

APPENDIX A – QUESTIONNAIRE DISTRIBUTION

Company/organisation

Acanthus Ferguson Mann
Adriel Consultancy
Alan Baxter & Associates
Aylin Orbasli
Belvoir Estate
Birdsall, Swash & Blackman
Birdsall, Swash & Blackman
Black Country Museum
Building Research Establishment
British Waterways
Build Assured
Building Design Partnership
Burghley Estate
C.R. Crane & Son Limited
Capps & Capps Limited
Cardiff County Council
Carrek Limited
Churches Conservation Trust
COTAC
Council for the Care of Churches
CRR Limited
De Montfort University
De Montfort University Estates
Defence Estate
E. Bowman & Sons Limited
EBS Limited
Elden Minns & Co. Limited
Elton Estate
English Heritage (East of England Region)
English Heritage
Erewash Borough Council
Gerard Lynch
Gibson Hamilton Partnership
Gifford & Partners
Gordon Cain
Hartley Conservation
Heritage Lincolnshire
Hirst Conservation
Historic Buildings Conservation Limited
Historic Houses Association
Historic Royal Palaces
Historic Scotland
Holkham Estate
Huddersfield University
Hutton + Rostron Limited
ICCROM
Inclusive Design Limited
John Cunnington Architects
John Goom
King's Lynn & West Norfolk Borough Council
King's School, Ely

Individual

Chris Balme
Nicola Ashurst
Alan Baxter
Dr Aylin Orbasli
Tim Stansby
Ruth Blackman
Neil Birdsall
Ian Walden
Dr Tim Yates
Andy Lawson
Philip Horsnall
Alan Davies
Philip Ling
Jim Crane
Hugo Schofield
John Edwards
Stuart Rosser
Wendy Drummer
Richard Davies
Andrew Argyrakes
Iorwerth Esau
Professor Peter Swallow
Umesh Desai
Tony Whitehead
Paul Gibbons
Dr Jagjit Singh
Andrew Shepherd
John Hoyes
Trudi Hughes
David Heath
Rob Burrows
Gerard Lynch
Keith Hamilton
John Daniel
Gordon Cain
Tracey Hartley
Paula Judson
Elizabeth Hirst
Andrew Brook
Norman Hudson
Adrian Phillips
Ingval Maxwell
Viscount Coke
Helen Price
Tim Hutton
Sir Bernard Feilden
Mark Goodwill-Hodgson
John Cunnington
John Goom
Chris Pearce
Nigel Clarke

Landmark Trust	Caroline Stanford
Latham Architects	Derek Latham
Lincolnshire County Council	David Gregory
Linford-Bridgeman Limited	David Linford
Linx Homes	Sam Laking
Lorn MacNeal	Keith Dyer
Lyndon Estate	Edward Conant
Malcolm Crowder	Malcolm Crowder
Marshall Sisson Architect	Julian Limentani
Martin Stancliffe Architects	Martin Stancliffe
Midland Stonemasonry Limited	Derek Park
N.F. Coverdale	Nigel Coverdale
National Trust	Ian Lilley
National Trust for Scotland	Anon.
Norfolk Historic Buildings Trust	Caroline Davison
Norwich DAC	Donald Ray
Oakham School	Chris Binks
Orton Trust	Murray Coleman
Peterborough DAC	Diana Evans
PGR Construction	Chris Cunningham
Purcell Miller Tritton (Ely)	Jane Kennedy
Purcell Miller Tritton (Norwich)	Nigel Sunter
R. & J. Hogg Limited	Robert Hogg
Rodney Melville & Partners	Stafford Holmes
Scottish Lime Centre	Pat Gibbons
Sheffield & Ford Limited	Mick Ford
Simon Hindley	Simon Hindley
Simpson & Brown Architects	James Simpson
Skillington Workshop Limited	Dr David Carrington
Society for the Protection of Ancient Buildings	Hilary Roome
Society for the Protection of Ancient Buildings	Philip Venning
St Blaise Limited	Ian Constantinides
St Fagans Museum	Gerallt Nash
St John's College, Cambridge	Stan Moorhouse
Stuart Page Architects	Stuart Page
Taylor Woodrow	Peter Gibbs
TFT Cultural Heritage	Dr Stephen Bond
Upkeep	Annette McGill
Uppingham School	David Hearsom
Vaynol	Dewi Williams
Vivat Trust	Alison Steele
W.S. Lusher & Son Limited	Mark Lusher
Weald & Downland Museum	Richard Harris
Wellington College	Gerald Burbidge
West Dean College	Pat Jackson
Whitworth Co-Partnership	Stephen Boniface
Whitworth Co-Partnership	Philip Orchard
William Sapcote & Sons Limited	Keith Learoyd
Wolverhampton City Council	Karen Holyoake
Woods Masonry	Ivor Hurn

APPENDIX B – PRINCIPAL QUESTIONNAIRE

QUESTIONNAIRE

Maintain our Heritage

Research Module 6: Training and Education

Please complete ALL sections of this questionnaire. Whilst there may appear to be repetition across a number of questions and duplication of corresponding answers, it is nevertheless important that answers are given to all questions so that maximum value may be obtained from this research exercise.

This questionnaire will seek information both on the *inspection* of buildings carried out in advance of maintenance activities, and actual *practical maintenance* works undertaken to keep or restore a building to an acceptable standard. It will require you to consider the *skills* (i.e. competence, expertise) required to carry out these distinct activities, as well as the *experience* (i.e. knowledge, practice, training) that is necessary to perform to an appropriate level. The questionnaire also makes the distinction between *heritage* and *non-heritage* properties, the former being considered as listed buildings, scheduled monuments, or buildings within conservation areas.

Section 1: Maintenance function

1. Please indicate the group that best describes your function in relation to this questionnaire:

<u>Client</u> (i.e. owner, occupier, professional client)	<input type="checkbox"/>	<u>Professional adviser</u> (i.e. architect, surveyor, specifier)	<input type="checkbox"/>	<u>Service provider</u> (i.e. builder, contractor, material supplier)	<input type="checkbox"/>
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Supplementary questionnaires are available to clients, service providers, and those involved in the provision of training.

2. Please indicate the building type(s) that you are principally involved with (i.e. forming the basis of your responses to this questionnaire):

Commercial	<input type="checkbox"/>	Domestic	<input type="checkbox"/>	Educational	<input type="checkbox"/>
Estate	<input type="checkbox"/>	Industrial	<input type="checkbox"/>	Institutional	<input type="checkbox"/>
Religious	<input type="checkbox"/>	Other (please specify):	_____		<input type="checkbox"/>

3. Please indicate the proportion of your total workload concerned with the maintenance of heritage properties:

0–25%	<input type="checkbox"/>	26–50%	<input type="checkbox"/>	51–75%	<input type="checkbox"/>	76–100%	<input type="checkbox"/>
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4. Name of company/organisation:

Section 2: Inspection services

5. What do you consider to be the primary skills and/or experience (including qualifications) required to undertake the inspection of heritage properties?

6. What do you consider to be the secondary skills and/or experience required to undertake the inspection of heritage properties?

7. Please classify the following skills (i.e. competence, expertise) required to undertake the inspection of heritage properties by ticking the appropriate box (3 = essential; 2 = desirable; 1 = unnecessary):

	3	2	1
(a) Understanding of basic conservation framework (e.g. conservation ethics, legislation, history)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Understanding of specific conservation legislation (e.g. listed buildings, conservation areas, ancient monuments, Article 4 directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Understanding of general property legislation (e.g. landlord and tenant, boundaries, party walls, advertising)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Understanding of historic/traditional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Understanding of historic/traditional forms of construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Understanding of basic structural performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Understanding of defects, deterioration, and decay (i.e. 'problems')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Ability to accurately diagnose identified 'problems'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Ability to form an accurate forecast/prognosis of identified 'problems' (i.e. how will the 'problem' develop over time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) Understanding of appropriate remedial methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) Understanding of principles of preventive maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) Understanding of personal limitations (i.e. necessity for third-party advice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) Understanding of relevant property improvements (e.g. fire/smoke detection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) Understanding of health and safety legislation/guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|
| (o) Understanding of disability issues (e.g. access requirements) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (p) Understanding of energy efficiency issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (q) Understanding of financial issues (e.g. grants) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (r) Understanding of insurance issues (e.g. professional indemnity, public liability) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (s) Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. What is the single most important skill required to undertake the inspection of heritage properties?

9. What is the single most important skill required to undertake the inspection of non-heritage properties?

10. What is the single most important skill difference between the inspection of heritage and non-heritage properties?

11. Please classify the following experience (i.e. knowledge, practice, training) required to undertake the inspection of heritage properties by ticking the appropriate box (3 = essential; 2 = desirable; 1 = unnecessary):

- | | 3 | 2 | 1 |
|--|--------------------------|--------------------------|--------------------------|
| (a) Inspecting and surveying buildings (i.e. general surveying experience) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Inspecting and surveying <u>historic</u> buildings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Scheduling of repair and maintenance works | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Specification writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Contract administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Report writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. What is the single most important experience required to undertake the inspection of heritage properties?

13. What is the single most important experience required to undertake the inspection of non-heritage properties?

14. What is the single most important experience difference between the inspection of heritage and non-heritage properties?

15. What proportion of your time spent providing inspection services (if any) relates to corrective (i.e. putting things right *after* failure) and preventive (i.e. putting things right *before* failure) maintenance?

Corrective %

Preventive %

16. What are the most common problems you encounter when undertaking the inspection of heritage properties (e.g. client brief, insurance, access, health and safety, reporting on cost implications)?

Section 3: Practical maintenance services

17. What do you consider to be the primary skills and/or experience (including qualifications) required to undertake practical maintenance services of heritage properties?

18. What do you consider to be the secondary skills and/or experience required to undertake practical maintenance services of heritage properties?

19. Please classify the following skills (i.e. competence, expertise) and/or experience (i.e. knowledge, practice, training) required to undertake practical maintenance services of heritage properties by ticking the appropriate box (3 = essential; 2 = desirable; 1 = unnecessary):

<i>General</i>	3	2	1
(a) Understanding conservation legislation (e.g. need for listed building or conservation area consent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Understanding historic forms of construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Understanding of defects, deterioration, and decay (i.e. 'problems')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Ability to accurately diagnose identified 'problems'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Understanding of appropriate remedial methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Understanding of health and safety legislation/guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <i>External</i>	 3	 2	 1
(h) Re-pointing open and/or defective mortar joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Cutting out and replacing defective bricks (incl. cracks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) Localised stonework repairs (e.g. indenting, plastic repair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) Joinery repairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) Painting and decorating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) External render repairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) Clearing rainwater goods (e.g. gutters, gulleys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(o) Repair and/or replacement of defective rainwater goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(p) Replacing slipped or missing roof slates and tiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(q) Plumbing (e.g. sheet roofing, flashings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(r) Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <i>Internal</i>	 3	 2	 1
(s) Painting and decorating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(t) Joinery repairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(u) Plaster repairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) Electrical service (e.g. heating, lighting, power supply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | 3 | 2 | 1 |
| (w) Plumbing service (e.g. central heating, hot and cold water) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (x) Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. What is the single most important skill required to undertake practical maintenance services of heritage properties?

21. What is the single most important skill required to undertake practical maintenance services of non-heritage properties?

22. What is the single most important skill difference between undertaking practical maintenance services of heritage and non-heritage properties?

23. What is the single most important experience required to undertake practical maintenance services of heritage properties?

24. What is the single most important experience required to undertake practical maintenance services of non-heritage properties?

25. What is the single most important experience difference between undertaking practical maintenance services of heritage and non-heritage properties?

26. What proportion of your time spent providing practical maintenance services (if any) relates to corrective (i.e. putting things right *after* failure) and preventive (i.e. putting things right *before* failure) maintenance?

Corrective %

Preventive %

27. What are the most common problems you encounter when undertaking the practical maintenance of heritage properties (e.g. schedule of works/specification, insurance, access, health and safety, sourcing appropriate materials, restricts imposed by conservation authorities)?

Section 4: Causes of defects

28. Please classify the following building elements/components of heritage properties by ticking the appropriate box according to the frequency of required maintenance and repair (3 = most frequent; 1 = least frequent):

	3	2	1
(a) Pitched roofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Flat roofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Rainwater goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Chimney stacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) External walls (incl. structural frames)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Render finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Windows (incl. glazing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) External decorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) Balconies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) External works (e.g. paths, steps, boundary walls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) Internal separating walls and partitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) Plaster finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(o) Flooring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(p) Stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(q) Internal decorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(r) Building services (e.g. heating, water supply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(s) Other (please specify): _____ ³ ² ¹

29. Please classify the following defects that affect heritage properties by ticking the appropriate box according to the frequency of occurrence (3 = most frequent; 1 = least frequent):

- | | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|
| (a) Dampness (please also classify individual forms of dampness): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Rain penetration (i.e. through external walls and roofs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Rising damp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Condensation (surface and interstitial) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Leakage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Timber decay (please also classify individual forms of decay): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Fungal attack (dry and wet rots) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Wood-boring beetles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Structural movement (e.g. settlement, subsidence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Cracking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Detachment (e.g. masonry, roof covering) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Failure of mortars | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Failure of external paint finishes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (h) Weathering and staining of external surfaces (e.g. frost damage, salt crystallisation, lichen growth) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) Other (please specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 5: Skills supply

30. Please classify the following statements on the supply of skills relating to the maintenance of heritage properties by ticking the appropriate box (3 = true; 2 = not sure; 1 = false):

- | | 3 | 2 | 1 |
|--|--------------------------|--------------------------|--------------------------|
| (a) There is an adequate supply of skilled 'surveyors' or equivalent currently available to inspect heritage properties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) There is an adequate supply of skilled 'operatives' currently available to undertake the practical maintenance of heritage properties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) There are no additional skills/experience required to inspect heritage properties over and above those required for non-heritage properties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) There are no additional skills/experience required to undertake the practical maintenance of heritage properties over and above those required for non-heritage properties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | 3 | 2 | 1 |
| (e) The best way to obtain inspection skills/experience is through relevant professional training (e.g. CIOB, RIBA, RICS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) The best way to obtain practical maintenance skills/experience is through relevant craft training (e.g. apprenticeships, NVQs) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) The most appropriate person to carry out the inspection of a property is the person who will provide the practical maintenance services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

31. Please state your perception of any current gap(s) in the supply of skills education and training for undertaking the inspection of heritage properties (e.g. qualifications, people numbers).

32. Please state your perception of any current gap(s) in the supply of skills education and training for undertaking the inspection of non-heritage properties (e.g. qualifications, people numbers).

33. What is the single most important difference between the supply of skills education and training for undertaking the inspection of heritage and non-heritage properties?

34. Please state your recommendation(s) for addressing any perceived skills gaps in education and training that relates to the inspection of heritage and non-heritage properties (e.g. increasing/improving qualifications, increasing/improving training provision, ensuring employer awareness of training needs, increasing/improving number of qualified people, attracting people into inspection services sector).

35. Please state your perception of any current gap(s) in the supply of skills education and training for undertaking practical maintenance services of heritage properties (e.g. qualifications, people numbers).

36. Please state your perception of any current gap(s) in the supply of skills education and training for undertaking practical maintenance services of non-heritage properties (e.g. qualifications, people numbers).

37. What is the single most important difference between the supply of skills education and training for undertaking practical maintenance services of heritage and non-heritage properties?

38. Please state your recommendation(s) for addressing any perceived skills gaps in education and training that relates to practical maintenance services for heritage and non-heritage properties (e.g. increasing/improving qualifications, increasing/improving training provision, ensuring employer awareness of training needs, increasing/improving number of qualified people, attracting people into practical maintenance services sector)?

39. With regard to establishing and assessing standards of training for the inspection of heritage properties, please state your recommendations for how this might best be achieved (e.g. professional accreditation in conservation, CPD).

40. With regard to establishing and assessing standards of training for the practical maintenance of heritage properties, please state your recommendations for how this might best be achieved (e.g. apprenticeship, NVQ, specific conservation craft training).

41. Please state your recommendation(s) for how to monitor the maintenance needs of heritage properties over time (e.g. regular inspections, maintenance logbook, maintenance term contract).

42. Please state your recommendation(s) for how to monitor practical maintenance standards on heritage properties over time (e.g. follow-up inspections, reporting procedures, benchmarking).

43. Please state your recommendation(s) for how to monitor maintenance skills gap(s) over time (e.g. national register, regional/county approved lists, accreditation).

Section 6: Additional comments

44. Are there any additional comments you wish to make concerning training and education in relation to the maintenance of heritage and non-heritage properties, or to your own experience of undertaking the inspection and/or practical maintenance of heritage and non-heritage properties?

Yes

No

If yes, please add your comments in the box below. Any continuation sheets should be marked clearly with the name of your company/organisation and be stapled to the submitted questionnaire.

45. Would you be willing to discuss your responses to any of the above questions in a follow-up telephone conversation? If yes, please provide a contact name and telephone number:

Yes

No

Contact name:

Telephone number:

Thank you for completing this questionnaire

**Please return to Dr David Watt of De Montfort University at
Loveden House, Gelston, N^r Grantham, Lincolnshire, NG32 2AE.
E-mail: dswatt@dmu.ac.uk**

SUPPLEMENTARY QUESTIONNAIRE – TRAINING PROVIDER

Maintain our Heritage

Research Module 6: Training and Education

Please complete ALL relevant sections of this supplementary questionnaire if you are a training provider concerned with the inspection and/or practical maintenance of heritage and non-heritage properties.

Section 1: Training function

1. Please indicate the group that best describes your function in relation to this supplementary questionnaire:

<p><u>Craft training</u> <input type="checkbox"/></p> <p>(i.e. college, training establishment, builder, contractor)</p>	<p><u>Professional training</u> <input type="checkbox"/></p> <p>(i.e. college, university, training establishment, CPD provider)</p>	<p><u>Training assessor</u> <input type="checkbox"/></p> <p>(i.e. assessor, examiner)</p>
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2. Please indicate the training that you are principally involved with (i.e. forming the basis of your responses to this supplementary questionnaire):

<p>General building crafts <input type="checkbox"/></p>	<p>General property care <input type="checkbox"/></p>	<p>Specialist heritage material supply/usage <input type="checkbox"/></p>
<p>Repair and maintenance <input type="checkbox"/></p>	<p>Survey/inspection <input type="checkbox"/></p>	<p>Health and safety <input type="checkbox"/></p>
<p>Specialist heritage maintenance <input type="checkbox"/></p>	<p>Specialist survey/inspection (e.g. non-destructive survey, access, monitoring) <input type="checkbox"/></p>	<p>Other (please specify): <input type="checkbox"/></p> <p>_____</p>

3. Name of company/organisation:

If you are involved with training in relation to the inspection of heritage and non-heritage properties, please complete Section 2 and ignore Section 3. If your involvement is with training in relation to the practical maintenance of heritage and non-heritage properties, please ignore Section 2 and complete Section 3. Complete both Sections 2 and 3 if appropriate.

Section 2: Inspection training

4. Please describe the nature and level of your training provision (e.g. NVQ, under-graduate, post-graduate, mid-career, CPD, professional accreditation, home owner, conservation training)

5. What is the target audience/market for your training?

6. What is the cost of your training (e.g. £ per day, £ per module, £ per semester)?

7. What are the core and secondary subjects covered by your training? Additional information submitted with this supplementary questionnaire (e.g. training syllabuses, marketing brochures) would be much appreciated.

8. Who validates and assesses the training?

9. What are the standards against which competency is assessed?

10. Is there a formal qualification given to those successfully completing the training event?

Yes

No

If yes, please describe the qualification and its intended 'value' to the recipient.

Section 3: Practical maintenance training

11. Please describe the nature and level of your training provision (e.g. NVQ, apprenticeship, home owner, DIY, craft training, conservation training)

12. What is the target audience/market for your training?

13. What is the cost of your training (e.g. £ per day, £ per programme)?

14. What are the core and secondary subjects covered by your training? Additional information submitted with this supplementary questionnaire (e.g. training syllabuses, marketing brochures) would be much appreciated.

15. Who validates and assesses the training?

16. What are the standards against which competency is assessed?

17. Is there a formal qualification given to those successfully completing the training event?

Yes

No

If yes, please describe the qualification and its intended 'value' to the recipient.

Section 4: Additional comments

18. Are there any additional comments you wish to make concerning the provision of training associated with the inspection and/or practical maintenance of heritage and non-heritage properties?

Yes

No

If yes, please add your comments in the box below. Any continuation sheets should be marked clearly with the name of your company/organisation and be stapled to the submitted supplementary questionnaire.

19. Would you be willing to discuss your responses to any of the above questions in a follow-up telephone conversation? If yes, please provide a contact name and telephone number:

Yes

No

Contact name:

Telephone number:

20. Is additional information being submitted with this supplementary questionnaire?

Yes

No

If yes, please describe the document(s) being submitted and any associated confidentiality.

Thank you for completing this supplementary questionnaire

**Please return to Dr David Watt of De Montfort University at
Loveden House, Gelston, N^F Grantham, Lincolnshire, NG32 2AE.
E-mail: dswatt@dmu.ac.uk**

APPENDIX D – SUPPLEMENTARY QUESTIONNAIRE (CLIENT)

SUPPLEMENTARY QUESTIONNAIRE – CLIENT

Maintain our Heritage

Research Module 6: Training and Education

Please complete ALL sections of this supplementary questionnaire if you are a client commissioning the inspection and/or practical maintenance of heritage and non-heritage properties.

1. Do you have any available information on maintenance costs for general or specific sites, or information on likely monthly maintenance cost scenarios?

2. How much, on average, is spent on maintaining your site(s) per year and how much of this overall cost is associated with large-scale repairs?

3. What do you estimate could be saved through planned maintenance?

Thank you for completing this supplementary questionnaire

**Please return to Dr David Watt of De Montfort University at
Loveden House, Gelston, N^F Grantham, Lincolnshire, NG32 2AE.
E-mail: dswatt@dmu.ac.uk**

APPENDIX E – SUPPLEMENTARY QUESTIONNAIRE (SERVICE PROVIDER)

SUPPLEMENTARY QUESTIONNAIRE – SERVICE PROVIDER

Maintain our Heritage

Research Module 6: Training and Education

Please complete ALL sections of this supplementary questionnaire if you are a service provider concerned with the inspection and/or practical maintenance of heritage and non-heritage properties.

- 1. Would moving away from individual repair projects to planned maintenance contracts fundamentally affect your business? Would this be a realistic and viable option?

- 2. If your company/organisation were to offer (or already does offer) a planned maintenance package, what types of repair and/or maintenance work would be included within the set price/price bands?

- 3. What would be the typical cost breakdown for a planned maintenance package? Additional information submitted with this supplementary questionnaire (i.e. actual cost breakdowns) would be much appreciated.

Thank you for completing this supplementary questionnaire

**Please return to Dr David Watt of De Montfort University at Loveden House, Gelston, N^F Grantham, Lincolnshire, NG32 2AE.
E-mail: dswatt@dmu.ac.uk**

APPENDIX F – CURRENT CONSERVATION COURSES

POSTGRADUATE COURSES					
<i>University</i>	<i>Department</i>	<i>Course Title</i>	<i>Degree</i>	<i>Length</i>	<i>Content</i>
Anglia Polytechnic University	School of Design and Communication Systems (Department of the Built Environment)	Conservation of Buildings	MSc	2 years + 1 semester PT	Conservation of historic buildings, law, re-use and adaptation, building conservation in Europe, economics of conservation, building materials, facilities management of historic buildings, case studies.
Architectural Association	N/A	Building Conservation	AA Diploma	2 years day release	Practical conservation of buildings within a wider context, in order to encourage a broad-based and sensitive handling of issues relating to repair and reuse.
Architectural Association	N/A	Conservation of Historic Gardens and Landscapes	AA Diploma	2 years day release	Course equips students with solid foundation in historic skills and a critical judgement on conservation issues. A number of paths to career development can be envisaged.
Bath	Department of Architecture and Civil Engineering	Conservation of Historic Buildings	MSc	12 months FT 28 months PT	Structural conservation, materials, construction and skills, history and theory, Statutory framework, case studies.
Birkbeck College (University of London)	Faculty of Continuing Education	Heritage and Environmental Interpretation	MSc		
Birmingham	Ironbridge Institute	Heritage Management	MA	1 year FT 2–4 years PT	Conservation theory and practice including conservation planning, conservation legislation, adaptive re-use, carrying capacity and visitor management, economics of conservation, project management, public presentation of historic buildings, archaeological sites and historic landscapes. There are a number of case-study visits

					throughout the course.
Birmingham	Ironbridge Institute	Industrial Heritage	MA	1– 4 years	The industrial heritage course also includes components in recording historic buildings, documentary research and 20th century industries, as well as 18th/19th century industrial development.
Bournemouth	School of Conservation Sciences	Building Conservation	MSc	2 years PT	Units include history of buildings and analytical survey, applied conservation science and monitoring, professional studies, timber building, masonry (brick and stone), lime, gypsum and earth plasters and renders, roofing and metals, decorative finishes.
Bournemouth	School of Conservation Sciences	Architectural Materials Conservation	MSc	1 year FT	
Bristol	Centre for Historic Environment	Architectural Conservation	Diploma	8 terms PT	Methods, techniques and materials involved in conservation work, philosophies of architectural conservation, history of architecture and problems of new buildings in historic areas.
Buckingham		Heritage and Tourism Management	MA		
Buckinghamshire College		Heritage Management and Interpretation	MSc		
Central England (Birmingham)	Birmingham School of Architecture	Architecture: Conservation and Renewal	MA	1 year FT 2 years PT	Theories, materials and technologies, development economics, diagnostic surveying, communication, legal and contractual frameworks, personal investigation.
Central Lancashire (Preston)	Department of Built Environment	Building Heritage and Conservation	MSc	1 year FT 2 years PT	

Central Lancashire (Preston)	Department of Built Environment	Architectural Materials Conservation	MSc	1 year FT 2 years PT	
Central Lancashire (Preston)	Department of Built Environment	International Heritage & Conservation	MA	1 year FT 2 years PT	
Chester University College	Department of History	Landscape, Heritage and Society	MA		
College of Estate Management (Reading)		Building Conservation	RICS Diploma	2 years distance learning	Architectural history, conservation agencies, project control, conservation philosophy, managing historic buildings, research and recording, surveying, law, garden conservation, defect diagnosis and remedy, building archaeology, interiors, alternative use.
De Montfort (Leicester)	Faculty of Art and Design	Architectural Conservation	MA	2 years PT	Year 1: English building styles, conservation framework, conservation studio. Year 2: repair and re-use, landscape and external space, conservation studio, dissertation.
De Montfort (Leicester)	Faculty of Health and Life Sciences	Conservation Science	MSc	3 years distance learning	Modules: contextual framework, investigation and communication, materials science, analytical science, advanced analysis and investigation, building pathology, preventive conservation, research project.
Dundee	School of Town and Regional Planning	European Urban Conservation	MSc	3–4 terms FT	Urban and architectural conservation in European context
East London	School of Architecture	Architecture: Conservation	MSc	2 years	Theoretical and practical course taught in the atelier system; architectural history, materials and techniques, histories and theories of restoration, technology and pathology of building materials, study visits to Rajasthan and Venice.

Edinburgh College of Art		Architectural Conservation	MSc	1 year FT 2 years PT	Theory and integration of architectural and environmental heritage with technology and design intervention, area conservation; 2 options from: vernacular/rural conservation, urban sociology and environmental psychology, landscape / historical studies. Strong emphasis on theory and philosophy.
Exeter	Camborne School of Mines	Mining and Industrial Heritage Management	CPD only		
Greenwich		Building Rehabilitation Studies	MSc	1 year FT 2 years PT	Concept and technology in relation to rehabilitation of buildings with special reference to large buildings, management and economic issues also considered.
Greenwich	School of Business and Management	Conservation Management/Heritage Education/Interpretation/Heritage Management			
Heriot-Watt University (Edinburgh)	School of the Built Environment	Building Conservation (Technology and Management)	MSc	Distance learning	Core and elective modules
Leicester	School of Archaeological Studies	Archaeology and Heritage	MA	Distance learning	
Newcastle upon Tyne	Archaeology	Heritage Education and Interpretation	MA		
Nottingham Trent	Faculty of Humanities	Heritage Studies	MA		
Nottingham Trent		Urban Regeneration	MA	1 year FT	
Oxford Brookes	School of the Built Environment	Historic Conservation	MSc	1 year FT 2 years PT	Core units: settlement and landscape, buildings, building construction and repair, site evaluation and survey, philosophy and politics of conservation, conservation law and practice.
Plymouth	School of Architecture	Architectural	MA	1 year FT	Conservation

		Conservation		2 years PT 1 year PT	philosophy, historic buildings, conservation techniques, history and conservation of gardens, core of ecclesiastical, urban conservation.
Portsmouth		Heritage Studies	MSc	1 year FT 2 years PT	Financial and management practices within the heritage industry with specific units relating to building conservation (links to Portsmouth Historic Dockyard).
Queen Margaret College		Cultural Tourism	MSc		
Robert Gordon (Aberdeen)	School of Construction, Property and Surveying	Built Heritage Conservation	MSc		Conservation science and technology, conservation materials, management, philosophy and principles, building pathology, research methods.
Robert Gordon (Aberdeen)	Scott Southerland School of Architecture	Heritage Management	MSc	FT/PT	
Salford	Department of Visual Culture	Heritage Studies	MA		
Sheffield Hallam	School of Urban and Regional Studies	Heritage Management	MA	1 year FT 2 years PT	
Sheffield Hallam	School of Environment and Development	Urban Regeneration	MSc	1 year FT 2 years PT	
University College London	Institute of Archaeology	Cultural Heritage Studies	MA	1 year FT 2 years PT	The core course deals with topics such as memory, nostalgia, the invention of tradition, the heritage industry, nationalism, the decline of empire, pilgrimage and cultural tourism, the quest for the 'authentic', heritage landscapes, cultural property issues, the commodification of the past, reconstructions and 'virtual' heritages, the evolution of the historic and environmental preservation movement, the organisation and funding of cultural heritage agencies,

					legal and ethical issues relating to cultural heritage and the management of cultural heritage sites. A wide range of options is available.
West Dean College		Conservation of Buildings, Interiors and Sites	PGDip	Four study blocks	Unit A: Historical and contextual, Unit B: Practical and technical, Unit C: critical and conceptual, and Unit D: professional and entrepreneurial
West Dean College		Conservation Studies	MA	Two study blocks	Conservation in context, conservation in practice, and individual projects
Westminster	School of the Built Environment	Urban Regeneration	MA	1 year FT 2 years PT	
York	Department of Archaeology (incorporating IoAAS)	Conservation Studies	MA (Cons)	1 year FT 3 years PT	Architecture, conservation and preservation, architectural history, construction, landscape, townscape, conservation areas.
York	Department of Archaeology (incorporating IoAAS)	Conservation Studies (Historic Gardens and Landscapes option)	MA (Cons)	1 year FT 3 years PT	
York	Department of Archaeology	Archaeological Heritage Management	MA	1 year FT 3 years PT	History and concepts, evaluation of the archaeological resource, legislation and policy, project management, museums and collections, audiences and interpretation, ethical issues, management and interpretation.
York	Department of Archaeology	Archaeology of Buildings	MA	1 year FT 3 years PT	History and concepts, research, recording and analysis of buildings, listed buildings and conservation areas legislation, professional practice, the archaeology of later medieval buildings, post-medieval architecture, buildings history.

UNDERGRADUATE COURSES					
<i>University</i>	<i>Department</i>	<i>Course title</i>	<i>Degree</i>	<i>Length</i>	<i>Content</i>
Anglia Polytechnic University	School of Design and Communication Systems (Department of the Built Environment)	Building Conservation and Heritage	BSc (Hons)	3 years FT	
Anglia Polytechnic University	School of Design and Communication Systems (Department of the Built Environment)	Building Conservation and Heritage Studies	BSc (Hons)	5 years PT	
Bishop Burton College	Countryside and Environmental Management	Heritage Design and Management	BA		
Bishop Grosseteste College		Heritage Studies	BA		
Bournemouth	School of Conservation Sciences	Heritage Conservation	BSc (Hons)	3 years PT	
Buckinghamshire Chilterns Univeristy College	Faculty of Leisure and Tourism	Leisure Management with Heritage Studies	BA/BSc		
Buckinghamshire Chilterns Univeristy College	Faculty of Leisure and Tourism	Tourism with Heritage Studies	BA/BSc		
Central Lancashire (Preston)	Department of Built Environment	Heritage Management	BA		
Cumbria College of Art and Design	School of Critical and Contextual Studies	Heritage Management	BA		
Derby	School of Environmental and Applied Sciences	Heritage, Tourism and Countryside Management	BSc		
Greenwich	School of Business and Management	Heritage Management	BA		
Huddersfield	Architectural Foundation Programme	Building Conservation	BSc	3 years FT	
Kent (Canterbury)	School of History	History and Heritage Studies	BA		
Luton		Building Conservation	BSc	3 years FT	
Northumbria at Newcastle	School of Architecture	Architectural and Urban Conservation	BSc		
Plymouth	Faculty of Arts and Education	Heritage and Landscape	BA		
Wales (Bangor)	School of History and Welsh History	History and Heritage Management	BA		
Worcester University College	Department of History	Heritage Studies	BA/BSc		

FURTHER EDUCATION COURSES					
<i>College</i>	<i>Department</i>	<i>Course title</i>	<i>Award</i>	<i>Length</i>	<i>Content</i>
Bishop Burton College	Countryside and Environmental Management	Heritage Management	HNC		
Chipenham College		Heritage Management	HNC		
Cornwall College	Department of Geosciences	Heritage Management	HND		
Cumbria College of Art and Design	School of Critical and Contextual Studies	Tourism and Heritage Management	HND		
Highlands and Islands	Moray College	Environmental and Heritage Studies	HNC		
Highlands and Islands	Thurso College	Environmental and Heritage Studies	HNC		
Luton	Department of History	Heritage Management	HND		
Sheffield College		Tourism Management	HND		
St Austell College		Heritage, Environment and Economic Development	HND		