

Heritage 2020 - Consultation 2016

Consultations response submitted via an online survey

1. In the 'historic environment sector', what research do you need that isn't being produced?

More expansive research on conservation provision in local authorities and the private sector to support the retention and development of conservation specialisms.

Increased research into heritage training needs.

Research into how heritage delivers economic growth, particularly how older transitional areas support enterprise and innovation. Research not just to inform our 'understanding' of heritage significance, but also all of the values of heritage, including social, economic and environmental values. Conservation practice is about reconciling these different values.

Further research on the technical aspects of historic buildings, including the inherent sustainability of historic buildings and the impact of retrofit.

2. What examples can you give of how it has been possible to reconcile social and economic forces for change with the traditional identity of high streets?

The most successful and attractive shopping areas are often those historic buildings housing independent shops as well as multi-nationals, from historic cities to market towns. The lack of character in many high streets does not make them attractive places to visit; if we can introduce or enhance character then people are more likely to enjoy the environment more.

The question wording does infer that all change is negative and that is therefore is automatically a problem; however, some change can be positive. It also suggests that social forces for change mean that all shoppers and visitors want the same things in high streets and there is no longer a desire for characterful places with different shops.

3. What advice or guidance do you know of that is available to support local authorities, private developers or community groups to take on and manage publicly owned heritage assets?

It is important that the new managers of heritage assets have access to suitable skills to manage those assets and there is little guidance available. These groups may not fully understand how to manage assets and assess their condition. The skills required include conservation and project management skills.

The IHBC has undertaken a number of studies, such as the Caring for Places and People document (see <http://bit.ly/2gX3eRz>) which lists a range of measures and indicators on heritage and planning outcome quality, while our work on Local Planning Authority Skills document offers an important framework of statutory,

regulatory and related considerations (see <http://bit.ly/2hOZeEG>). The skills these show may be within a local authority or can be transferable outside of it.

It would be useful if guidance focused on professional and project skills. [Locality.org.uk](http://www.locality.org.uk) contains some useful guidance on community-led development (see <http://bit.ly/1zRLLul> and <http://bit.ly/2iatEQB>).

4. What would you identify as the priorities and/or concerns of each of the groups of local authorities, private developers or community groups, relating to taking on and managing publicly owned heritage assets, that aren't being addressed through existing advice and guidance?

There should be much clearer advice to help these groups quickly identify the correct experts to help them. Improved vetting of experts could ensure their skills are suitable.

5. What do you identify as the core services that should be provided by Local Authorities with respect to the historic environment?

The IHBC has produced Caring for Places and People document (<http://bit.ly/2gX3eRz>) that lists a range of measures and indicators on heritage and planning outcome quality. It also lists the services which should be expected from historic environment conservation bodies, especially in local government.

To provide these services, Local Authorities should have access to suitably accredited professionals (including those with full membership of the IHBC).

6. How do you see the new Apprenticeship models as best building the capacity of the workforce of the historic environment sector?

Apprenticeships should refer to IHBC competencies and should also cover additional skills, such as heritage project development and delivery.

The current models may be too short term. There is no real incentive for small employers to take on apprentices, the models mainly works for large firms due to the funding models. True apprenticeships are for longer-term placements, maybe using an 'indenture' system where an apprentice either has to remain with their employer for a certain period or reimburse them for their training costs.

7. What other means are there to increase the capacity for the protection of the historic environment including, for example, contributions of volunteers?

There is a need to recognise volunteer involvement in community-led development, neighbourhood planning, scrutiny and ownership of assets, etc. Volunteers may not have suitable skills and projects and so should be offered suitable training opportunities or more structured guidance by qualified specialists.

Historic England should support and make better use of existing organisations such as the Heritage Trust Network (formerly UKAPT), local trusts and similar not-for-

profit organisations. Helping to increase the capacity of these would bring significant benefits.

8. What are the key challenges for improving diversity in public engagement with the historic environment in England?

Again, there is a need to recognise community leadership and active participation, e.g. in community-led development, neighbourhood planning, scrutiny and ownership of assets. Support should be focused on deprived areas where economic viability, and physical and economic development, are issues when delivering projects.

9. Where do the opportunities for increasing diversity in public engagement with the historic environment in England lie?

See the answer to question 8.

10. What are the (one or two) most important practical actions a heritage body with limited resources might take to increase diversity as a first step?

Compile evidence of local needs and identify opportunities for heritage to deliver social, economic and environmental goals, while promoting support for community-led planning and regeneration.

11. What support might you need from Heritage 2020 when talking to local politicians about the value of heritage?

Heritage 2020 should provide support to help politicians understand the need for training, the value of heritage skills and the economic value of heritage, including its key role in supporting enterprise and innovation.

12. Can you describe any specific projects where the historic environment enhances people's sense of identity and wellbeing? How has this been achieved?

Specific examples include Fenton Town Hall in Stoke-on-Trent (see <http://bit.ly/2hVBrmc>, <http://bit.ly/2h7Fqz7> and <http://bit.ly/2gXNQUH>) and the Baltic Triangle in Liverpool (see <http://bit.ly/2hPzqbB>).

13. To what extent is the heritage in your area being used to promote economic success (jobs, investment, growth)? Please give any examples.

Heritage has been used to deliver substantial physical and economic transformations in places such as the Baltic Triangle and Waterfront in Liverpool and the conversion of Bankside Power station to the Tate Modern in London.

14. Are there any other comments that you would like to make on this first phase of Heritage 2020 activity?

The Heritage 2020 message should focus on delivering positive change.

15. Is there anything else that you would like to contribute to these themes, e.g. research, case studies, priorities you're working on, relevant concerns and opportunities?

Principles of Practice are currently being developed by IHBC, Historic Towns Forum and Civic Voice and once completed these could be helpful in Heritage 2020 activities.

16. Are you aware of any other areas for collaboration that are not addressed by the Heritage 2020 Framework that you would like to raise here?

There appears to be little emphasis on active community organisations.

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