

EASTSIDE COMMUNITY HERITAGE

**Heritage Leadership Programme**  
Skills for the Future

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Evaluation Report

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## **Heritage Leadership Programme**

### **Purpose of Evaluation**

The purpose of this evaluation is to assess the programme at the end of its delivery phase. The programme has recruited ten trainees and nine have completed the programme and gained a QCF level 3 qualification in cultural heritage.

The evaluation has a particular focus on the following themes:

- The quality and value of the training and skills development provided.
- The quality and value of a placement of one month in a partner organisation.
- The quality and value of other development interventions.
- The relevance and usefulness of the Cultural Heritage qualification.
- Trainees progression
- Value for money.

### **Evaluation Methodology**

The evaluation methodology utilised a combination of tools, as follows:

- In-depth interviews with trainees.
- Self completed questionnaires.
- Questionnaires completed by placement providers.
- An in-depth self evaluation report for completed trainees.

The evaluation has included the impact on trainees, ECH, and the wider sector.

### **About Eastside Community Heritage**

Eastside Community Heritage was originally founded in 1993, as a strand of the Stratford City Challenge initiative. It's remit was to engage the local community in the history and heritage of the area, with a strong focus on oral history. The organisation became an independent charity in 1997 to continue to record the stories of local communities, and expanded to cover the whole of East London. In 1999, ECH secured funding from the Heritage Lottery Fund to establish the East London People's Archive; a digital collection of thousands of recorded oral histories, photographs and memorabilia. ECH has since extended throughout London and beyond working on a range of projects that document the people's history. As ECH has grown, so has the archive. This unique collection documents and preserves the various stories and voices that make up London's communities, along with communities further afield.

The aims of the organisation include:

- To inform people through the provision of heritage, and cultural based activities such as exhibitions, publications, dramas, workshops etc.
- To empower individuals and groups to access resources to write, rewrite, record, publish and present their own histories and that of their local area and community.
- To promote civic pride through active participation and involvement in community affairs.
- To promote greater harmony and understanding of interracial and intergenerational experiences through historical explorations.
- To celebrate the culture and heritage of London's diverse communities.
- To provide independent historical and social research and evaluation.

ECH has already successfully delivered a nine month traineeship programme, funded by the Heritage Lottery Fund's first Skills For the Future grant scheme. This traineeship trained six cohorts of four trainees each under the Trainee Oral Historian programme developed by ECH. Of the 16 trainees that completed this first programme, 75% are now either employed in the sector or are continuing their education in the field of history and heritage.

Destinations of these trainees include; PhD programme, History Pin, SKY News Archive and Research Department, Redbridge Archive, Ben Uri Gallery, ECH (project officer role), and working on other HLF funded community projects. ECH maintains connections with the majority of trainees that have completed programmes, and where possible, offer advice and guidance on career development.

This subsequent programme addresses challenges and builds on the successes of the previous Oral Historian programme. During the course of the Oral Historian programme, ECH became an accredited training centre competent to deliver L1-3 QCF (NVQ) in Cultural Heritage (2012). ECH maintains 1 internal verifier and two qualified assessors at the centre, and is currently in the process of training a further assessor.

A past trainee has now qualified as a QCF assessor in cultural heritage.

## **Aims and Objectives of the Community Heritage Leader traineeship**

The main objective of this programme was to deliver a 12 month training programme for ten recruited trainees. An emphasis has been placed on recruiting participants from currently under represented communities within the heritage sector (this includes BAMER communities). The HLF has provided opportunities for many organisations to access heritage, and the programme also hoped to address the current gap for qualified community heritage project managers and co-ordinators. Alongside extensive practical training, the experience of developing, delivering and producing outcomes for real projects will provide confident and able graduates ready to work in the sector.

Trainees on the programme undertake a L3 Diploma in Cultural Heritage, informed by their work based activities. In addition, the following are core outcomes for the programme;

- Undertake work-based training on Eastside's community-based heritage projects
- Undertake work placements in partner heritage organisations
- Undertake training in project skills; development, design, management, budgeting and evaluation.
- Undertake training in enterprise and self-starting skills, to support their careerbuilding and be work-ready.
- Undertake training in fundraising skills
- Undertake training in recruiting, engaging, mobilising, managing and supporting new heritage initiatives
- volunteers and managing volunteers
- Undertake training in the working of small charity organisations and management boards
- Undertake training in sound editing, transcribing, cataloguing and archiving materials, digitising photographs and memorabilia, designing publicity, working with social media, organising community heritage events and workshop materials, working in schools, historical research, heritage walking tours
- Develop and design exhibition, podcasts, website development
- Training in using CALM archive programme
- Visit and study the use of Oral History in heritage organisations
- Learn about the range of heritage careers available to them
- Learn about the uses of social media and how to use new digital technologies in heritage projects
- Undertake training in oral history techniques.
- Access networking opportunities

## **Project Partners**

**RAMFEL:** Refugee and Migrant Forum of Essex and London, promotes community cohesion and a support service to Black, Asian, Minority Ethnic and Refugee communities across London and Essex.

**Redbridge Museum:** A local museum in Ilford in the London Borough of Redbridge. Since 2000, the museum has worked with hundreds of local people, produced more than 70 exhibitions and displays, held over 600 family themed workshops and events, and hosted thousands of local schoolchildren.

**Havering Museum:** A local museum in Romford in the London Borough of Havering. Open since 2010, the museum is based in a part of the historic Romford Brewery. Permanent exhibitions alongside family events and activities for schools and local community groups.

**Valence House Museum & Local History Studies Library and Archives:** A local museum in Dagenham in the London Borough of Barking and Dagenham. Following extensive refurbishment in 2010, the last surviving Manor House in Dagenham is dedicated to story of the borough and it's people.

**London Metropolitan Archives:** An archive holding an extraordinary range of collections and records about London. LMA run a wide selection of talks, guided tours, film screenings, exhibitions and other events.

Nine trainees have completed placements so far for this programme. Of the nine who have completed placements, three elected to take their placement at LMA and seven elected to take their placements at Valence House Museum. The placement for trainees was held in month nine or ten of their training programme. This gave trainees a chance to see where the gaps they had could be addressed in the partner organisation and gave them a chance to think about their career development prior to their placement. This also provided them with an in-depth knowledge of the area they wished to develop their skills and enable them to elect the placement that they individually felt would be suitable for them.

The feedback from the partner organisations who have hosted trainees has been overwhelmingly positive.

Asked to what extent the trainees contributed to the organisation, one provider responded:

*"Their skills and experience contributed a great deal. They got involved in all aspects of collecting, preserving and making accessible the collections that we hold."*

Asked if they felt the trainee was ready for working in the sector, another provider stated:

*"Very competent and had a good understanding of the sector. Very enthusiastic and quick to learn, which will come in useful".*

All placement providers agreed that the trainees were a positive addition to their teams, and that all trainees arrived prepared and ready to work. 100% of responses from the providers stated that they would employ the trainee if they were able.

Communication between the placement providers and ECH before, during and after the placements was rated as "Good" by all providers. Asked if any issues arose with trainees or ECH, the placement providers all stated that there were none. One provider described the trainees as

*"a pleasure to work with",* and all providers wished the trainees the very best for their future careers in the sector.

*"A good addition to the team"*



**A launch event of an exhibition produced by trainees**

## **Recruitment of Trainees**

The following was established as the main criteria for candidates to be recruited to the traineeship position:

- a) Language Skills; trainees need to have a good command of spoken English for conducting interviews, and written English for writing interpretation materials or describing their work for exhibitions. We fully anticipate that those skills will be in the authentic voices of the communities we work in – we are not setting a standard of ‘received pronunciation’; readily understandable accented voices are what we expect. An additional locally spoken language will be desirable.
- b) Willingness to learn to use digital technologies; in particular the recording and editing equipment and programmes
- c) A demonstrated interest in local history, social history, heritage or oral history projects, and an understanding of how to put together an interesting story
- d) A confident, friendly and professional manner; willingness to meet new people and get to know them, the ability to put people at their ease, and to represent ECH and its partner organisations in a suitable way
- e) Evidence of the ability to self-manage; reliability, punctuality, organising own workload and the ability to study
- f) Experience of being a volunteer
- g) Evidence of involvement with voluntary or community organisations, preferably able to demonstrate having taken some level of responsibility.
- h) Evidence of existing relevant skills, experience or abilities, they can bring into the sector, and share with other trainees.
- i) Being prepared to take on a leadership/project management role on successful completion of the traineeship
- j) Able to demonstrate that this traineeship will challenge them and give them new skills that they did not have previously.

Following a written application, candidates were invited to interview with the Executive Director and the Training Manager. Two short tests were given at the interview stage; a transcribing test and a written exercise themed around devising a volunteer workshop plan.

- Cohort one 24 applicants - 6 applicants from BAMER communities
- Cohort two 16 applicants - 3 applicants from BAMER communities
- Cohort three 28 applicants - 6 applications from BAMER communities
- Cohort four 26 applicants - 8 applications from BAMER communities
- Cohort five 32 applicants - 6 applications from BAMER communities

10 applicants in total identified as LGBT+

**Please note not all applicants completed monitoring forms.**

ECH endeavoured to advertise the traineeships in non-traditional places as well as through the usual avenues; this included promoting the programme directly to local colleges and through ECH's network of community groups and organisations. In particular applicants from non-traditional backgrounds were targeted to apply, including those from low socio-economic backgrounds, not in a position to undertake MAs or Higher Education in heritage, and minority groups. A high proportion of applicants from the LGBT+ community has been noted, possibly due to ECH's exceptional record of working with this community in the area.

All recruitment standards for the programme have been adhered to, however (due to the unsuitability of some applications) fewer trainees have been recruited in each cohort than was originally intended. Two trainees have been recruited per cohort instead of four- we recruited five cohorts of two as this gave the organisation the chance to widen our reach and also provide each cohort with extra support, if needed - we also found that recruiting twice a year enabled the cohorts to overlap by six months and share their experience with the new cohorts, this provided them with mentoring skills and we found that the both cohorts benefitted from learning from each other and enjoyed peer training.

One trainee recruited in cohort two had to leave the programme early unexpectedly due to health and personal issues. Nine out of ten trainees have successfully completed the programme and their QCF level 3 and eight are currently employed in the sector.

Trainees were asked their motivation for applying to the programme, and the majority stated that the diverse experience offered by the programme as well as the prospect of managing their own project were key factors. Comments included:



*"I was interested in the varied nature of the role and wide range of skills I would develop."*

*"The aspect that appealed to me the most were (sic) being able to manage my own project."*

*"I was seeking experience to help me pursue a career in the heritage sector; I was attracted to the prospect of managing my own project and completing the NVQ"*

*"I wanted to work in heritage since I was a child and have not been successful in getting work even though I have done lots of volunteering. This has mainly been in a front of house capacity. I know I needed experience in project delivery and this training offered this opportunity"*

*"I could not afford to do an MA and needed experience in the sector. I saw this traineeship advertised and was really excited"*

All trainees felt the role was as advertised, with one describing the programme as *"varied, lots of interesting elements,"* and another stated the programme had *"exceeded expectations from the start"*.

All trainees undertaking the programme and recruited were from low socio-economic backgrounds and did not have the financial means to undertake a Post Graduate qualification in the sector.

One of the trainees we recruited had completed a Masters qualification in Museum Studies and was concerned about the large debt incurred, and was still unable to gain employment in the sector. She was working as a nursery nurse, this trainee is now at a national museum as a community outreach officer.

## **Challenges and Constraints**

1. Long term sickness (and eventual resignation) of the Training Manager from the beginning of cohort two. This resulted in additional duties being absorbed by the Executive Director, although no issues arose from the situation in regards to the trainees.
2. Recruitment of new Training Manager who was in place for the start of cohort three.
3. Extended leave of one trainee due to personal and health issues resulted in that candidate withdrawing from the programme early. This

applied additional pressures to the trainees when working on group projects/tasks.

4. A change in the qualifying award body providing the QCF qualification.

This issue was resolved by the start of cohort 3, and a new provider assessed and approved ECH as a cultural training centre, however this added to the work load of the ECH management team, as ECH had to undergo another assessment as a training centre.

## **Placements for Trainees**

Placements are an integral part of the programme and offer a unique opportunity for trainees to gain broader experience by working with more than one organisation. Placements are offered to trainees in the last quarter of the traineeship (between month nine and eleven). Trainees express an interest in a placement, and if more than one trainee wants the same placement the final decision is made by the placement provider after a face to face meeting and/or a written application.

Nine of the ten trainees recruited to the programme have completed their placements with the partner providers (one left early due to health issues). Three have completed a placement at LMA with a further six completing placements at Valence House Museum and Archive. Valence House Museum proved to be very popular due to the diverse nature of the work programme allocated to trainees, as well as through word of mouth from other trainees who really enjoyed their placement there. Valence House also offered a choice of two weeks in working in the museum and two weeks in the archive and this really appealed to the trainees.

The experience of using alternative industry standard systems and thus broadening skill sets was seen as a particular asset. For example, one trainee stated:

*"Whilst on my placement I learnt in greater detail about archiving and using museum and archiving databases such as AdLib. I also got to undertake some conservation cleaning work and gain skills in this area."*

*"Learning AdLib really helped me getting the job with Historic England as I could say that I have experience of both using AdLib and CALM"*.

ECH uses a CALM database and does not hold objects or originals, so opportunities for conservation work are rare. Ensuring the placement providers are able to offer something different to fill the gaps of CVs is seen as a great positive by trainees.

The opportunity to "take charge" within the partner organisation was also an example given by a trainee when discussing the successes of the placement; *"was able to design, develop and install an exhibition"*.

Talking to other trainees who had completed placements has proven to be very helpful in deciding which to express an interest in.

*"The benefit depends on taking advantage of the opportunities available whilst on placement to learn new things and how other people do it"*.

However other comments suggested that the programme might benefit from extending the offer of placements; for example, during discussion with all of the trainees, several mentioned that multiply placements for a longer period might be more beneficial. The benefit of being able to *"fill gaps in CVs"* through multiple placements might provide the edge in seeking employment.

Another trainee also commented that there was:

*"only so much you can do in a year"* and that *"two slightly longer placements in a 18 month programme"* might provide more opportunities to develop throughout the traineeship.

All trainees agreed that this could not work in a twelve month programme, due to the time constraints of fitting everything in.

## **Learning and Skills Development**

For the purposes of this evaluation, the trainees were asked to rate their skills and expertise before the traineeship, and then again for where they are now; 1 being low, and 10 being high. The results below represent an average of before and after results.

**Project Development : 4 to 8**

**Design skills: 3 to 8**

**Project Management: 4 to 8**

**Budgets: 3 to 6**

**Project Evaluation: 4 to 7**

**Knowledge of charity sector: 4 to 6**

**Knowledge of heritage projects: 3 to 7**

**Fundraising: 4 to 6**

**Supporting and managing volunteers: 4 to 6**

**Oral history: 2 to 9**

**Promotion and Social Media: 6 to 8**

**Digital Skills (sound/video editing, etc.): 6 to 8**

**Working with communities: 4 to 8**

**Working with archives: 3 to 7**



**Trainee leading on a walking tour of the Olympic Park, using oral history sound clips. This walk was developed and delivered by trainees. Healthy Heritage Walking Tours**

The vast improvement in the skills level of the trainees is a credit to the programme. When asked to elaborate on how these skills had been put in to practice, numerous examples were cited. A selection of these comments follows:

*"Delivering public talks for "Snapshots Through Time" really improved my confidence with public speaking. I liked having the responsibility for researching the content for the talks as well."*

*"I developed lots of new skills with design work; I was really nervous at first but I have a lot more confidence now. I've done design work for a website, exhibitions, posters and flyers."*

*"My favourite event was the launch of the "We're not finished!" exhibition. I designed the exhibition and it was great to see the public reaction. I was proud of what I had achieved."*

*"My favourite project was the project I developed; "Stories from the Hungarian Revolution". I delivered the project from the design and distribution of the publicity, to the entertainment at the launch event. Amazing experience, and tracking down a Hungarian Folk Dance group to perform at the launch for free was the icing on the cake!"*

*"I didn't know much about oral history before I started, and now I feel like I've learned so much. I'm really happy with the training here."*

### **Trainee Supervision:**

Where gaps in knowledge were identified, usually during the regular supervision meetings with managers, more specialised training was developed and delivered for the trainees.

For example, training has been developed in; working with special needs groups, mental health awareness, dementia awareness, and more technical based training (such as video editing). Trainees were actively encouraged (and asked in supervision) to request training in areas they feel they need or want more development. Where suitable external courses are available, trainees were able to attend as part of their usual work hours.

During supervision trainees note the projects they are working on and the tasks they had been engaged in: building a website, writing and designing an exhibition, delivering school workshops, transcribing, assisting at reminiscence sessions, producing material for reminiscence sessions, organising events, conducting oral histories.

Trainees note at each meeting:

- (1) whether they feel they are on track and making progress
- (3) whether they have met all their targets
- (4) what they hope to achieve in the next three months
- (5) parts of the programme they find difficult or want additional help with.

New skills acquired, skills to develop, additional training needs, and progress on targets are logged during the monthly supervision meetings.

Oral feedback from the trainees suggests the noting down of projects completed and work undertaken over each month helped trainees when they are updating CVs and applying for jobs, and was a good method of monitoring progress and achievements. During supervision trainees also received support with job application and a chance to discuss any job interview tips. Job interview practice was also offered to trainees which eight out of the ten trainees made use of.

Pastoral Support was also offered during supervision sessions in order to support trainees, as for some this was the first time they had lived away from home since university.

By the end of the traineeship, all trainees received training and delivery in the following areas;

- Exhibition Writing and Design
- Health and Safety
- Website Production/Content
- Podcasts
- Developing and Delivering Community Events
- Recruiting and Managing Volunteers
- Writing Proposals for Heritage Projects
- Developing and Delivering Educational Resources (for schools and adult learners)
- Oral History Interviewing (Theory and Practical)
- Developing and Delivering a Heritage Walking Tour
- Managing Heritage Events
- Writing Funding Applications for Heritage Projects
- Working with older people living with Dementia
- Historical Research
- Delivering History Talks and Papers
- Social Media
- Archiving oral history interviews
- Copyright and Cataloguing
- Digitising photographs and memorabilia

- Partnership Working
- Project Evaluation
- Budget management
- Working for a charity



**Workshops in libraries and schools**

## **Self-evaluation from all nine of the trainees.**

### **Q1. What aspect of the traineeship have you enjoyed the most?**

All the trainees have reported back they have enjoyed the 'hands-on' practical aspects of the programme and have enjoyed putting their training into practice.

*'I have most enjoyed learning how to conduct a successful oral history interview. I relish the process of bringing someone's story out. It's very satisfying to guide the interview in a way to benefit a later exhibition, but also allowing space for the interviewee to share the stories they think most important, and do so in their own manner.'*

*'Project Implementation - working on the RAMFEL project from start to finish. Really eye opening to see the whole process of taking an idea, researching, conducting interviews, writing text, designing booklet and for all the content to come together in a publication/website.'*

*'Leading projects, conducting oral history interviews, organising workshops and talks.'*

*'I have enjoyed these aspects of the traineeship as they have allowed me to practice my research skills as well as exercise creativity and interact with people.'*

*"Working with community groups was so rewarding, loved being out in the community. The work is so valuable and seeing a project from start to finish and learning how to write and design an exhibition was fantastic".*

**Q2. (a) Can you name some of the skills you have acquired and/or developed? (b) How have you applied your skills?**

All the trainees were able to list the skills they have acquired and/or developed over the programme.

All the trainees were able to name how and why they were applying their skills.

*"I think the most important skills I have acquired and developed have been based around the planning and implementation of reminiscence sessions. These sessions are great ways of demonstrating the value heritage groups place in the experiences of marginal groups, and are often vital to project work, both as outcomes in themselves, or by inspiring people to give oral history interviews. These skills are important because they can be applied in many different contexts, including formal or more informal settings, working with a wide range of ages (and shading into school workshop delivery), and with a wide range of social and cultural needs."*

*'Oral History training, applied when conducting interviews for WHU and RAMFEL - Learning how oral histories as an alternative method to collect and document history.'*

*'Sound forge – had no previous knowledge, can now edit sound clips for workshops, trainings, and website content as well as making podcasts. Photoshop Training – had no previous knowledge, now understand basic functions....InDesign - had no previous knowledge, applied when designing Cinema to Synagogue Exhibition and RAMFEL Booklet. ...Developing materials for workshops/community events/reminiscence sessions.'*

**Question 3. (a) Have you started to think about your employment pathway? What kinds of roles are you considering? (c)What additional skills do you need to have experience in?**

Trainees tend to start thinking about their next steps in the month leading up to their placement.



*'I have not started to think greatly about my employment pathway, and am planning instead to start looking for jobs around October or November, so that I will be able to fill the advertised positions after leaving Eastside in January of next year. I would happily take on a role in a broad range of heritage roles, be they museum based, education focused, or taking on relatively short-term project work similar to that which I have been working on in my trainee role so far.'*

*'I think the skills that will make me most attractive to a range of employers over such diverse heritage roles would be to learn about funding and budget management, and also get to grips with the functioning of a board in a heritage organisation. This will give me a much fuller idea of how project work is planned and carried out with a set of objectives in mind, and what responsibilities and skills are required in higher positions.'*

**Question 4. At the start of this programme you rated how confident you felt to take on a leadership role in Community Heritage. Can you refer back to this and now rate how confident you feel at this point.**

On the scale '7' is equal to 'less confident' and '1' is equal to very confident.

- Trainee cohort 1: 6 to 2
- Trainee Cohort 2: 5 to 3
- Trainee Cohort 3: 6 to 2
- Trainee Cohort 4: 6 to 3
- Trainee Cohort 5: 6 to 2

## Barking Park Walking Tour



**Trainee delivering a talk at Redbridge Library**



## **Launch of Cinema to Synagogue exhibition and RAMFEL booklet**

Enthusiasm for personal projects has been obvious throughout discussions with trainees. The variety of subjects developed is diverse, with trainees encouraged and supported to be creative with the topics. Projects developed by trainees, this element of the training they enjoyed but also enabled them to see a project from idea development to final implantation. Not all project trainees were able to completely implement their project ideas due to financial restrictions or lack of time due to other work commitments. However, they were also encouraged and supported to seek funding for their projects.

### **Stories from the Joiners Arms**

**1956: Stories from the Hungarian Revolution**

**We're Not finished!**

**Social Housing Collectives**

**The Forgotten Dairies of East London**

**Remembering Redbridge**

**Social Housing – regeneration**

**Folk of Forest Gate**

**Dairy Days and Milk Floats – tales of Milkmen**

**The Anti-Apartheid Movement in London**

**London's Grime Scene**

**Black Trades Unionist**

**Market Traders**

**Healthy Heritage Walking Tours**





**Christmas event organised by trainees  
with the Hungarian Society**



**Refugee week event organised by Trainees  
working with the Hungarian society**

Trainees also develop thematic community events and activities targeting people who do not traditionally engage with heritage provision. All trainees produced events and small displays or exhibitions for;

- Disability History Month
- LGBT History Month
- Refugee Week
- Black History Month
- Women's History Month

When asked what in particular has aided professional development a variety of responses were given, which may be indicative of the differing aspirations and primary focus of the individual trainee. Comments included:

*"Whilst at Eastside I developed some skills that may aid me in my career. For example exhibition design and using Photoshop and Indesign. In addition communication skills were improved through conducting oral history interviews and it was valuable to gain experience working with community groups."*

*"I would definitely say the ability to organise projects, develop and evaluate projects in several settings."*

*"Team work and individual working."*

*"Project management, volunteer management, oral history"*



**School workshops**



**Delivering volunteer training**





### **Exhibition launch**

In addition, trainees were asked if they felt they would be a more desirable candidate on completion of the traineeship. Responses included the following:

*"I think it will make me a more desirable candidate because I have been able to draw lots of my skills and previous experience together into a single job or project. This makes it easier to communicate those skills to future employers."*

*"Yes... Enhanced project development and management skills, as well as volunteer management skills which were the main gaps on my CV."*

*"I believe it will do. The traineeship offers a broad range of experience within a heritage context. Not only have my skills improved in several areas of work, but the traineeship has given me the confidence in my own abilities when approaching tasks."*

However, a trainee who has completed the programme and is currently in employment in the sector had the following to add:

*"I do believe the programme will make me a more desirable candidate for employment and I believe the organisational and administrative skills shown at Eastside did help me to gain my current role as Administrator"*

*for the volunteer department at English Heritage. However I have applied for a number of roles in community outreach and heritage that I thought the skills and experience gained at Eastside would have made me ideal for but not been successful, it is possible then that while the experience was valuable I have not developed some skills far enough to be successful in the current competitive job market."*

This would suggest that although the traineeship is securing, and will secure, employment, the constraints of time within the programme do not necessarily allow for in-depth work in all areas

### **Employability Action plan:**

From month seven all trainees were provided with monthly employability sessions to assist them in developing an action plan and assistance with writing their CVs along with interview practice. The plans were reviewed on a monthly or bi monthly session, depending on the needs of each trainee and the support that they required. Targets were also set for trainees if they required, to apply for employment after month ten of their traineeship, 3-5 hours per week were allocated to job applications from month eleven .

<b>Action</b>	<b>Review date</b>	<b>Further actions</b>	<b>Review date</b>
Cut CV to 2 sides	22/6/16	23/6/16 Cut down still further	29/6/16
Ensure personal statement reflects your passion for social history – bold 13pt – 8 lines max	22/6/16	23/6/16 statements read well	complete
Key achievements – 3 or 4 – focus on the crowdfunding; successful project; oral histories completed	22/6/16	23/6/16 cut the key duties to 5 each job; also focus on the blogs/website design – talk up the 'techy' parts of the work	29/6/16
Use Arial and 12pt for main body of the CV	22/6/16	23/6/16	complete
Produce 2 CVs for	22/16/16	23/6/16	Complete



the 2 distinct areas you are applying for			
Send manager a job application form(s) to check through	29/6/16		

## **Destinations of completed trainees**

Nine trainees have completed the programme to date, including the QCF element.

One is currently working as an administrator in the Volunteer Department of English Heritage. The trainee directly stated that their work during the programme secured this position for them.

One is currently employed at a Jazz archive in London (Cafe Oto), where their main role is to produce digital materials such as podcasts incorporating the collections. Prior to the traineeship, this trainee had little sound editing or archive experience and again stated that the programme undoubtedly contributed to their success in applying for this position. This trainee has now been employed by Café Oto for the past three years and is now involved with programming as well as managing their sound archive, this is now in development and linking with Goldsmiths University.

One trainee is currently the community outreach officer at the National Army Museum and has been employed there for the past eighteen months, traveling around the country and to Germany to increase their oral history collection.

One trainee is now employed on a three year HLF project based in Manchester, project managing the project and a team of volunteers.

One trainee is currently employed by the Heritage Lottery Fund as an administrative assistant.

One trainee is currently employed by a museum in Morocco as a community curator.

One trainee has recently completed a Masters in Museum Studies and was a volunteer with ECH before his traineeship. He was successful in securing a grant to do his MA and is now employed by Newcastle University.

One trainee is now employed as an archive assistant at the Royal Opera House, and has been employed there for the past eight months. This trainee is now assisting with developing their community outreach programme and worked on with the recent V&A Opera exhibition.

One trainee has recently started at Eastside Community Heritage as a project officer.

In a challenging employment market, the range of skills developed during the programme seems to be keeping pace with the requirements of employers in the sector. The Eastside trainee programme has been successful in that 95% of our trainees are currently employed in the heritage sector.

### **Benefits to the organisation**

ECH became a cultural heritage training centre in 2012 one of the first of the Skills for the Future (first round applicants) programme to do this. We later advised other Skills for the Future programmes on how we achieved this and qualifying as centre within six months. Undertaking this process of becoming an accredited training centre provided the organisation with a chance to reflect on the training modules /methodology it provided and to also look at different methodologies for delivering training i.e peer led training.

The benefit of becoming a training centre provided opportunities for present staff, including the ECH Executive Director to upskill and undertake the QCF assessment course. We subsequently trained two members of staff, one a previous trainee who had successfully gained employment with ECH as a project officer later completed the QCF assessment course. In 2015 the ECH Executive Director completed the IQA training (Internal Quality Assessor) course in Cultural Heritage. The programme has enabled the organisation to make a step change and upskill all its present staff members.

ECH continues to extend it's offer of QCF training to other communities groups to provide accredited heritage training working with different community organisations.

The input of trainees to the organisation has been very beneficial, it has enabled the organisation to develop skills, and they have all brought fresh ideas and approached on how to develop our work, deliver projects and technical skills.

The SFTF programme has enabled ECH to diversify its recruitment policy and look at different modes of recruitment ie non-traditional methods

such as visiting local colleges and local job centres to ensure that we recruit a local workforce that reflects the demographics and changing communities of the area that we work in.

ECH has embed the programme into it core work and even though we were unsuccessful with securing another programme of HLF funding we are continuing to recruit and train trainees. This programme is being funded out of ECH project commissions.

## **Conclusions and Recommendations**

The programme devised by ECH has produced good results with 95% currently in full time paid employment in the heritage sector and two trainees have completed a masters in Museum studies the trainees have improved significantly in each category, which demonstrates the programme clearly filled the gaps the trainee wished to fill and gaps within the sector. The traineeship was flexible enough that it allowed trainees to focus on areas of strength and areas they wished to develop further, yet provides a solid grounding in a variety of areas useful to the sector in general.

The impact on the trainees is great, with reports of increased confidence and skills in all areas reported. Trainees having gained employment within weeks of completing their QCF qualification and their traineeship.

ECH is now firmly established as a Cultural Heritage Training and Assessment centre, with two in house assessors (and a further assessor in training) and an Internal Verifier. ECH has therefore managed to develop an offer for other local community groups and organisations to undertake accredited training with the centre.

Providing all assessment provision in house also circumvents any issues with the delivery of the QCF to trainees, ensuring that there have been no issues with the support in this area, offering assessor training to the current staff team at ECH has proved popular as a development opportunity, allowing for further professional development and training expertise within ECH.

Recommendations have been focused around the delivery of the programme, rather than the content.

- There has been a contradictory opinion between two trainees as to whether more or less peer and self evaluation is required. This would very much depend on the learning style of the individual trainee, ECH has been committed to offer both.

However, it has been suggested that a formal one page "personal" report could be produced for each trainee on completion of the programme. This would evaluate the individuals contribution and highlight their achievements, and could also be used as supporting or supplementary information for job applications. Regular supervision meetings already provide feedback to trainees in a formal setting, and all trainees have expressed their satisfaction with the support they have received.

- The QCF element of the programme does not currently start until month five to six of the programme. The purpose for this has been given that trainees need to complete training in basic duties and tasks, as well as build up a portfolio of work that can be used as evidence for the QCF qualification. Details of all the modules available under the qualification are also provided at the beginning of the programme to each trainee.
- A longer traineeship would seem to address the comments regarding the depth of knowledge for certain job roles as well as broader understanding of the wider sectors. This might be achieved by offering more than one placement over the course of a longer programme. Other solutions might include trainees taking on responsibility for certain aspects of work exclusively for certain time periods within the programme; however this would also require the traineeship to be of a longer duration to ensure other areas do not suffer as a consequence. The feasibility of this option would need to be explored further with ECH and partners to ensure it would meet the needs of all.

Further more this programme has enabled the organisation to grow and develop in-house skills as well as improving the quality of its external training to community groups and other heritage projects. The programme provided an opportunity to experiment and seek feedback on processes from the trainees – it also brought fresh ideas and a new generation into the sector as well as diversifying those working within the sector. ECH will endeavour to continue employing and training trainees for as long as funding permits.

# Snapshots Through Time

Do you have a story to tell about Ilford Limited?

Ilford Ltd. are a big name in photography, and before they relocated were a huge employer of local people. We want to preserve this heritage by interviewing people for our archive.

If you, or anyone you know, has a story to tell about Ilford Ltd. please contact Holly:  
[holly@ech.org.uk](mailto:holly@ech.org.uk)  
 02085533116

**Publicity produced by trainees**

# Enrich the List

Bring history to life!

In partnership with

By sharing your pictures and memories of Valence House, Barking Park War Memorial, Barking Abbey, and St Margaret's Church, YOU can help conserve the listed buildings of Barking and Dagenham!

Please visit <http://historicengland.org.uk/listing/enrich-the-list>

**Publicity produced by trainees.**

**Lesson learnt:**

- Build in more in kind support to funding application – ECH provided employability support for trainees even after they completed the programme –
- Four trainees returned after they completed their training for advice and support before attending job interviews. In order to do an interview practice session with the ECH Executive Director.
- Publicise and market ECH work and development especially as the organisation was the first to become a cultural heritage training centre in London (apart from eth V&A)
- Build in peer training from the beginning of the programme. This was include for cohort 3 after an interim evaluation was commissioned
- Develop a robust mentoring programme at the start of the training programme.

**January 2018**