset of the project by supervisors in each setting. This was done retrospectively in a lot of cases but there was inconsistency in its completion with trainees and partners not fully appreciating its value or how best to use it. Feedback on the format indicated that some organisations had needed to develop extra pages as new skills were documented and the assessment by numbers was seen by some as an unhelpful way to monitor trainee progress. There were also difficulties of keeping track of a physical document between the different placements and using a printed version in an at-sea environment. As a result of these comments, trainees in Year 2 were given a presentation folder to keep the Passport and other official documentation in and were also given a letter of reference for future employers summarising the skills and achievements of the year. The Passport system did not work as well as intended and the reasons cited were lack of clarity about the Passport's use and purpose, the responsibility of completion was not fully taken by trainees and there were practical and logistical reasons why some areas were completed and others were not.

The partner and supervisor evaluations give a clear indication of skills learnt during the rotations and placements and other skills are recorded more informally through project communication e.g. newsletters, trainee presentations and blogs.

The learning issues of skills recording indicate that there is a need to formally recognise trainees' achievements for future use and that a simpler framework is needed. Future schemes could emphasise that formal completion of the course is not given unless the records are completed at key points in the programme. Consideration is also being given to alternative formats for the Passport, including an online or digital system, or a document which is bound with a waterproof cover for safer use at sea.

*'Perhaps the passport could be split into "core" skills and "optional" skills – each trainee would have a set of skills they must demonstrate but could then choose other related skills depending on their own interests/development goals and the opportunities offered by their host organisation.*

*If the passport were an electronic document – perhaps accessible by trainees and supervisors online, then the space could expand to fit the information and supporting evidence could be appended (e.g. images, examples of work, certificates). The final passport could then be printed off and bound at the end of the traineeship.'*

**Linda Fitzpatrick, Scottish Fisheries Museum**

*'The scheme at the moment seems to benefit more the industry which is supposed to supervise the trainee and not the trainee him or herself. I would suggest that the focus is turned back onto the trainee's learning curve by a much stricter monitoring of the roles & responsibilities devolved to the organization in charge of the trainees.'*

**Barbara Bridgman, Mentor, Cremyll Keelboats**

## Project Mentors

At the development stage, it was decided to set up a mentor scheme for the project as it covered such a wide geographical area and would involve relatively young trainees who would be working largely in isolation. Mentors were chosen from the NHS-UK Council and from representatives within the Shipshape Network regions and were assigned to their trainees. In Year 1, the mentor system suffered from the loss of a mentor who was covering two regions and he was not replaced until part-way through Year 2. Other mentors reported the difficulty of meeting with their trainees when they were at sea in other areas for a large part of the season. In Year 2, efforts were made to clarify the role of the mentors and central management took the lead in facilitating meetings between the mentors and trainees where possible.

Whilst the trainees for the most part did not see the value of the mentors or appear to really need their support, there were some instances where the system was seen to work effectively as the mentor reported back to central management aspects of the placement which the trainee was struggling with and this allowed the Project Manager to raise the issue with the relevant Supervisor. In another case, the trainee had no real knowledge of the wider sector or bigger conservation picture and a visit to HMS *Warrior* was arranged with his mentor to give further background of the historic ships world.

## Outcomes for Trainees

This element of the project was not mentioned a great deal in evaluation feedback but there is scope to consider whether a mentor be appointed for career support and networking opportunities at the end of the programme as some partners mention that trainees used their mentor to take an overview of their skills and direction and offer advice in career moves and opportunities. Trainees who have now completed their placements also indicated that they would be happy to act as mentors in future and this is seen as a positive suggestion since they would have a better understanding of trainee needs and how to support those going through the programme.

*'All of the trainees were highly motivated and knew the areas they wanted to go into. The principle of having a mentor was right but perhaps the focus could be on career development or suggesting networking opportunities.'*

**David Newberry, SHTP Mentor and NHS-UK Council Member**

## Personal Projects

As part of the programme, trainees were asked to create a personal project of their choosing during their host placement and in Year 1 were given a range of options to pick from covering practical and more academic skills. An example extract of one of the personal projects can be seen in Appendix 6. However, as each trainee was working in different environments either operationally or curatorially, with considerable time spent at sea, not all trainees completed their personal project. At the Scottish Fisheries Museum, as an on-shore placement with ready access to office facilities and records, the trainees in both years were able to produce very high quality researched personal projects in the form of conservation plans. In the case of Catherine Holt (Year 1), this was part of her learning and she cites her project as important to her in her follow on work. Olivier Fleygnac (Year 2) was able to work in great detail on the collections at the museum, which benefitted from his existing knowledge. He discovered *Maggie*, a rare Scaffie from 1880 and succeeded in adding her to the Museum's collection, as well as developing a conservation plan for her.

Learning from this part of the project, there are two points to be noted when reassessing personal projects in the training programme;

- taking into account that the timetable included an induction, two training courses, two visits to host placements and rotations on at least three vessels, it was difficult for all trainees to plan and have time to execute their personal projects. Lack of computer / office access also contributed to only five out of 10 personal projects being completed.
- balancing this, some trainees showed less commitment than others in working on their personal projects and a lack of appreciation that this element contributed to the completion of the course.

In Year 2, taking into account the issue of time and concerned that too broad a range of options had been given in Year 1, the personal project was changed to all trainees being asked to draft a conservation plan for the host vessel or a craft of their choice. This was quite a difficult task for those trainees who were more practically minded and central management provided guidance documents and sample plans via the online forum to help them in this work, as well as feedback on early drafts. At the mid-point reviews, it became clear that some trainees were struggling to complete their project and in some cases it was reduced to a statement of significance or conservation statement for their vessel.

For future programmes, the nature of the personal projects should be revised - it is useful for trainees to have an element of their training which is a piece of work unique to them but this might need to be agreed as part of their placement rather than additional work balanced with the understanding that this, as with the Skills Passport, needs to be their responsibility during the programme.

## PRISM Grant and Conservation Work Completed



### Scottish Fisheries Museum - Rigging and Hull Conservation

February 2015

The museum arranged for Catherine Holt, the Year 1 trainee, to work alongside professional riggers and boat builders to complete works to the museum vessel *White Wing* on the standing and running rigging and to carry out some hull repairs to conservation standards.

Catherine developed an understanding of repair techniques employing traditional skills with both traditional and (where operational/maintenance requirements dictate) compatible modern fibres: the craftsmen have developed a deeper understanding of the differences between conservation requirements and standard repair work. As a result of this work, *White Wing* is now returned to operational condition.

### Dauntsey's School - Bow windlass project

The pilot cutter *Jolie Brise* had a problem with the anchor windlass, used to educate crews in traditional anchor-work. Year 1 trainee Fergus Taylor was set the task of working alongside a professional ship's blacksmith to devise an arrangement which respected the historic windlass and associated machinery whilst allowing a replacement galvanised anchor to be used without damage to the galvanised coating as it is drawn through the hawse pipe.

Fergus gained direct experience of working in metal on heavy traditional marine fittings; he learnt the value of accurate sketches (to support and amplify photographs) in recording vessel details; he was directly involved in a design process for a specific historic vessel problem; he developed skills in metal

working, learning from a craftsman; the craftsman has developed an understanding of conservation issues; and *Jolie Brise* now has a working windlass which also protects the historic fabric and nature of the ship:

## Sea-Change Sailing Trust - Leeboards

December 2014

Tom Cook, the Year 1 trainee with the Sea-Change Sailing Trust, was given the task of working alongside trained boat builders in the production of replacement leeboards vital to the continued operation of Thames barge *Reminder*. Leeboards are massive in scale and complex in design, demanding particular care in their construction, which involves the use of both large baulks of shaped timber, and steelwork.

Tom was exposed to a project which stretched and extended the skills he acquired through the woodwork course undertaken at the International Boatbuilding Training College (IBTC) at Lowestoft and gave him experience of work in a large wooden boatyard. It introduced him to lamination techniques in a traditional context, incorporating large timbers, and delivered experience in ship blacksmithing; demonstrated the design concepts for leeboards. The project deepened the craftsman's understanding of conservation approaches to operational historic vessels, and gave Tom the opportunity to experience the efficacy of his and the craftsman's workmanship by sailing *Reminder* using the new leeboards afterwards.

## Excelsior Trust - Refit Conservation Projects

February 2015

The Lowestoft fishing smack *Excelsior* was brought ashore for her biennial refit, giving an opportunity to tackle a range of conservation works. Helen Denning, the Year 1 *Excelsior* trainee, was involved in three significant elements – the production of a new capstan engine cover, hull remedial works, and renovating the ship's winch (for harbour navigation, trawling and trawling safety).

Helen was exposed to several different aspects of conservation work – specifying the steel-work and seeking quotes for the capstan engine cover; reassembling and painting the new cover; working with a shipwright caulking and paying hull planking seams; renovating the winch (which now has limited operational use today but is of historic significance in understanding how *Excelsior* trawled). In terms of overall benefit for the vessel, three conservation tasks were completed which contribute to both the operation and interpretation of this National Historic Fleet Vessel.

## Trinity Sailing Foundation - Hatch Cover for *Golden Vanity*

January 2015

*Golden Vanity*, one of the Foundation's historic training vessels, was in need of a new hatch in order to keep this vessel in operation at sea. Hugh Langworthy, the Year 1 trainee placed at Trinity, was required to survey the existing hatch in situ and produce a pattern for the replacement hatch. He had to survey the deck arrangements affecting and affected by the revised hatch and produce a design which met Maritime & Coastguard Agency standards whilst respecting the integrity of this historic vessel. He worked with a highly respected wooden boat builder to refine the design and then undertook the preparation of the wooden components of the hatch, applying the principles learnt in IBTC Lowestoft in an industrial wood workshop. The vessel gained by having a sound deck hatch which meets MCA and operational demands whilst also meeting conservation standards.

# How Was The Project Communicated in the Sector?

During the SHTP project, the programme was well publicised in the sector and had national coverage in sector publications. Through the Shipshape Network - an online national network for all those with an interest in ship conservation and traditional skills - there were monthly updates from the trainees and SHTP newsletters were uploaded to show the progress of the project and individual trainees. As a result of the project, two new regional networks were launched on the Shipshape Network website covering Scotland and the South-West.

The Scottish Fisheries Museum's website featured regular news items on the project. Excelsior Trust and Trinity Sailing Foundation included the project on their monthly blogs detailing the progress of Year 1 and Year 2 trainees, the Sea-Change Sailing Trust mentioned the project in its newsletters and two individual trainees incorporated their experiences through their own personal blogs.

Social media was also used to publicise the project and this had an impact on the number of users following the Shipshape Network Facebook and Twitter pages. Over the duration of the project, the Shipshape Twitter feed grew by over 250% and, whilst not all of the new followers can be directly attributed to the SHTP project, the Project Co-ordinator was posting regular updates and this increased activity would have generated more interest amongst the online community.

## Trainee blog - November 2015 - Excelsior blog

*The course was followed by the Group Sailing with the other SHTP trainees on the Thames Barge Reminder. Was the first time for Gabriel to sail a barge and this represented a huge learning curve with many unfamiliar systems and terminology. Gabriel deeply enjoyed the challenge and he expressed the will to have a chance to crew a barge match.*

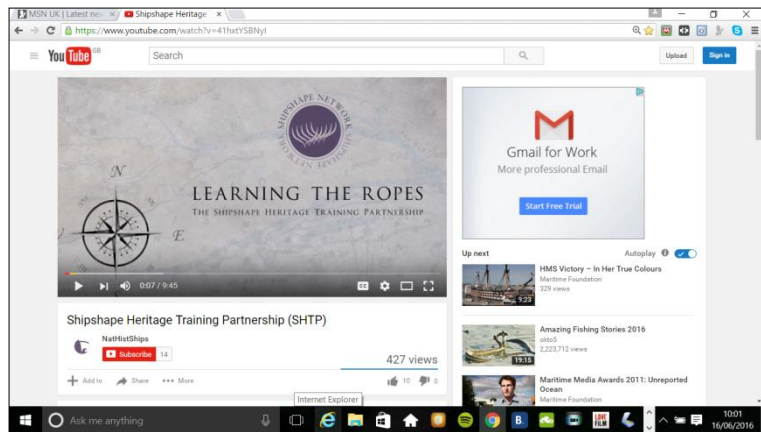
## Bosun's Boots April 30th 2014 by Helen Denning

*My placement finds me as a trainee Bosun aboard Excelsior. She is a fishing trawler, a Lowestoft Smack built in 1921. She's got character seeping through her seams .....I am documenting my time working on historic sail training vessels to encourage more youth of this era to go to sea, on boats or ships that function in ways that may seem outdated in the fast paced world we live in.*

[bosuns.boots.blogspot.co.uk](http://bosuns.boots.blogspot.co.uk)



A documentary film was produced to celebrate the end of the two year project. Entitled 'Learning the Ropes' it is an outline of the project with feedback from trainees, partners and staff from NHS-UK. The film is embedded online at the Shipshape Network webpages [www.shipshapenetwork.org.uk](http://www.shipshapenetwork.org.uk) to promote the work of the trainees to the wider sector. It has also been launched on You Tube and was shown at the end of project Networking Day. Other funding and in kind support came from the Maritime Foundation who valued their work in producing the promotional film for the project enough to contribute extra time and additional production costs to create a film which is valued in excess of the original budget.



The project was also promoted through local press in the areas of each partner organisation, and in the wider heritage sector including The Heritage Alliance, Nautical Archaeological Society, Maritime Heritage Trust, Association of Bargemen and in the national media - BBC coverage during the Tall Ships Race 2015. The project was also promoted in foreign sailing magazines such as Arte Navale (see Appendix 8 for examples of publicity material).

In Year 1, a decision was taken not to hold a formal project networking day as planned and instead to invite all trainees to a certificate presentation at the annual ASTO (Association of Sail Training Organisations) conference. However, in Year 2 it was felt that the trainees and partners would benefit from a networking event and so a larger scale end-of-project celebratory Networking Day was held at the Old Royal Naval College, Greenwich. The day was attended by 60 individuals and included an introduction to the programme by the Director of NHS-UK, a screening of the promotional film and presentations from all Year 2 trainees. A debate panel was set up with a video-link from expert Tom Cunliffe, and representatives from ASTO, Association of Bargemen, Pioneer Sailing Trust and Catharine Holt, Year 1 Trainee. Feedback from the day indicated that all those involved had found it valuable, with many organisations asking for a similar event to be held again in future as there is no other occasion for the historic vessel sector to meet in this way.





## Project Budget

The project budget was managed by NHS-UK as the lead partner, with payments to and from the partners, trainees and project consultants all passing through this central point. To facilitate this, at the development stage of the project, it was agreed with HLF that payment claims would be made monthly. Although this was more frequent than might usually be expected for a project of this size, it was necessary in order for NHS-UK to manage the cash flow and the regular salary payments which the scheme demanded. The cash flow and monthly claims worked well throughout, with the only delays caused by technical difficulties with the online payment request forms. A system was put in place to facilitate making a claim using an excel spreadsheet and word templates and this proved very successful, although the process remained a draw on the Project Manager's time each month. A separate cost centre was set up for the project after the first financial year and this made it much easier to manage the budget and keep the project expenses separate to those of the main NHS-UK finances.

The budget estimations for the project proved largely accurate, although there were some unexpected costs (e.g. medicals for the trainees and a minimum wage increase) which had not been calculated for and the expense allowance for the trainees also proved insufficient, largely due to the fact that the second year trainees were travelling to and from Norway as part of the Tall Ships race during their rotations, rather than simply to and from their home base as originally planned.

After the end of the final trainee placements, the budget was carefully re-assessed and a request was made to HLF to transfer the remaining funds between headings. At this stage, there was an underspend showing in training payments, due to some trainees opting out of their pensions and time taken off sick. This was used to make an increased allowance under publicity in order to cover the costs of setting up the new online 'Crew' pages as an additional project legacy. The evaluation budget also benefitted and this enabled the Project Co-ordinator to undertake some training courses to gain experience in evaluation techniques.

The table below provides a breakdown of the total project budget against the HLF cost headings and the final balance in each area. These figures indicate that some areas such as the project co-ordinator's salary (new staff costs), recruitment and the partnership meetings (other) remain slightly under spent, the latter due to the fact that all meetings were held on board the Thames barge *Lady Daphne* at a reduced cost. However, this is balanced by the fact that the Project Co-ordinator's travel costs were higher than expected and the skills mapping (professional fees) also went over budget due to a decision to have the competency units professionally designed for online publication.

During the evaluation phase, a request was made to HLF to use a proportion of the contingency sum (which had otherwise remained intact) in order to design and print a short pamphlet summarising this evaluation report and the key outcomes of the project. With this additional cost, the final budget shows a figure of £354.06 in credit, including the remaining contingency sum.

Table 4: Project Budget

Category	Budget	Final Balance
New staff costs	£37,500.00	£208.15
Recruitment	£2,500.00	£129.17
Publicity and promotion	£3,900.00	-£57.79
Training for staff	£3,000.00	-£73.00
Paid training placements	£177,100.00	-£174.62
Evaluation	£4,500.00	£92.94
Other	£3,300.00	£339.50
Full Cost Recovery	£17,600.00	£0.00
Travel for staff	£4,000.00	-£131.29
Contingency	£1,500.00	£285.00
Professional fees relating to any of the above	£20,000.00	-£264.00
	<b>£274,900.00</b>	<b>£354.06</b>

# What has been the impact of SHTP?

## Evidence of Impact

All partners, whilst experienced with training volunteers, crew members, visiting groups and staff members, had not delivered this kind of programme before for the sector. Through the project documentation and in summative evaluation interviews after the whole programme finished, partners and trainees cite a great number of positive outcomes from this programme including individual learning, organisational learning and key developments which benefit the sector which will be explored in detail.

The central NHS-UK team followed the recommendation provided by HLF of documenting and recording feedback from trainees, supervisors and partners throughout the project. These documents were used to successfully monitor the project in terms of effectiveness as well as record trainee progress. In Year 1, there were some communication issues which resulted in an incomplete set of review documents from rotations and from partners and trainees. This was also due in part to the difficulties of completing paperwork whilst at sea. However, the feedback that was given helped to improve the logistical and planning issues that had arisen for placements and during the first year's training. Each issue was addressed by making changes or adapting to make successful improvements in Year 2.

At the end of the programme, there were opportunities for partners and trainees to reflect and report back on the programme through presentations at the Networking Event at the Royal Naval College, Greenwich and, through a final partner evaluation meeting and reports given by trainees.

An external evaluator has reviewed the project documentation to highlight any issues, lessons learnt and record achievements of the project. In addition to this, summative evaluation was carried out in April and May 2016 in the form of one to one telephone interviews and face to face interviews with case study trainees, partners and project staff to record the overall impact of the project as some time has passed since the programme officially ended.

## Trainees - Where are they now?

Gabriel Clarke	Second mate on the pilot cutter <i>Eda Frandsen</i>
Tom Cook	Rigger at TS Rigging in Maldon, Essex
Helen Denning	At university and volunteering / employed on a seasonal basis with Trinity Sailing Foundation
Luke Duckworth	Bosun / seasonal mate on <i>Jolie Brise</i>
Olivier Fleygnac	Seeking employment in the sector
Martin Hendry	2nd mate on <i>Ocean Spirit of Moray</i> for Gordonstoun school
Catharine Holt	Project Officer for Chatham Historic Dockyard, now Assistant Curator for Princess of Wales's Royal Regiment & Queen's Regiment Museum
Hugh Langworthy	Apprentice rigger at Tommi Nielsen's Yard,
Fergus Taylor	Dinghy instructor in China for a year and now back in Great Britain, volunteering occasionally for the Excelsior Trust
Daniel Taylor	Bosun on the Fife yacht <i>Kentra</i>

## Case Study

### Hugh Langworthy

#### SHTP Trainee, Year 1



Hugh came to the project with previous experience of working alongside shipwright Will Stirling and had some knowledge of the skills needed to conserve historic vessels. He was interested in learning more about the operation of vessels. His placement was with Trinity Sailing Foundation.

*'When I saw this opportunity I jumped at the chance. I wanted to learn something new - I wanted more experience of sailing and SHTP helped me to learn what it was I wanted to do. I enjoyed the variety - there has not been anything like this before. Rotations were a great idea to have different experiences on each vessel. What I learnt were core skills although these change with different skippers. Most boat building courses were more than I could afford and could not offer the breadth of training on offer through the Shipshape project.'*

Hugh now works as an apprentice rigger for Tommi Nielsen & Co in Gloucester on a two year term.

*'I have learnt a lot of transferable skills I can use in the sector. I am now doing an apprenticeship to be a rigger - I see all parts of the work in the yard - there is variety in my work. They were aware of the course when I applied which showed them what a range of experience I had.'*

## Case Study

### Catherine Holt

#### SHTP Trainee, Year 1



*"I was looking for maritime skills and the opportunity to get hands on training - intense experience quickly. I have a background in archaeology and a Museum Studies MA and wanted to stand out as a candidate at interview.*

*The rotations I felt were a great idea, giving us the chance to see some of the other vessels within the project and how they were run. Jolie Brise was a good choice for my first rotation as I got to do my RYA Competent Crew and it gave me the opportunity to learn some basic sailing. The experience of it and dedication taken and the skills acquired in such a short time have been invaluable and definitely boosted my own self confidence. I definitely think it has bolstered my CV and made me stand out more.*

*The training helps to give me authority when talking about sail-making and specific tasks. Volunteer management and my personal project gave me a level of new responsibility to take on more in my job as Project Officer at Chatham Historic Dockyard. I learnt about the world of operational vessels and certain qualifications and skills expected which is very useful to marine archaeology and maritime collections.*

*It was a great project and I thought the process was so well considered. I am very proud to have been part of it. I am very supportive of setting up an Alumni group - I can use it as a forum to continue to develop a network of people and their contacts."*

Catherine was the first trainee to gain employment following the programme and worked as Project Officer for the Chatham Historic Dockyard which has since been followed by a promotion to Assistant Curator for the Princess of Wales's Royal Regiment & Queen's Regiment Museum.

## MAST (Members & Shipshape Trainees) Association

At the development stage, an idea was put together to form an alumni association at the end of the project as a means of keeping in touch with the trainees and other trainees from previous NHS-UK projects. After the trainees had concluded their placements, a large part of the Project Co-ordinator's time was spent expanding on this concept and putting the framework for the Association together.

A benefits scheme was developed for the Association in conjunction with partners on the projects, the boatbuilding colleges and other specialist organisations such as clothing companies and magazines. Royal Museums Greenwich also agreed to make a special offer to MAST members allowing them to receive some of the benefits of their own membership association.

A member of the Visitor Services team at Royal Museums Greenwich was recruited to further develop and administer the MAST Association after the formal close of the SHTP project and she is working on an 'added competency' basis, using this as an opportunity to develop office-based skills and further her Museums Association qualification.

NHS-UK put £2,000 from its own resources towards a first membership event for the MAST Association to build on the success of the SHTP Networking Day and an event is now being planned for late 2016.

The MAST Association will include all trainees, mentors and supervisors from the project and will start with some 20 members, but its structure has been set up to allow it to grow as other individuals from future projects are added. There is an online forum dedicated to the Association and members will receive a welcome pack, followed by newsletters bi-annually with updates on ex-trainees' progress, job vacancies and plans for future events.

## Impact for Partners

Evidence taken during the project and as part of the summative evaluation shows that partners rate the programme highly, they have invested time and skills into it and have seen value from their trainees. They see it as a positive experience which has brought 'new blood' into the sector and has passed on not only specific skills but an appreciation, an understanding and therefore an ethos about caring for historic vessels generally while operating one for different uses. The project records show what has worked well and what improvements may be made in the future. The reporting procedures gave positive feedback about their trainees and their contribution. These themes emerged from all partners and there are three Case Studies which show particular impacts for individual organisations.

This was seen very much as a partnership project between NHS-UK and each partner organisation which led to increased learning between partners, sharing of ideas and a stronger relationship between the different bodies involved. The project manager implemented and adapted changes based on early feedback in the programme, leading to Year 2 trainees benefitting greatly from what were understandable logistical issues at the start given the scale and complexity of the project.

*'Overall Year 2 was an improvement on Year 1 – which was to be expected as everyone got used to various systems and some issues were ironed out. Communication is still the most important feature – both within host organisations, between organisations, trainees and mentors, and centrally to the project office. In the main, it was handled well, including the impact of staff changes partway through'*

**Richard Titchener, Sea-Change Sailing Trust**

## Consolidating Training

Feedback shows the elements of the training programme considered of highest value by the partner organisations were:

- Helping to foster an understanding about the history behind the vessels, their use and why they have been built the way they have
- Rotations where trainees work across as many different kinds of boats as possible within the time
- Appreciating general maintenance and basic care and then reinforcing these and more in-depth conservation skills after practical experience
- Group sailing to instil teamwork and show how important this is in a crew
- Building in time to gain knowledge then practice skills and practice in different environments

As potential employers, partner organisations valued the length of time and experience in an historic environment or being supervised by experienced seaman in this environment as the most important part of the course and queried how this could be best recorded as part of the programme.



*'Particularly for the trainee based here, practical sailing experience on other vessels is very valuable.'*

**Linda Fitzpatrick, Scottish Fisheries Museum**

*'Although the logistics can be difficult, I think the rotation is a very valuable part of the programme and allows the trainees to learn from a wide range of organisations and vessels.'*

**Ben Wheatley, Trinity Sailing Foundation**

*'Dan felt that the first time at IBTC should be very clearly aligned with those skills needed to take part in refit and general maintenance during sailing, but not too developed i.e. skills used for fine woodwork were not required at this stage, but are more useful at the second stage. So, focus on general maintenance/conservation skills at first stage, build on these at second.'*

**Richard Titchener, Sea-Change Sailing Trust**

*'We are talking 'skills' here - skills are acquired by repeated application under a master in a working environment. If we end up producing something that others think can be taught in a classroom we will have failed.'*

**John Wylson, Excelsior Sailing Trust**

## Core Skills and Understanding

Partners have also reinforced the elements needed in the programme to meet the skills gap and identified those skills and knowledge that SHTP trainees have acquired as they see it. These are:

- Basic traditional seamanship skills and knowledge not covered by other organisations already
- Rigging and sail making - on vessels with different types of rig e.g. gaff, lug and sprit
- Basic sailing tuition in an historic environment
- Basic maintenance - use of materials, caulking, etc
- Traditional associated crafts and skills - woodwork, metalwork
- Conservation management
- Recognition or accreditation of the core skills and working in historic environments followed by a menu of modules which look at areas in more detail
- Different ways historic vessels are and can be interpreted
- Conservation principles and methods

For future training programmes, partners identified that trainees needed to have some elements reinforced and taught at the start of the programme in order to increase understanding about the history of the sector whether wishing to work in the curatorial field or on operational vessels:

- Common terms and language used on historic vessels
- Understanding the history and use of vessels as they were intended
- Understanding the different kinds of vessels used for different industries and in different parts of the country
- Boatyard experience

## Benefits for Partners

Several partners initially saw the programme solely in terms of offering a trainee placement and as the programme developed have seen many other benefits to their own organisation and the wider sector.

At networking events, through project records and evaluation interviews carried out after the programme has ended, partners have identified significant benefits from being involved in SHTP. Many describe being able to connect better across the sector, they have learnt more about how to deliver training and revisited how they approach their own work. Staff at Scottish Fisheries Museum benefitted greatly from the specialist skills of their trainees in conservation work and Trinity Sailing Foundation identified skills from their trainee they could use with new audiences.

*'We've made links with other organisations, benefitted from the work of two very competent and committed trainees, and been able to support the sector. For us it was also a huge learning curve to put together and deliver the course at the start of the programme – this included contributions from staff across the organisation and in other institutions. It was a great CPD opportunity for staff and we all learned through the process – hopefully we were able to impart some of that to the trainees!'*

**Linda Fitzpatrick, Scottish Fisheries Museum**

*'Most professional operators in the sector are aware of each other, but actually working together is much more beneficial. An important legacy would be the encouragement of more interaction between the players. For example, we should all be attending an annual Historic Ships Conference. Most vessel operators consider this as something specifically for the museums, but it is a very good opportunity to promote the importance of skills (which is what the partners are all about) rather than just the artefacts.'*

**Ben Wheatley, Trinity Sailing Foundation**

## Case Study

Ben Wheatley

Operations Manager and Skipper - Trinity Sailing Foundation



The programme was welcomed by Trinity Sailing Foundation as an opportunity to guide the learning of a future employee within the sector.

*'One of our trainees grew with confidence in his skills and we were able to give him more responsibility. He had identified areas he wanted to develop and we gave him direction and more practice. The project did meet my expectations and was an opportunity to train our partner staff alongside SHTP trainees so they benefitted too.'*

What was the most important outcome of the project?

*'If future candidates have done the traineeship we know they are at a certain level of competence - it gives us as employers, insight into the competence of an individual in relation to operating historic vessels and understanding the significance of them.'*

*I welcome people moving around different vessels bringing in new ideas and learning from other people – we hoped to help in rejuvenating the sector by bringing in new people.'*

As with other partners, learning within the organisation took place in recognising and sharing expertise across the sector. However, Ben would like more future opportunities for staff within his organisation to attend masterclasses and specialist training days.

*'Masterclasses in the sector would be important for us all in sail-making, wire splicing, for example, and cost should not be an issue if it helps refresh skills and share expertise between craftsmen.'*

## Case Study

Richard Titchener

Sea-Change Sailing Trust - Executive Officer and Primary Skipper



Sea-Change Sailing Trust was a partner involved in early discussions and the specialist working group which preceded the programme. The commitment to the project was seen as a mutually beneficial partnership:

*'For us we had a subsidised extra pair of hands and we give an understanding over a long period of time about operating aspects of the vessel. The time we put aside to contribute to the programme helped to show the context of operational skills needed both in the past and now.'*

SHTP was designed to meet a skills gap in the sector - has it met this need?

*'There is nothing like this course seen from an employer's point of view. This was a bold experiment and the first time it has been attempted - to have no dropout rate and almost all trainees in the sector at the end is an enormous tribute to the planning and running of the project. The sector now has a pool of knowledgeable people in the*

*next generation who can actively network as individuals and expand their connections with each other.*

*I want the trainees of the Shipshape Heritage Training Partnership to take away the belief that it is still possible to operate these vessels in pretty much the same way they were designed to be run and that means they are not theme parks, they're real.'*

There has been further impact on Sea-Change Sailing Trust beyond the aspects seen as the main purpose of the training programme.

*'The group sail showed me how there are differences between operating vessels and how we can engage the knowledge and skills already present in the sector to enhance our training. Working with trainees as young people refreshes how you think about things and how you approach the work. We now look at our work in a structured way in order to offer training.*

*We have benefitted from a raised profile being part of the project and would be very interested to help shape and take part in another programme like this.'*

## Case Study

### Scottish Fisheries Museum

Linda Fitzpatrick, Curator

*'We saw it as a worthwhile opportunity to do this, many of our volunteers are aging, skills are starting to drift. It was unique to have a training programme which was not prescriptive about whom it was for e.g. graduates, boat builders. We have people volunteering who join us from a variety of backgrounds and skills - fishing industry, yachting, ex-Navy, and people with no prior knowledge and in a way this reflects the wider sector and vessel owners. The trainees also had different levels of skills and interests. Our Boats Club has people who do repairs, maintenance and joinery, crew the boats, work with the public and help with interpretation or market the museum for us. It was useful to show all of these skills to trainees and also benefit from their own skills and knowledge.'*

What impacts did the programme have on the Scottish Fisheries Museum?

*'This was also an opportunity to be involved in a partnership programme to get to know more people in the sector and look at other business models to compare. We have found it valuable to have the contact with other partners and build on this exchange so that we learn and share.'*

*'It has made us look at the value of training people outside of their own areas of work so that they have a rounded view of the world of historic vessels.'*

Linda also identified a wider sector issue where there needs to be more crossovers as shown through the SHTP programme:

*'We are interested in the balance between theoretical and academic and the operational side - they are quite separate at the moment and this programme shows that they complement each other.'*

## National Historic Ships UK (NHS-UK)

As an umbrella organisation and independent advisory body for the sector, NHS-UK saw its role as lead partner in this scheme and used the Skills for the Future funding programme as a way to bring together five organisations that might not otherwise have had the capacity to organise and administer a training project of this kind or scale.

Whilst not directly delivering the training, NHS-UK was responsible for submitting and developing the project bid, then administering the programme including budget management, employment and pastoral care for the trainees, reporting and claim process to HLF, match funding, placement and rotation organisation, as well as overall management and steering of the scheme.

Despite being a UK-wide organisation, NHS-UK has only a small team of paid staff and the SHTP project therefore had a considerable impact on its operations. The NHS-UK Policy & Project Manager had overall management and responsibility for the scheme, with support three days per week from the dedicated SHTP Project Co-ordinator. Assistance was also sought from the NHS-UK Office Manager who helped co-ordinate the project finances within the overall NHS-UK budget.

*The project had enormous value for NHS-UK in terms of raised profile, developing key relationships with partners and other leading bodies, the skills mapping exercise which was an integral part of the scheme and in allowing NHS-UK to take the first steps in addressing the identified skills gap. NHS-UK also benefited from the experience of managing a project on this scale for the first time in terms of learning and evolving best practise'*

**Hannah Cunliffe, Project Manager**

Most valued elements:

- Significance of the project and raised profile within the sector
- Experience of managing a large funding award
- Working with multiple partners and managing expectations
- Developing the Crew swap feature in response to sector needs
- Developing an Alumni Association to bring together trainees from this and previous projects
- Networking opportunities across the sector and with other umbrella organisations
- Starting to address the identified skills gap
- Developing a series of competency units to make future training more consistent

## Case Study

Francesco Marrella

SHTP Project Co-ordinator, Year 2



Francesco started his career with a BA in History of Art followed by a Master in Arts. He worked at Musicom.it and as a freelancer on many different educational and cultural projects: from organising learning programmes, to coordinating production of events, films and books. He organised and led workshops for adults and young people collaborating with the CEM (Centre Education on Globalisation) on a training programme about traditional craftsmanship in different Italian regions.

In England, he worked with an interfaith charity assisting with the development of an art programme, and a contemporary art gallery focused on promoting artists from the Middle East before starting work in

the National Maritime Museum as volunteer in a special team for the development of the Re:Think Space, the first gallery based on informal-learning principles. Assisting the Curator gave him an insight into museum good practices, project management, cross-departmental networking and partnership establishment.

*'The role of SHTP Project Co-ordinator immediately attracted me because it was a chance to work on a unique project aimed at saving traditional skills.'*

*I learnt far more than I could have expected. I had the chance to deal on a direct line with HLF and therefore gain a deep understanding of major funding processes. On this point, I found it fundamental to participate in writing the first draft for a potential SHTP 2 bid. Capitalising on this experience and on the knowledge acquired I particularly enjoyed learning how to plan and bring together in an expendable way the future development of a National project.*

*Before working as Co-ordinator I had never had the weight in terms of negotiation to deal with partners and other institutions and I established many new relationships both for me and NHS-UK. Although being a Co-ordinator, I was treated as a manager, and in the last months I acted as a manager to a certain extent. This was possible only because I was enjoying having those responsibilities, and had developed a pure love for what I was doing and my manager had full trust in me.*

*I am still amazed and proud seeing the changes that the project has generated. I enjoyed having a practical confirmation that culture can become a catalyst for change and the focal link of a system connecting economy, people and heritage. Personally, I gained an invaluable understanding of the British culture. The first time we set the sails on Reminder during the group sail is a moment I will never forget. I will take the self-esteem and belief that I am now at a fundamental stage of my career. I am now able to consider myself as a proper all-round (potential) project manager.'*

## Case Study

Amy Atkinson

Human Resources Royal Museums Greenwich



Amy supported the project from the Royal Museums Greenwich Human Resources department, working on recruitment, contracting, personnel administration and taking part in the inductions on site in both years. Usually based at the National Maritime Museum, Amy expressed that she had found it useful to work across the Shipshape Network and see how training can be offered in a non-traditional museum route.

*'I have had an insight into the heritage industry and I didn't realise how widespread the network of historic vessels is. It has given me more awareness of the different routes for training and different aspects of skills available to support the sector both from the museum side and from the operational side. It was interesting seeing the different backgrounds of the trainees and where they were looking to work afterwards.'*

*It is unusual to see that all positions were filled either with study, paid or voluntary work, the course was completed and 7 out of ten trainees have paid employment at the end of it. I think this is a unique training course which has elements useful to all people working with historic vessels whether in education, conservation and museums or the wider heritage industry.'*



# SHTP Conclusions

## Achievements and Legacies of SHTP

The evaluation and records of the project conclude that SHTP 'Skills for the Future' project was seen as successful by trainees, partners, stakeholders and the lead organisation NHS-UK. In terms of planned outcomes for the Skills for the Future programme, SHTP has achieved its objectives and has been shown to exceed expectations and outcomes for trainees and partners.

- 10 trainees have completed all elements of the Shipshape Heritage Training Partnership (SHTP) programme learning the core skills of conserving, maintaining and operating historic vessels. All have completed boat maintenance modules, conservation placement and placements working on board historic vessels. All have Skills Passports and five completed detailed personal projects
- 9 trainees are now in paid and voluntary employment in the maritime heritage sector trained in operating historic vessels with contacts and experience of working for 5 leading maritime organisations in the UK
- New learning units in Historic Vessel Maintenance have been developed and can be delivered as part of a future course at the International Boatbuilding Training College, Lowestoft
- Masterclasses in sail making, and specialist rigging were completed by all trainees at IBTC. One member of staff at the College has been upskilled to deliver specialist elements of the historic vessel maintenance course in-house in future. Two members of partner staff have been upskilled through a masterclass in sail making
- A group sail was introduced in Year 2 which proved of great benefit to trainees in promoting teamwork
- A skills mapping exercise has been carried out to develop a series of competency units as the basis of setting up future accreditation and a final report produced (Appendix 5)
- Trainees completed a range of professional qualifications for personal development and three Year 2 trainees received bursaries from Trinity House/ASTO to undertake additional RYA qualifications.
- An SHTP Networking Day was held at Royal Naval College, Greenwich in January 2016 where all Year 2 trainees delivered presentations about their experiences to 60 representatives from the sector.
- The Shipshape Network website hosted project pages across five regions to promote the project in the sector and an SHTP film has been produced and is hosted on YouTube entitled '*Learning the Ropes*' and promoted via social media. Project blogs, from partner organisations and trainees' personal blogs have also helped to promote the project wider.
- Conservation work has been carried out on five historic vessels on the National Historic Vessels Register with match funding from the PRISM Fund

- An alumni association MAST (Members and Shipshape Trainees Association) has been created to sustain sector networking amongst skilled practitioners on historic vessels and keep NHS-UK in contact with the trainees and individuals associated with this and other similar projects.

As a result of the two-year programme:

- The programme is seen by employers as a standard of skills and knowledge because of the range of teaching in the course and experience and reputation of the training partners
- Potential financial support has been offered by IGKT towards future training and masterclasses
- Partner organisations are keen to continue and offer placement/leadership in shaping a future programme
- There is interest registered by other historic vessel organisations to take part and contribute to a second phase of SHTP programme

*'If future candidates have done the traineeship we know they are at a certain level of competence - it gives us as employers insight into the competence of an individual.'*

**Ben Wheatley, Trinity Sailing Foundation**

The following have been identified as additional achievements from the project which were not planned but which have developed during and subsequently to the project.

- A national Crew swap online system has been launched for the sector which matches vacancies for skilled crew across the UK with experienced individuals
- Stronger partnership working has developed between 4 leading historic vessel operators and the Scottish Fisheries Museum raising awareness of individual specialist skills across the sector
- There is a sense of increased cohesion and new networking opportunities for historic vessel professionals and maritime heritage organisations to share best practice
- Partners have recorded elements of organisational learning and CPD opportunities for their own staff in re-assessing in-house skills and learning how to deliver training directly

## Lessons Learnt

### About the process

There was a considerable amount of organisation undertaken by NHS-UK to set up the annual programme; meeting the needs of partner organisations, ensuring a high quality set of training modules could be delivered, providing contracts and personnel support for SHTP trainees, planning rotations and placements including travel, accommodation, arranging partner agreements, setting up monitoring milestones, responding to individual trainee needs, adapting the courses to improve and create better opportunities for learning, ensuring resources and tools for each trainee, arranging mentor opportunities, arranging a sector Networking Day, promotional opportunities about the project, managing funding and reporting back to the Heritage Lottery Fund.

This was delivered over 24 months by a small staff at NHS-UK with changes within the staff halfway through. The Programme Manager's time given to the project was a portion of a full time role and the Project Co-ordinator was a part-time role. This was a significant achievement which has been recognised at the Networking Day by the sector. The amount of organisation and work required to deliver the programme needs to be taken into account when considering sustaining the programme, either by applying for further *Skills for the Future* HLF funding for a second programme or seeking other external funds. There is scope to identify partnership working which helps to take part of the management of a training programme further into the sector with in-kind contributions from a wider network of partners.

During the process, there were practical issues highlighted which were learnt and addressed over the course of the programme:

- acknowledgement of the tight planning and schedules of sailing organisations which need to accommodate placement periods
- the need to use different methods of communication (e.g. social media, telephone calls) to ensure effectiveness during the project
- the need to modify the skills record/passport to take into account different placement environments and ensuring partner and trainee commitment to take responsibility for completing it
- The importance of clarifying the roles of partners and mentors and communication with trainees before placements to plan individual training needs.

## Conclusions from the SHTP Project



The programme has been a successful example of a 'Skills for the Future' project of transferring heritage skills to younger entrants in the historic vessel sector who are now using those skills in their career and will be able to continue promoting and passing on their knowledge within the sector. In addition, they

have a strong understanding of the background to the life of historic vessels, their fabric, significance and their existing and potential uses today. Several trainees now work in conservation of maritime heritage having operated vessels or work in roles developing craftsmanship in skills associated with historic vessels.

Furthermore, the project has energised the sector to continue addressing the skills gap, having seen the success of SHTP and partners experiencing the benefits of working across organisations for mutual and sector benefit.

The project has identified the crossovers and connections between working historic vessels and conserving historic vessels which is now helping to widen a second training programme plan to include more partners from each specialism.

There have been lessons learnt through the process of the project which highlight the need for a longer planning period for NHS-UK and partners to establish placement periods and clarify roles of mentors, partners and trainees, reworking the training record format for trainees to match the needs of trainees working in very different environments during the project, with records needed to demonstrate the acquisition of skills.

Feedback from historic vessel organisations who were partners shows that they have valued the training in core skills and would like to see increased emphasis on introducing the history of seamanship, the historic context for vessels alongside showing the range of operations in the UK today.

The highest value element of the programme identified by trainees and partners was hands-on experience on vessels and the chance to experience different vessels and their needs. The accumulation of this experience is of great significance to future employers. Working as a team was also identified as important and great value has been put onto the Group Sail which was introduced in response to the needs of the cohort in Year 2.

There are different approaches and opinions about looking after different kinds of historic vessels which have been seen and understood more between partners. There is scope to include this balanced debate as part of a future course which explores the reasoning behind different approaches.

The obvious success of SHTP is due to a number of factors which have been recorded through the evaluation process. The following are highlights of the main success factors identified:

- The strategic planning by NHS-UK which has seized an important opportunity to start to effect change in the sector where there is a clearly identified skills gap
- Extremely thorough organisation throughout and especially preparation at the start of the project enabled a speedy recruitment process and ensured the quality of trainees recruited. This was critical to ensure that the schedule of the project did not slip given that the placement scheduling with partners was very season specific
- Commitment from the central management in working with RMG personnel staff to ensure that the system of payment and management of trainees could work outside of a bursary system
- The commitment and skills of the Project Co-ordinator in Year 2 to ensure improvements were swiftly put in place and communication was a priority ensuring effectiveness of the programme overall
- Building in experience of a range of vessels on offer in a year-long course
- The effective planning and expertise to contract new learning units at IBTC

- The commitment of sector experts in delivering units through Masterclasses
- The commitment from Partners to deliver consistently and in some cases, despite organisational changes and changes in staff
- The flexibility of partners/hosts to adapt placements tailored to trainees' needs was a success factor in increasing skills and employability for trainees. Partners allowed trainees to take on more responsibility when they felt ready and were seen as able to
- The Shipshape Network website and social media was vital to communicate within the project and promote the programme to the sector.

The project was open to applicants who had taken different routes into the sector and showed how transferrable traditional skills can be particularly between those working in operational historic vessels and curatorial or conservation settings. This shows that there can be greater movement between those working in different organisations in the sector which is further supported by the new Crew bank initiative. In the sector there is better awareness that specific organisations are attributable to different techniques and core skills which leads on to creating a system of recording these for further cross sector training opportunities.

## What Next?

The programme has been a catalyst to start meeting the skills gap in the historic vessels sector and has led to NHS-UK being able to take a skills framework to training associations and providers seeking accreditation scheme(s). There has been interest shown from other organisations in the sector in becoming partners in a future programme and recognition across organisations of industry expertise which can be used to train more new entrants showing different techniques of traditional skills across different vessels.

NHS-UK has started planning a training programme which provides core skills for those taking the curatorial route and operational vessel route with crossovers between. Other partners are being identified so that the training programme brings together more disparate organisations. SHTP is an important advocacy tool and provides an opportunity to demonstrate a successful training programme for the sector. It is also indicative to the wider heritage/tourism sector of what value the historic vessel industry delivers and potentially could deliver through increased partnership working and innovative approaches to revitalising the sector.

*'We should not be afraid of blazing a trail, because no other organisations exist that remotely cover what we are trying to do.'*

**John Wylson, Excelsior Sailing Trust**

*'I would contend we would all benefit from the opportunity to take time to sail our vessels with the trainees where the objective is not helping sail training clients (customers) but ourselves and our trainees. I recommend building time and funding into a future programme to enable this to happen. It will mean blocking time out of a schedule to fit it in, but it will be immensely valuable to the overall objective.'*

**Richard Titchener, Sea-Change Sailing Trust**

*'I hope there can be a legacy from the partnership for modular training in vessel operation in the historic fleet.'*

**David Newberry, NHS-UK Council Member and Mentor**



# Appendices

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 1: Trainee Job Description



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through the Heritage Lottery Fund



### **Shipshape Heritage Training Partnership**

#### **Job Description: Trainee**

#### **Summary of Training Programme:**

The Shipshape Heritage Training Partnership is funded by *Skills for the Future*, a Heritage Lottery Fund programme, to create new opportunities for work-based training in the heritage sector. Five organisations will each support a 12- month placement to enable a new generation of people to develop essential skills in maintaining, handling and interpreting historic vessels.

Five trainees will be given opportunities to learn and develop these skills, which will help them to pursue a career in the historic ships sector. The placements will focus initially on learning key foundation skills needed by anyone seeking a career in sailing vessels up to 24m and will then build on this foundation with the more specialist skills required for the historic ships sector.

As well as working on the host vessel, each trainee will spend time on other historic ships within the partnership through a short rotation programme. They will also visit other historic ships while on the conservation/interpretation element of the course.

#### **Reporting to:**

This post will report directly to the National Historic Ships UK Project Co-ordinator. On a day-to-day basis each trainee will be supervised by the Skipper or equivalent of the host organisation. A mentor will be assigned to give pastoral support.

#### **Purpose of the traineeship:**

- To work to develop and learn the skills necessary to maintain, operate and interpret historic vessels in line with the principles set out in the NHS-UK publication 'Conserving Historic Vessels'
- To participate in the training process, including completion of the Skills Passport to record achievement
- To participate in day-to-day activities of the historic vessel where you are based
- To participate in a varied training programme, including external courses and vessel rotations

#### **Key Responsibilities:**

- Taking part in vessel operations as a full member of the host team, including frequent

sailings, deckwork, vessel handling skills and ongoing ship husbandry

- Taking part in rotation and other activities to gain a rounded experience and understanding of different historic vessels
- Completing the Skills Passport to record achievement
- Completing a conservation management plan (under supervision) for your host vessel
- Taking part in all duties associated with being on board, including maintenance, handling ships, cooking, cleaning etc
- Being responsible for the health and safety for yourself and others
- Working alongside experienced crew members to learn traditional maintenance skills including use of specialist tools, traditional rope work, sail repairs, rigging and basic joinery
- Assisting in welcoming clients of all backgrounds including school groups and helping them learn about and understand the vessel

#### **Qualifications, Skills and Aptitude:**

##### **Essential**

- Grade C or above in GCSE or equivalent in English and Maths
- Able to communicate effectively in English, both verbally and in writing, to understand instructions for equipment and processes and to supervise other crew
- Being flexible, self-motivated, disciplined and passionate about a long-term career in historic vessels with an aptitude for life on-board
- Demonstrable physical fitness, good spatial awareness/hand-eye co-ordination, and good at practical tasks
- The ability to work independently and as part of a team, and having good people skills
- Good organisation skills – the ability to allocate duties, prioritise activities and meet deadlines
- Problem solving skills – the ability to think clearly and work logically through difficult situations at sea

##### **Desirable**

- Confidence in dealing with a wide range of people from diverse backgrounds
- Computer literacy: intermediate knowledge of using standard office packages, email systems, social media and internet search engines (e.g. Google)
- Previous experience of working in the maritime heritage sector

**Shipshape**

**Heritage**

**Training**

**Partnership**



## **Training Plan November 2013**



## **SECTION 2: THE PROJECT**

### **2.1 SUMMARY:**

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

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

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

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

### **2.2 DESCRIPTION OF KEY SKILLS**

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

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

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

- Conservation and Interpretation: future crew/staff working with historic vessels will need to have a good understanding of conservation ethics and how to explain the significance of the

- ships and their history to the public if the ships are to have a sustainable future;
- Maintenance: although general maritime maintenance skills are widely taught, we are including more advanced specialist maintenance skills in our training programme to ensure best practice is followed and to give a solid and inclusive foundation to all trainees, some of whom may not have previous experience. Some key maintenance skills on historic ships differ from those used on contemporary vessels and this training is not offered elsewhere;
- Operation: as stated earlier, the skills needed to work historic vessels correctly and safely are rapidly disappearing; many current operators and crew members have not had skills and experience handed down to them; the skills are mainly concentrated in an aging workforce; and there are no suitable qualifications available to learn these skills formally

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

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

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

# Shipshape Heritage Training Partnership

## Individual Project Training Plan and Passport



### FIRST PERIOD AT IBTC

**Skill:** Specialist tools – use & maintenance of hand & power tools, sharpening of tools, planes & chisels, make & use traditional tools such as marlin spikes, caulking irons, serving mallets etc


Assessment	Level	Comments	Example of Work	Date	Signature
Formative – carried out during the course/ placement to give feedback and aid learning	2	FINDING IT HARD TO PLANE TO A LINE	PLANE, BLADES CHISELS	16/3/15	LG
Formative – carried out during the course/ placement to give feedback and aid learning	3	FINDS IT HARD TO GRIND TO THE ANGLE	CHISELS PLANE IRON	17/3/15	LG
Summative – carried out at the end of the course (or element of the placement) to show final standard	3	MORE PRACTISE	"	18/3/15	LG

**Skill:** Basic joinery skills including timber identification, which wood is used for what, different cuts of wood, using the grain, shaping timber square and flat, simple joints, scarp joints


Assessment	Level	Comments	Example of Work	Date	Signature
Formative – carried out during the course/ placement to give feedback and aid learning	2	TRY'S HARD-	SCARP JOINTS OIL-STON BOX	18/3/15	LG
Formative – carried out during the course/ placement to give feedback and aid learning	2	FINDING IT HARD TO PLANE LINES	"	19/3/15	LG
Summative – carried out at the end of the course (or element of the placement) to show final standard	3	GOOD TEAM PLAYER NEEDS MORE TIME	"	20/3/15	LG



**Skill:** Safety on traditional vessels (1 of 2): understanding use of heavy gear without modern aids e.g. block and tackle rather than winches, parbuckling, pulling using whole body weight, using a burton etc; manoeuvres at sea; going aloft / on the bowsprit at sea;

Assessment	Level	Comments	Example of Work	Date	Signature
Formative – carried out during the course/ placement to give feedback and aid learning	5	Good & safe understanding of all deck equipment	Using capstan for anchoring, windlus for bob stay tension	16 Sept 2015	
Formative – carried out during the course/ placement to give feedback and aid learning					
Summative – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Safety on traditional vessels cont (2 of 2): anchor work and traditional ground tackle; emergency procedures, use of lifejackets, harnesses, survival suits; fire fighting, dealing with flooding, including clearing pumps and strum boxes, collision procedure, launching life rafts; safety procedures – looking out for loose gear, chafe etc

Assessment	Level	Comments	Example of Work	Date	Signature
Formative – carried out during the course/ placement to give feedback and aid learning	4	Would not get a 5 till attended professional flood & fire course	Take Maintaining Fire pumps.	16 Sept 2015	
Formative – carried out during the course/ placement to give feedback and aid learning					
Summative – carried out at the end of the course (or element of the placement) to show final standard					

## Appendix 4: Partner Evaluation Form Example



### Shipshape Heritage Training Partnership (SHTP) Project Partner Evaluation: Year Two

This evaluation looks at key aspects of the project in year one. Please indicate Yes / No and give any additional feedback.

Name of person completing this form and of relevant partner organisation	
--	--

#### 1. Recruitment & Selection Process

	Y/N	General Feedback
Were you happy with the way NHS-UK managed the recruitment & selection process?		
Did you feel the level and quality of applicants matched your expectations?		
Did you feel holding the interviews on a barge was an important element of the interviews?		
Any other comments		

#### 2. Vessel Placements

Did the length and timing of the host vessel placements work well for your organisation?	
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## Appendix 5: Rotation Evaluation Form Example



### Shipshape Heritage Training Partnership (SHTP) Project Rotation Two: Partner Evaluation

This evaluation looks at key aspects of Rotation Two. Please indicate Yes / No and give any additional feedback.

#### 2. Performance of visiting trainee


Did you find the trainee had sufficient base skills to be a useful part of the crew?		
Did the trainee integrate well with the crew and supervisor?		
Were there any performance issues?		
Did you receive any useful feedback from the trainee on his/her experience?		
Were there any particular skills that your supervisor was able to pass on to the trainee?		
Did the supervisor complete the relevant section of the training passport?		

## Appendix 6 Extract from an Example Personal Project

Conservation Management Plan

### Steam Tug 'Brent' (TID 159)

Steam Tug Brent Trust, Maldon, Essex



Brent on minesweeping duties for the PLA on the Thames. c.1945-50

Daniel Taylor

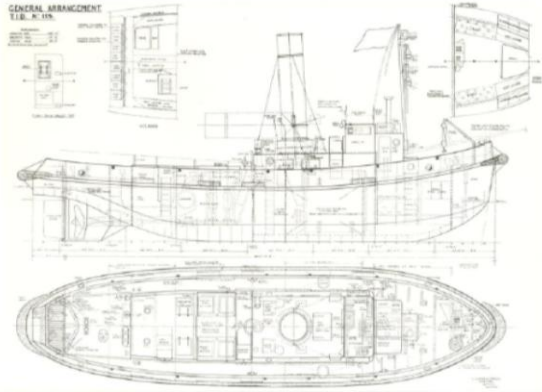
#### 4. Understanding the boat

"The right decisions about conservation cannot be made without a real understanding about the vessel in question. This means finding out not only about the history of her fabric but the whole story of her life. If a vessel is no longer operational, this includes her original life at sea, as well as what has been done to her and what activities she has been involved in since. It is very important to put aside all previous assumptions and look at her again with fresh eyes"

National Historic Ships, *Conserving Historic Vessels Volume III*

#### 4.1 Designers and Builders

TID 159 was built by William Pickersgill & Sons of Southwick, Sunderland in 1945



The idea of a prefabricated hull was taken from the Americans. However, the vessel design, development, and manufacture were done directly from the admiralty.

In 1943 an order was made by the Admiralty section of the Ministry of War Transport to:

"Design, organise and start work immediately toward achieving in the shortest possible time, the delivery of one tug per week using in the process, little or no shipyard labour".

## Appendix 7: Skills Mapping Report



UK-WIDE NETWORK *for*  
**SHIP CONSERVATION**  
National Historic Ships UK

### **Report summarising Skills Mapping Activity for the Shipshape Heritage Training Partnership (SHTP) Project 2014-2016**

#### **Background**

In 2014, National Historic Ships UK (NHS-UK), in partnership with a range of traditional vessel operators, launched a project grant-aided by the Heritage Lottery Fund with match funding from the PRISM Fund and the International Guild of Knot Tyers, under the title, *'Shipshape Training Heritage Training Partnership'* (SHTP).

The participating partner organizations were:

- Scottish Fisheries Museum – historic vessel 'Reaper'
- Excelsior Trust – historic vessel 'Excelsior'
- Trinity Sailing Foundation – historic vessels 'Golden Vanity', 'Leader', 'Provident'
- Sea-Change Sailing Trust – historic vessel 'Reminder'
- Dauntseys School – historic vessel 'Jolie Brise'

The aim of the project was to help arrest the decline in the traditional seamanship skills that are integral to the future of the UK's operational historic sailing vessels.

To achieve this, over a 2 year period, ten trainees were offered a 12-month placement with one of the host partner organizations and were given the opportunity to learn the range of skills necessary to operate, maintain and conserve each of the historic vessels listed above. In parallel to the trainees' placements on board the various vessels, work was implemented by a training and development specialist to both identify and record the specific skills that these trainees needed to develop, including examining the sailing skills during the season and the practical skills used when laying up and maintaining the vessels over the winter months. This work was implemented with a view to developing some form of training or assessment programme that could be used by vessel owners/operators in the future.

#### **Approach**

Initial activity by the consultant was a desk-based research exercise, focusing on identifying what literature was already in existence in regards to 'traditional sailing' skills. This phase found that whilst there were some well known texts, i.e. 'Hand, Reef and Steer' by Tom Cunliffe, and 'Gaff Rig Handbook', by John Leather, very little else was available which had been written in the past 10-15 years. Internet searches also proved limited. Whilst internet sources did provide many indexes of traditional boat terms or short video clips of one aspect of traditional sailing, there was little available covering the full spectrum. Vessels within the partnership also provided examples of their own training documents and vessel manuals as background reference to the type of skills they were

passing on to the trainees.

From the aspect of tools designed to reflect ‘competencies’, reference was made to the UK National Database of Occupational Standards. This website provided access to a wide range of documents which defined best practice for those working in more modern/conventional marine contexts – in particular, the merchant marine sector. Of particular use were standards that reflected team working, responding to incidents, planning etc. Although these were not ‘traditional’ skills, they did describe essential skills that crew members might need and could, it was judged, be adapted to reflect the needs of the traditional sailing sector.

Following the completion of the desk-based research phase, a series of visits were planned and undertaken to each of the 5 participating vessels and key personnel associated with them. The meetings that followed sought to understand in more depth the type of skills that vessel owners looked for when recruiting crew members and the specialist skills that they required. Of particular significance during this phase was the recognition that different vessels and operators had varying requirements and approaches to the management of the historic vessel that they worked with. For example, ‘Reaper’ was operated purely as an extension of the Scottish Fisheries Museum and an ambassador for the Museum, being primarily sailed by a volunteer crew for attendance at festivals and events during the season. On the other hand, ‘Jolie Brise’, being attached to a school, was used largely for sail training and occasional charter work, operating under a professional crew with the other team members sailing on board having limited previous sailing experience. Therefore, the skills that individuals needed to operate these vessels differed.

Following these visits initial drafts documenting a set of ‘standards’ were developed. These were produced using a combination of information taken from the texts referred to above, the occupational standards obtained via the internet, as well as the points raised during the interviews with partner organisations.

The drafts were then shared with representatives of the project steering group and the vessel operators. Amendments were made. Over the course of the project, approximately 7 separate drafts of the standards were produced, reflecting on additional comments that were provided.

**Themes identified:**

From the project outset, it was identified that a key challenge would be to define and separate out the ‘traditional’ skills from those more associated with ‘modern’ approaches to sailing and boat control. Some distinctions could be made very early on. This included the differences in the types of equipment used, for example:

- Using cleats and belaying pins rather than clutches
- Controlling a boat with a long keel rather than a fin keel
- Understanding the limitations of natural materials rather than synthetic – i.e. sail cloth, wood rather than GRP.

It also became apparent that in some instances the skills and knowledge needed to sail a traditional vessel were not totally redundant in a modern setting. For example, taking a compass bearing to ensure that an anchor was holding well applies equally to a modern 40ft Bavaria as it does to an 80ft

Brixham trawler. Therefore, it could be argued that many 'traditional' skills are still needed in a modern sailing context.

Another contrast was in regards to the nature of the roles that different trainees had on the various vessels. As has been highlighted earlier, in some contexts trainees were employed in a bosun or second mate role with the requirement that they engage with groups on board sail training vessels. Other trainees had a more curatorial role as part of a living, sailing exhibit. In these instances, care had to be taken to separate the 'traditional' skills from the team work skills that their wider role required. For example, crew on board 'Leader' or 'Reminder' would need the skills to enable them to communicate effectively with inexperienced/novice/disadvantaged crew members or charter guests in addition to being able to sail the vessel effectively.

To help structure and categorise the skills and knowledge that would be examined through the project, a document referred to as a 'Functional Map' was developed. This took the form of a single page, on which was listed the areas of skills and knowledge that would need to be described, with sub-headings (referred to as 'units'). A copy of the final draft Functional Map is provided at Annex A. The main headings listed the broader areas of skills and knowledge required and included handling the boat, communicating with other crew members, implementing maintenance, working with the general public etc.

Over the lifetime of the project, the headings and sub-headings were revised and amended to take account of feedback.

### **Development of documentation**

For each of the skills and knowledge areas explored, a learning 'unit' was developed. Each unit was devised to list the essential areas of skills and knowledge required to achieve a particular task. The structure for the units followed industry standard for defining and developing 'competency' statements. Each of the units had the following components:

1. A clear title, which indicated the content
2. A series of 'Performance Criteria' which listed the practical activities needed to achieve the specified task. These were set out in sequential order and used verbs and language which would enable them to become benchmarks
3. A series of 'scope' statements. These listed the scenarios/materials and other variables that would need to be taken into account depending on the type of vessel being sailed or the nature of the participants.
4. A series of 'knowledge' statements. This listed the essential knowledge and understanding that an individual would need to enable them to be able to complete the technical aspects of the task.

Like the Functional Map, individual units were consulted upon in order to refine their content.

### **Testing and consultation**

Three forms of consultation were applied. Each of the early draft and latter draft units was consulted upon by sending copies to project participants and individuals/organisations interested in the project outcomes. This helped to refine the language used, and in particular, specialist nautical terms.

The units were also tested during a group sail for all of the 2<sup>nd</sup> year trainees whilst on board the sailing barge 'Reminder' in November 2015. This took the form of observing one or two of the trainees, whilst benchmarking them against each of the units. This proved to be very useful and in fact generated a great deal of content/material. Time spent with the barge skipper also proved to be of great value to the development of the unit content.

The final drafts of the units were issued by NHS-UK as a sector consultation at the conclusion of the project. This generated some 30 responses and feedback from this was collated for inclusion in the published version.

### **Units application**

From the outset of this particular strand of the SHTP project, the intention has been to have a tool that would enable traditional vessel owners to have a definitive guide as to the essential skills and knowledge that would be needed to operate their craft effectively and safely. It is important to highlight at this point that the documents will have some gaps and areas where those using them will need to add information. Due to the diverse array of differences in approach and rigging systems – even on what may appear to be the same type of vessel, one definitive document stating how each type of rig should be used, is unrealistic. Therefore, the units may need to be adapted to reflect specific and local requirements.

However, what the units do provide is a framework for training and assessment. This may be by using their content to help influence the development of crew training schemes, as a tool to help assess the capabilities of potential new crew members, or as a means of training members of the public.

In addition, it is suggested that if used in parallel to existing schemes as devised by the Royal Yachting Association (RYA) or other accreditation bodies, the units could be developed into a useful scheme which would help to develop and assess sailing skills in a traditional boat context.

**David Tournay**

**Skills Consultant – Evolution Partnership**

**29 May 2016**



## Appendix 8: Sample Publicity Material



di sartame e lavora anche sulla Cutty Sark, chi ha trovato lavoro in un cantiere navale. Anche gli apprendisti di quest'anno sembrano sulla medesima strada. Il progetto ha conigliato con successo l'ambito museale e quello commerciale della marineria storica, fornendo personale qualificato sulla operatività e sulla teoria. La perfetta fusione delle due conoscenze sta portando un evidente beneficio all'intero settore. A quando qualcosa di simile in Italia?

**LANDING IN THE WORKING WORLD AFTER TWO YEARS ABOARD**

*Among the many endeavors undertaken by the National Register of Historic Vehicles, the Shipshape Heritage Training Partnership stands out. It is directed by Francesco Marella, one of many Italians who emigrated to Great Britain in search of a job worthy of their degree and masters earned in their homeland. The Partnership, financed for £ 260,100 by the Heritage Lottery Fund, is part of the Skills for the Future program. Here training lasts for two years and gives ten apprentices, assigned to five different partners, the opportunity to sail aboard a traditional sailing vessel. The goal of the project is to preserve traditional sailing knowledge, already nigh on disappearing.*

*Every specific type of sailing ship must be handled in a manner appropriate to its original design and characteristics; the same for upkeep and repair. Normal training is insufficient and systematic organization of precise capacities is necessary. During their two years aboard the apprentices are trained to work and maintain the sailing ships, by year long theoretical and hands-on courses. These skills prove crucial in providing a confident entry into the working world. Graduates have been employed as shipwrights, riggers on the Cutty Sark, and project officer at the Chatham Historic Dockyard. This year's graduates are following the same paths. The project has successfully combined results in the museum and commercial sectors of the traditional nautical environment, supplying the trade with qualified individuals both in manual and theoretical fields. The perfect fusion of these fields is bringing clear benefits to the entire sector. When will something similar ever happen here in Italy?*




## Signals

Skills training, a plan to build a new Cutty Sark, Falmouth marina plan scrapped, and Sir Robin Knox-Johnston to race again at 76

**SHIPSHAPE HERITAGE TRAINING**

### HLF apprentice scheme success

It's arguably one of the most successful training programmes around. The National Historic Ships' Shipshape Heritage Training Partnership project has been running for nearly two years with a £261,100 Heritage Lottery Fund skills grant to train ten apprentices in the disciplines and skills needed across a range of subjects with five core partners.

NHS received its grant in early 2014 enabling it to begin the programme with five trainees who have all since been employed in the industry. A second group of five are due to finish their 12-month training period in January.

Under the auspices of the National Maritime Museum in Greenwich the programme sent the apprentices out to the five partnerships who have acted as their main mentors for the year.

The partners involved in the programme so far are: the Scottish Fisheries Museum in Anstruther, Trinity Sailing in Brixham, the Sea Change sailing trust in Maldon, Dauntsey's School with *Jule Brise*, and the Excelsior Trust in Lowestoft.

Much emphasis is put on the practical aspect of sailing and looking after older craft – to preserve and run them as part of the UK's living maritime history. But the apprentices also begin their training with a month at the International Boatbuilding Training College in Lowestoft and are also ending their year with a second six-week stint there. During the year they spend a week or more at any of the other partners giving them a much broader knowledge of historic vessels and curatorial values for the fleet. So far apprentices have been aged from 21 to 30-plus and two girls completed the first programme last year. "With the success of the programme we are now hoping to secure more funding and to take the programme forward," said project coordinator Francesco Marella.

**The five trainees on *TSB Reminder* in November. L-R Hilary Titchener, Gabriel Clarke, Luke Duckworth, Francesco Marella of NHS, Olivier Fleynac, Daniel Taylor. Skipper Richard Titchener and Martin Hendy**



Top: from Arte Navale n.92, Feb/Mar 2016

Bottom: from Classic Sailor, Jan 2016



## Contacts

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[www.shipshapenetwork.org.uk](http://www.shipshapenetwork.org.uk)

### Partners:

#### Trinity Sailing Foundation

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#### Excelsior Sailing Trust

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#### Sea-Change Sailing Trust

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#### Scottish Fisheries Museum Trust Ltd

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### Training Provider:

#### International Boatbuilding Training College

Sea Lake Road, Oulton Broad, Lowestoft, Suffolk, NR32 3LQ  
T: 01502 2569663 E: [info@ibtco.co.uk](mailto:info@ibtco.co.uk)  
[www.ibtco.co.uk](http://www.ibtco.co.uk)

### Human Resources Support:

#### Royal Museums Greenwich

National Maritime Museum, Park Row, Greenwich, London, SE10 9NF  
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[www.rmg.co.uk](http://www.rmg.co.uk)