# Heritage Skills at Risk

## Research methodology and approach

**There is growing concern that vital skills across the heritage sector are at risk, threatening the capacity and ability to protect and preserve the nation's cultural heritage. Many specialist skills are already on a knife edge, with few practitioners, meaning that even minor workforce losses could have major impacts.**

This is made worse by a lack of sustained training to pass on critical knowledge, and a limited understanding of what future skills will be needed as the sector evolves. Without investment in both traditional and emerging skills, the sector risks becoming severely under-resourced.

While good work has been done to assess craft skills at risk, no such approach exists for specialist heritage skills. The Institute of Conservation has led a partnership including the Chartered Institute for Archaeologists, CITB, Communities NI, Historic England, and Historic Environment Scotland - to develop a shared methodology to assess skills risks across the heritage sector. Crucially, this includes evaluating demand to ensure any advocacy efforts are grounded in actual sector needs.

### 1) Form project steering group
- Pull together steering group with experience of material specialism to provide technical input into resarch.
- Group to advise on range of skills covered and provide industry insight to assess the validity of skills being identified as at risk.

### 2) Identify practitioner and employer and commissioner sample groups
- Identify special interest groups which fall outside of membership.
- Group to represent the full range of specialists in the sector, not just those within representative bodies membership / existing networks.
- Identify employer and commissioner group

### 3) Develop outline skills being assessed
- To provide a starting point as basis of further research and analysis.

### 4) Practitioner survey
- Survey of in the sector based on skills agreed list of skills.
- Used to assess volume of workforce with skills.

### 5) Client and commissioner survey
- Survey of client and commissioner groups

### 6) Review of skills areas
- Objective review of skills identified through survey to ensure consistency in nature of skills considered i.e. top level broad skills and highly specailised material / object specific skills

### 7) Secondary survey (if required)
- Only if required, to further assess specific skills gaps

### 8) Analysis of survey findings
- Supported by project steering group to assess findings from initial analysis of skill survey.
- Used to consider validify of risk identified and confirim inclusion on skills at risk reggister.

**1) Project Steering Group**

The purpose of the Steering Group is to ensure that there is technical input from practitioners who have a detailed understanding of the specific skills areas being considered as part of the research. Their role is to:

- ensure the full range of skills within an area of practice are being assessed;
- support the development of the sample group, and
- moderate survey findings.

The Steering Group should include 5 to 6 practitioners working in the area of practice being surveyed, including:

- experienced professionals with a broad understanding of the skill areas being considered;
- practitioners working in both the public and private sectors;
- those who employ or commission heritage services, and
- At least one education or training provider in the same or a closely related area of practice.

Steering group members should be identified by a short pre-screening survey sent those working in the area of practice being assessed. It may also include individuals who have been identified by the organisation conducting the research.

**2) Identify practitioner and employer and commissioner sample groups**

This research requires that two sample groups are identified to support the assessment of skills within the workforce, as well as the input of employer, client and commissioner groups  to assess the demand for those skills.

Practitioner sample

Having a full understanding of the total workforce size and working context is crucial to ensuring that the outputs of the research are accurate and reliable. It will be used to assess the confidence level in the survey findings (see below). This can be done by using combination of ONS Standard Occupational Classification (SOC) codes and the latest national census data from England & Wales, Scotland, and Northern Ireland. This should be assessed against data from representative bodies who are likely to have a more detailed breakdown of the specific skills areas being assessed.

The practitioner sample must include:

- current practitioners;
- those who have left the profession but remain closely aligned with the area of practice;
- individuals working in both the public and private sectors, and
- practitioners working across the geographical area being surveyed.

Employer, client and commissioner sample

This group will be used to assess the relative need for a particular skill within the workforce. ONS Standard Industry Classification (SIC) codes can be a useful starting point – this will give information on the number of employers, clients and commissioners using the skills being assessed. As with the practitioner samples, the input representative bodies and the Steering Group will be useful in identifying the specific employers in the sector. The sample should include:

- private sector employers; public sector employers (large and small), and
- those commissioning services, e.g. funders, auction houses, etc.

**3) Outline of Skills Being Assessed**

- Develop an initial list of skills related to the area of practice being assessed. This list should be broken down into a hierarchical structure of top-level and specialist skills.
- The project steering group should advise on the development of the skills survey.

**4) Practitioner survey**

Using the standard survey template (Appendix A) – survey the full stakeholder group identified through research.

- Survey to be incentivised to ensure strong uptake.
- Ensure that representative groups and allied bodies are engaged to share the survey as widely as possible to maximise uptake.
- Aim to achieve a 95% confidence level and a +/- 5% margin of error, the response rate should align with the figures below. These should be considered the minimum level of responses achieved. Given the nature of this risk, it is important that the research aims to receive responses from as many individuals as possible. An example table is shown below.

| Population size | Target sample size |
|---|---|
| 100 | 80 |
| 250 | 152 |
| 500 | 218 |
| 1000 | 278 |

**5) Employer, Client and Commissioner Survey**

- Using the survey template (Appendix B) Survey to be sent to client and commissioner groups to understand the need for specific skills within the workforce.
- The sample size will vary depending on the aspect of heritage skills being surveyed and the specific nature of the workforce.
- This will support the assessment of whether demand exists for a certain skill, and whether there is a market for training and further development. This is a key step in informing the actions arising from the research.

**6) Review of Survey Findings**

- Supported by the steering group, to provide an initial assessment of survey findings.

- Used to assess and tidy data to ensure a consistent level of skills being considered.
- Initial assessment of the nature of each skill identified — to consider whether it is a 'standalone' skill or one highlighted by an individual but likely practised by other practitioners.
- This step will provide industry insight to assess whether further research and analysis are required.

**7) Further Survey (if required)**
- Only if required. This stage may include additional surveys, 1:1 discussions, or focus groups to further explore specific skill areas identified through the first phase of the research.
- This is to ensure that the full range of skills identified through the research is properly reviewed and assessed.

**8) Analysis of Survey Findings**
- Full analysis of survey findings, applying the risk score structure identified in Appendix C.
- Collaborate with the steering group to review and moderate risk scores to ensure a reliable assessment of risk levels. This is key, as the outcomes of this research are intended to support direct policy and advocacy efforts.

**Appendix A: Practitioner survey Template**

**PAGE 1: VALIDATION STATEMENT**

| 1. | I currently or have previously practised as a [INSERT SPECIALIST AREA OF PRACTICE] or operate in an adjacent field applying knowledge of [INSERT SPECIALIST AREA OF PRACTICE] | Agree / Disagree | Respondents who click disagree will be directed out of the survey. |
|---|---|---|---|

**PAGE 2: ABOUT YOU**

| 2. | Name | Short answer text | |
|---|---|---|---|
| 3. | Are you a member of a professional body? | Dropdown list<br>[INSERT LIST] | List to be agreed by steering group. Include 'Other' as an option. |
| 4. | Years professional experience | Dropdown list<br><br>Prefer not to say<br>1 to 5 years<br>6 to 10 years<br>11 to 15 years<br>16 to 20 years<br>21 years plus | |
| 5. | Age | Dropdown list<br><br>Prefer not to say<br>Under 19 years<br>20 to 24 years<br>25 to 29 years<br>30 to 34 years<br>35 to 39 years<br>40 to 44 years<br>45 to 49 years<br>50 to 54 years<br>55 to 59 years<br>60 to 64 years<br>65 to 69 years | List adapted from ONS Age classification 23b.<br><br>Data used to assess career stage, and likelihood of individual retiring or leaving the sector. |

| | | 70 to 74 years<br>75 to 79 years<br>80 to 84 years<br>85 years and over | |
|---|---|---|---|
| **6.** | Employer type | Check box<br><br>Central government organisation<br>Central government organisation sub-unit<br>Local government organisation<br>Local government organisation sub-unit<br>Non-departmental public body<br>Non-departmental public body sub-unit<br>Charity<br>Private limited company<br>Public limited company<br>Social enterprise<br>University or other education institution<br>University or other education sub-unit<br>I am a freelancer<br>I am a sole proprietor or sole trader<br>Don't know | Taken from Heritage LMI Toolkit<br><br>The individual may hold several different positions. |
| **7.** | Job title | Free text box | |
| **8.** | Which best describes your working context? | Employed – full-time permanent contract<br>Employed – part-time permanent contract<br>Employed – full-time fixed term contract more than 12 weeks<br>Employed – part-time fixed term contract more than 12 weeks<br>Employed – full-time fixed term contract less than 12 weeks<br>Employed – part-time fixed term contract less than 12 weeks<br>Employed – zero hours contract<br>Self-employed, sole proprietors and sole traders, freelancers<br>Other subcontractors<br>Don't know<br>Prefer not to say | Taken from Heritage LMI Toolkit |
| **9.** | In which geographic region do you practice? | Check box<br><br>North East (England) - Tees Valley and Durham<br>North East (England) - Northumberland and Tyne and Wear | List based on ONS ILT1 and ILT2 geographical classifications. |

| | | | |
|---|---|---|---|
| | | North West (England) - Cumbria<br>North West (England) - Lancashire<br>North West (England) - Merseyside<br>North West (England) - Greater Manchester<br>North West (England) - Cheshire<br>Yorkshire and The Humber - North Yorkshire<br>Yorkshire and The Humber - West Yorkshire<br>Yorkshire and The Humber - East Yorkshire and Northern Lincolnshire<br>Yorkshire and The Humber - South Yorkshire<br>East Midlands (England) - Derbyshire and Nottinghamshire<br>East Midlands (England) - Lincolnshire<br>East Midlands (England) - Leicestershire, Rutland and Northamptonshire<br>West Midlands (England) - Shropshire and Staffordshire<br>West Midlands (England) - West Midlands<br>West Midlands (England) - Herefordshire, Worcestershire and Warwickshire<br>East (England) - Cambridgeshire and Peterborough<br>East (England) - Norfolk<br>East (England) - Suffolk<br>East (England) - Bedfordshire and Hertfordshire<br>East (England) - Essex<br>London - Inner London – East<br>London - Inner London – West<br>London - Outer London – East and North East<br>London - Outer London – South<br>London - Outer London – West and North West<br>South East (England) - Berkshire, Buckinghamshire and Oxfordshire<br>South East (England) - Surrey, East and West Sussex<br>South East (England) - Hampshire and Isle of Wight<br>South East (England) - Kent<br>South West (England) - Gloucestershire and Wiltshire<br>South West (England) - West of England<br>South West (England) - North Somerset, Somerset and Dorset<br>South West (England) - Devon<br>South West (England) - Cornwall and Isles of Scilly<br>Scotland - Eastern Scotland<br>Scotland - Highlands and Islands<br>Scotland - North Eastern Scotland<br>Scotland - Southern Scotland<br>Scotland - West Central Scotland<br>Scotland - East Central Scotland | This will help develop an understanding of whether there are any geographical challenges. |

| | | Wales - North Wales<br>Wales - Mid and South West Wales<br>Wales - South East Wales<br>Northern Ireland<br>Europe outside of the UK<br>Outside Europe | |

## PAGE 3: YOUR SKILLS AND KNOWLEDGE

| 10. | Please indicate the knowledge and skills that you have knowledge of or technical skill related to this aspect of [INSERT SPECIALISM]. | | | | |
|---|---|---|---|---|---|
| | | **Knowledge** | **Technical Skill** | **Don't know** | Define a hierarchy of skills and sub-skills unique to that area of practice.  Include 'other' option. |
| | [TOP LEVEL SKILL] | | | | |
| | → [SUB-SKILL] | | | | |
| | → [SUB-SKILL] | | | | |
| | [TOP LEVEL SKILL] | | | | |
| | → [SUB-SKILL] | | | | |
| | → [SUB-SKILL] | | | | |

## PAGE 4: SKILLS AT RISK

| 11. | Which skill do you feel is at risk? | Dropdown list<br><br>[TOP LEVEL SKILL]<br>→ [SUB-SKILL]<br>→ [SUB-SKILL]<br> [TOP LEVEL SKILL]<br>→ [SUB-SKILL]<br>→ [SUB-SKILL]<br>Other (Please specify) | Use the same list as above |
|---|---|---|---|
| 12. | Is there a regional element to this skill? | Yes / No<br>If yes, please explain | |
| 13. | How often do you use this skill as part of your professional practice? | Dropdown<br><br>1 – Rarely or never<br>2 – Occasionally (a few times a year)<br>3 – Sometimes (monthly or as needed)<br>4 – Frequently (weekly)<br>5 – Daily | |

| 14. | Why do you believe this skill is at risk? | Check box<br><br>**Demographic:** Ageing workforce, few new entrants, little succession planning.<br>**Training provision:** Limited training routes; decline in apprenticeships or specialist courses.<br>**Materials and resources:** Scarcity, high cost, or restrictions on traditional materials and tools.<br>**Demand (low):** Falling demand; skills less frequently needed.<br>**Demand (high):** Rising demand with too few practitioners, creating bottlenecks.<br>**Policy and regulation:** Changes in funding, policy, or regulation that reduce support for the skill, or restrict access to materials.<br>**Economic factors:** Low pay, insecure work, or poor career prospects.<br>**High cost of skill:** Application of the skill is expensive (time or materials), reducing its market.<br>**Awareness and perception:** Skills undervalued or not recognised by employers, funders, or the public.<br>**Knowledge transfer:** Barriers to passing on expertise (e.g. lack of mentoring, reliance on a few experts).<br>**Technology change:** New tools or mechanisation reduce reliance on traditional methods.<br>**Geographical concentration:** Skills only practised in a few regions, making them vulnerable.<br>**Sector fragility:** Heritage organisations under financial pressure, reducing capacity to sustain skills in-house.<br>**Other, please specify** | |
| --- | --- | --- | --- |
| 15. | How many practitioners do you know who use or possess this skill? | Dropdown list<br><br>Don't know<br>1-5<br>6-10<br>11-25<br>26-50<br>50+ | The ranges can be amended depending on the part of the heritage sector workforce being surveyed. |
| 16. | How did you learn this skill? Please be as specific as possible, e.g. through a degree at a specific university, informal training from a specific person. | Checklist<br><br>Academic programme - Post graduate (e.g. MA, MSc, PhD)<br>Academic programme - Undergraduate level (e.g. BA, MA)<br>Informal - Peer learning through networks and professional discussions<br>Informal - Reading industry publications and resources<br>Informal - Self-directed learning | |

| | | | |
|---|---|---|---|
| | | Informal - Structured CPD programme or professional workshop<br>Informal - Work shadowing or mentoring<br>Professional accreditation through a recognised professional body<br>Vocational training - Apprenticeship<br>Vocational training - Other (e.g. internship, craft fellow, traineeship)<br>Vocational training - Vocational qualification (e.g. HND, BTEC, SVQ)<br>Other, please specify | |
| 17. | Please specify the provider or individual that taught you this skill. | Free text box | |
| 18. | Is this option still available? | Yes / No | |
| 19. | Please rate the impact of this skill being lost | Dropdown<br><br>**1) No impact:** Loss of this skill would have no noticeable effect on heritage care, practice, or wider society.<br>**2) Minor impact:** Some inconvenience or small gaps at an individual/project level, but work could continue with minimal adjustment.<br>**3) Moderate impact:** Loss would cause challenges in certain contexts, creating inefficiencies or reducing quality in professional practice. Some localised social or economic consequences may occur.<br>**4) Major impact:** Significant difficulty in maintaining standards of heritage care across organisations. Wider social, cultural, or economic consequences would be felt.<br>**5) Critical impact / Significant threat:** Loss would severely undermine the ability to care for heritage at a sector-wide level, with substantial cultural, social, and/or economic consequences. | |
| 20. | How likely do you believe this skill will be lost over the next 5 to 10 years? | Dropdown<br><br>**1) No risk:** The skill is secure and will continue to be practised.<br>**2) Low risk:** Some vulnerability, but the skill is likely to be maintained with current levels of practitioners and training.<br>**3) Moderate risk:** Noticeable decline expected. Fewer practitioners entering the field, and training opportunities are limited.<br>**4) High risk:** Serious risk of loss within 5 to 10 years; only a small number of practitioners remain and few training options are available.<br>**5) Skill already lost:** No current practice or training; effectively unavailable in the sector. | |
| 21. | Have you tried to pass this skill to others? If so how? | Free text box | |

| 22. | Please use this space to make any further comments you have related to this skill area. | Free text box | |
|---|---|---|---|
| 23. | Do you want to report on an additional skill area? | Yes / No | If yes, direct to additional page. If no, take straight to section 5. |

**PAGE 5: FINAL COMMENTS**

| 24. | If you are  happy to discuss your responses to this survey in more detail, please include your name and email address. | Free text | Include reference to survey organisation's GDPR policy. |
|---|---|---|---|
| 25. | Please use this space to make any further comments. | Free text | |

**Appendix B: Employer, Client and Commissioner Survey Template**

**PAGE 1: VALIDATION STATEMENT**

| 1. | I currently or have previously employed or commissioned a Professional practicing in [INSERT SPECIALIST AREA OF PRACTICE] or those that operate in an adjacent field applying knowledge of [INSERT SPECIALIST AREA OF PRACTICE] | Agree / Disagree | Respondents who click disagree will be directed out of the survey. |
|---|---|---|---|

**PAGE 2: YOUR ORGANISATION**

| 2. | Organisation name | Short answer text | |
|---|---|---|---|
| 3. | Organisation type. Please tick all that apply | Check box<br><br>Central government organisation<br>Central government organisation sub-unit<br>Local government organisation<br>Local government organisation sub-unit<br>Non-departmental public body<br>Non-departmental public body sub-unit<br>Charity<br>Private limited company<br>Public limited company<br>Social enterprise<br>University or other education institution<br>University or other education sub-unit<br>I am a freelancer<br>I am a sole proprietor or sole trader<br>Don't know<br>Other, please specify | Taken from Heritage LMI toolkit. |
| 4. | In which of these geographic areas do you operate? Please tick all that apply. | Check box<br><br>North East (England) - Tees Valley and Durham | List based on ONS ILT1 and ILT2 geographical classifications. |

| | | North East (England) - Northumberland and Tyne and Wear<br>North West (England) - Cumbria<br>North West (England) - Lancashire<br>North West (England) - Merseyside<br>North West (England) - Greater Manchester<br>North West (England) - Cheshire<br>Yorkshire and The Humber - North Yorkshire<br>Yorkshire and The Humber - West Yorkshire<br>Yorkshire and The Humber - East Yorkshire and Northern Lincolnshire<br>Yorkshire and The Humber - South Yorkshire<br>East Midlands (England) - Derbyshire and Nottinghamshire<br>East Midlands (England) - Lincolnshire<br>East Midlands (England) - Leicestershire, Rutland and Northamptonshire<br>West Midlands (England) - Shropshire and Staffordshire<br>West Midlands (England) - West Midlands<br>West Midlands (England) - Herefordshire, Worcestershire and Warwickshire<br>East (England) - Cambridgeshire and Peterborough<br>East (England) - Norfolk<br>East (England) - Suffolk<br>East (England) - Bedfordshire and Hertfordshire<br>East (England) - Essex<br>London - Inner London – East<br>London - Inner London – West<br>London - Outer London – East and North East<br>London - Outer London – South<br>London - Outer London – West and North West<br>South East (England) - Berkshire, Buckinghamshire and Oxfordshire<br>South East (England) - Surrey, East and West Sussex<br>South East (England) - Hampshire and Isle of Wight<br>South East (England) - Kent<br>South West (England) - Gloucestershire and Wiltshire<br>South West (England) - West of England<br>South West (England) - North Somerset, Somerset and Dorset<br>South West (England) - Devon<br>South West (England) - Cornwall and Isles of Scilly<br>Scotland - Eastern Scotland<br>Scotland - Highlands and Islands<br>Scotland - North Eastern Scotland<br>Scotland - Southern Scotland<br>Scotland - West Central Scotland | This will help develop an understanding of whether there are any geographical challenges. |

| | | | | | |
|---|---|---|---|---|---|
| | | Scotland - East Central Scotland<br>Wales - North Wales<br>Wales - Mid and South West Wales<br>Wales - South East Wales<br>Northern Ireland<br>Europe outside of the UK<br>Outside Europe | | | |

**PAGE 3: SKILLS AND KNOWLEDGE IN YOUR WORKFORCE**

| 5. | Please indicate the knowledge and skills of [INSERT SPECIALISM] that you require, and where in the workforce you find these skills. | | | | |
|---|---|---|---|---|---|
| | | **Knowledge** | **Technical Skill** | **Don't know** | Define a hierarchy of skills and sub-skills unique to that area of practice. Include 'other' option. |
| | [TOP LEVEL SKILL] | | | | |
| | → [SUB-SKILL] | | | | |
| | → [SUB-SKILL] | | | | |
| | [TOP LEVEL SKILL] | | | | |
| | → [SUB-SKILL] | | | | |
| | → [SUB-SKILL] | | | | |

**PAGE 4: SKILLS AT RISK**

| 6. | Which skill do you feel is at risk? | Dropdown list<br><br>[TOP LEVEL SKILL]<br>→ [SUB-SKILL]<br>→ [SUB-SKILL]<br>[TOP LEVEL SKILL]<br>→ [SUB-SKILL]<br>→ [SUB-SKILL]<br>Other (Please specify) | Use the same list as above |
|---|---|---|---|
| 7. | Why do you believe this skill is at risk? | Check box<br><br>**Demographic:** Ageing workforce, few new entrants, little succession planning.<br>**Training provision:** Limited training routes; decline in apprenticeships or specialist courses.<br>**Materials and resources:** Scarcity, high cost, or restrictions on traditional materials and tools. | |

| | | | |
|---|---|---|---|
| | | **Demand (low):** Falling demand; skills less frequently needed.<br>**Demand (high):** Rising demand with too few practitioners, creating bottlenecks.<br>**Policy and regulation:** Changes in funding, policy, or regulation that reduce support for the skill, or restrict access to materials.<br>**Economic factors:** Low pay, insecure work, or poor career prospects.<br>**High cost of skill:** Application of the skill is expensive (time or materials), reducing its market.<br>**Awareness and perception:** Skills undervalued or not recognised by employers, funders, or the public.<br>**Knowledge transfer:** Barriers to passing on expertise (e.g. lack of mentoring, reliance on a few experts).<br>**Technology change:** New tools or mechanisation reduce reliance on traditional methods.<br>**Geographical concentration:** Skills only practised in a few regions, making them vulnerable.<br>**Sector fragility:** Heritage organisations under financial pressure, reducing capacity to sustain skills in-house.<br>**Other, please specify** | |
| 8. | How do you find / work with individuals with this skill? | Employed – full-time permanent contract<br>Employed – part-time permanent contract<br>Employed – full-time fixed term contract more than 12 weeks<br>Employed – part-time fixed term contract more than 12 weeks<br>Employed – full-time fixed term contract less than 12 weeks<br>Employed – part-time fixed term contract less than 12 weeks<br>Employed – zero hours contract<br>Self-employed, sole proprietors and sole traders, freelancers<br>Other subcontractors<br>Don't know<br>Prefer not to say | Taken from Heritage LMI toolkit. |
| 9. | How often do you require this skill in your workforce? | Dropdown<br><br>1 – Rarely or never<br>2 – Occasionally (a few times a year)<br>3 – Sometimes (monthly or as needed)<br>4 – Frequently (weekly)<br>5 – Daily | |
| 10. | How easy is it for you to find people with these skills? | Dropdown | |

| | | | |
|---|---|---|---|
| | | 1) **Very easy:** Many people available; no difficulty finding these skills.<br>2) **Easy:** Generally possible to find people when needed, without major difficulty.<br>3) **Moderate:** Possible to find, but options are limited or inconsistent.<br>4) **Difficult:** Only a few people available; takes significant effort to find.<br>5) **Very difficult:** Unable, or rarely able find people with these skills. | |
| **11.** | Please rate the impact of this skill being lost | Dropdown<br><br>1) **No impact:** Loss of this skill would have no noticeable effect on heritage care, practice, or wider society.<br>2) **Minor impact:** Some inconvenience or small gaps at an individual/project level, but work could continue with minimal adjustment.<br>3) **Moderate impact:** Loss would cause challenges in certain contexts, creating inefficiencies or reducing quality in professional practice. Some localised social or economic consequences may occur.<br>4) **Major impact:** Significant difficulty in maintaining standards of heritage care across organisations. Wider social, cultural, or economic consequences would be felt.<br>5) **Critical impact / Significant threat:** Loss would severely undermine the ability to care for heritage at a sector-wide level, with substantial cultural, social, and/or economic consequences. | |
| **12.** | How likely do you believe this skill will be lost over the next 5 to 10 years? | Dropdown<br><br>1) **No risk:** The skill is secure and will continue to be practised.<br>2) **Low risk:** Some vulnerability, but the skill is likely to be maintained with current levels of practitioners and training.<br>3) **Moderate risk:** Noticeable decline expected. Fewer practitioners entering the field, and training opportunities are limited.<br>4) **High risk:** Serious risk of loss within 5 to 10 years; only a small number of practitioners remain and few training options are available.<br>5) **Skill already lost:** No current practice or training; effectively unavailable in the sector. | |
| **13.** | Please use this space to make any further comments you have related to this skill area. | Free text box | |
| **14.** | Do you want to report on an additional skill area? | Yes / No | If yes, direct to additional page. If no take straight to section 5. |

**PAGE 5: FINAL COMMENTS**

| | | | |
|---|---|---|---|
| **15.** | If you are happy to discuss your responses to this survey in more detail, please include your name and email address. | Yes / No | Include reference to survey organisation's GDPR policy. |
| **16.** | Please use this space to make any further comments. | Free text | |

**Appendix C: Calculating Risk Score**

Accurately calculating the risk score is the most crucial part of the research to ensure that we have reliable data that accurately represents the skills across the dataset that are most at risk. The moderated risk score is calculated based on a combination of data gained from the practitioner and the Employer surveys.

The score is calculated by summing the average of the Impact and Demand scores, along with the Workforce, Training Provision and Future Change scores.

**=SUM((AVERAGE(Demand: Impact))+(Workforce+Training Provision+Future Change))**

This produces a total value out of 20, where 20 indicates high risk and high impact, and 1 represents very low risk and very low impact.

| Skill area | Demand | Impact | Workforce | Training provision | Future concerns | Risk score |
|---|---|---|---|---|---|---|
| Skill 1 | 2 | 3 | 3 | 3 | 1 | 9.5 |
| Skill 2 | 4 | 2 | 2 | 4 | 3 | 12 |
| Skill 3 | 5 | 4 | 4 | 2 | 5 | 15.5 |
| Skill 4 | 3 | 2 | 3 | 1 | 4 | 10.5 |
| Skill 5 | 3 | 4 | 4 | 5 | 2 | 14.5 |
| Skill 6 | 2 | 1 | 2 | 1 | 1 | 5.5 |
| Skill 7 | 4 | 3 | 5 | 3 | 3 | 14.5 |
| Skill 8 | 1 | 4 | 1 | 4 | 5 | 12.5 |
| Skill 9 | 3 | 2 | 3 | 3 | 4 | 12.5 |
| Skill 10 | 5 | 5 | 4 | 4 | 5 | 18 |

| | |
|---|---|
| Score 1 to 10 | Skill safe |
| Score 11 to 15 | Skill safe, monitor for change and act accordingly |
| Score 15 plus | Urgent and immediate concern |

The following tables describe how the risk scores for each factor considered in the calculation are identified. All scores will then moderated by the Steering Group.

**Demand:** This provides an assessment of the need for  particular skill within the workforce from employers, clients and commissioners of heritage services.

| | |
|---|---|
| 1 | Fully sufficient supply |
| 2 | Adequate supply |
| 3 | Moderate shortage |
| 4 | Critical shortage |
| 5 | Skill Needed but no practitioners |

*Data source: Employer survey 9. Moderation based on Practitioner survey question 13. The 'No Demand' and 'Significant Oversupply' responses are to be noted and addressed in the assessment of where action is most urgently required.*

**Impact:** This is based on the impact of the loss of a particular skill area on the overall ability to care for cultural heritage in the specific skill area.

| 1 | No impact, skill not required within workforce |
|---|---|
| 2 | Minimal impact, skill occasionally useful in niche contexts |
| 3 | Moderate impact, skill contributes to specific heritage tasks |
| 4 | High impact, skill important for ongoing heritage care |
| 5 | Loss of skill will significantly impact ability to care for heritage |

*Data source: Practitioner survey question 19 and Employer survey question 11. Average of all survey responses.*

**Workforce:** This is based on the number of workers with a particular skill relative to the demand for a particular skill. i.e. a skill may only be practised by a handful of individuals, but that is sufficient in order to meet the needs of the sector.

| 1 | Sufficient workers: Enough practitioners to meet current demand |
|---|---|
| 2 | Minor shortage: Slight gaps, but most demand can be met |
| 3 | Moderate shortage: Noticeable difficulty meeting demand; some work delayed or unmet |
| 4 | Severe shortage: Very few practitioners available; most demand cannot be met |
| 5 | No workers: Skill is no longer being practised |

*Data source: Employer survey 10. Score to be moderated based on the following responses in the Practitioner survey – 13 and 15.*

**Training provision:** Indication of the scale of available training provision related to a particular skill area.

| 1 | Flourishing training market with both formal and informal educational routes widely available |
|---|---|
| 2 | Good availability of training, with some gaps in accessibility or coverage |
| 3 | Moderate availability. Training exists but is limited in scope, quality, or reach |
| 4 | Limited training options. Few opportunities and little consistency |
| 5 | No formal or informal training opportunities exist |

*Data source: This assessment is to be agreed by the Steering Group, using the following responses to the Practitioner survey – 16, 17 and 18.*

**Future change:** This score is based on the likelihood that the skills needs will change over future years, either through a potential change in the size of the workforce or risk to existing training provision.

| 1 | No concerns, stable workforce, and training provision |
|---|---|
| 2 | Minor concerns, small, expected changes in workforce or training needs |
| 3 | Moderate concerns, some uncertainty in workforce trends or training provision |
| 4 | High concerns, likely changes in workforce size or availability of training |
| 5 | Significant threat to training provision and loss of workers due to retirement or other factors |

*Data source: Practitioner survey question 20 and Employer survey question 12. Average of all survey responses. Moderated based on Practitioner survey question 14 and Employer survey question 7.*