CBA Research Bulletin 2

Diversifying participation in the historic environment workforce

UCL Centre for Applied Archaeology

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A Report by UCL Centre for Applied Archaeology

Cover images:

(Top) A participant at an English Heritage event (© English Heritage)

(Bottom) All ages engaging in the Whitworth Park Community Archaeology and History Project (Cobb, Giles and Jones)

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1 Executive summary

This report is the first of its kind: there is no previous research examining the ethnic diversity of the historic environment workforce. For the purposes of the project the 'historic environment workforce' was defined as everybody (including volunteers) working for organisations whose core activities involve the management, understanding, conservation, development, and enhancement of historic places and material.

This project was originally designed as a scoping survey that would identify all existing data and research pertaining to ethnic diversity in the sector. This report pulls together all known analysis and available data on the subject into one holistic analysis that examines all parts of the sector (including its educational, voluntary and professional elements).

The nature of the problem

The historic environment sector is not ethnically diverse. This is widely accepted and the sector is eager to address the challenge of increasing diversity within the workforce. However, increasing the ethnic diversity of the workforce has historically been a low priority for the sector, with no single organisation taking the lead for championing the issue.

Barriers to engagement

There are inherent barriers to entry into the historic environment sector. These barriers derive from the educational and employment infrastructure the sector, the colonial history of the UK and the image of the sector as one which is dominated by White middle-class people and which serves the interests of only a small section of society.

There is a paucity of data relating to the ethnic profile of the professional and voluntary workforce in the historic environment sector. There is widespread recognition of this problem and a willingness to remedy it. This report recognises that the quality and quantity of evidence on this issue varies between different areas of the historic environment workforce.

Participants in the English Heritage Rock Art project in Yorkshire, identifying ancient rock carvings (© English Heritage)

Recommendations

The recommendations of this report place a responsibility upon organisations in the sector to improve their policies on recruitment and staff development; they also exhort the sector to present itself to all sections of society as a viable and enjoyable sector in which to work. The report's recommendations are listed below.

Summary of recommendations

(and their associated number in the report)

Recognise that diversity is an important issue

The chief executives of the leading private and public organisations in the historic environment sector must clearly articulate the value of increasing the ethnic diversity of the historic environment workforce. (7.4)

A reinvigorated Council for British Archaeology Diversifying Participation Working Group should invite others in the historic environment sector and allied fields to contribute to regular briefings and bulletins which document the ethnic diversity of the historic environment workforce. These will focus attention on the lack of diversity, allow for evidence-based policy formation and encourage mutual support across the sector. A national equivalent of the Mayor of London's Heritage Diversity Task Force Race Equality Workforce Declaration should be adopted by all employers in the historic environment sector. (2.1)

Extensive and sustained support for diversifying the historic environment workforce must come from those with the capacity to take a lead in this area. Those organisations that provide advice, guidance and support to the sector should support the smaller constituent parts of the sector (for example, by demonstrating the simplicity of conducting Equality Impact Assessments). Small employers and voluntary organisations cannot be expected to take the lead (although they should be celebrated when they do). (7.8)

Collect data to monitor the situation and inform decision-making

All employers should routinely collect data on applicants and employees using standardised equal opportunities monitoring forms. These data can be used to help identify barriers to engagement with the historic environment workforce. (2.2)

As a matter of course, volunteers should be asked to declare their ethnicity (in confidence, on separate documentation that makes it clear that it is used for monitoring purposes only) when being asked for other routine information such as address, date of birth etc. This recommendation applies to all organisations in the sector and to informal and formal volunteers. (6.5)

Recognise that perceptions of heritage vary but that this can be a positive force

Any attempt to increase workforce diversity and engage with new audiences should begin with a recognition that there are sometimes very different perceptions of what constitutes 'heritage' for different ethnic groups in the UK. (3.1)

Popular events like those surrounding the bicentenary of the abolition of the transatlantic slave trade demonstrate that proactive promotion and collaborative projects can engender trust and connections across the historic environment sector and BME (Black or ethnic minority) communities of the UK. Further opportunities to tell a different or richer historical narrative about the past should be fully exploited by all in the sector. (7.11)

Excavations in Whitworth Park, Manchester, 2011 (©Whitworth Park Community Archaeology and History Project)

Other issues affect levels of ethnic diversity in the historic environment sector

Efforts to diversify the workforce should acknowledge the demographic reality of the ethnic minority population and be focused in and around these areas. (3.2)

As well as concentrating on removing barriers clearly associated with ethnicity, the historic environment sector should be conscious that socio-economic factors will also need to be addressed for the workforce to be diversified. This will result in a greater diversity of people from all backgrounds entering the workforce but it will be particularly effective for those from BME backgrounds. (3.3)

The education sector has a key role to play

The historic environment sector as a whole (and specialist working groups including the Subject Committee for Archaeology – http://www.universityarchaeology.org.uk) should support, where appropriate, the provision of historic environment-related courses in post-1992 universities. (4.1)

Higher education institutions and providers of historic environment-related courses (including tutors, management and administrative staff) should continue and strengthen the support that they offer to BME students in recognition that they may face specific issues which directly relate to their ethnic minority status in the institution. (4.2)

All organisations in the sector, including national charities and government agencies, need to press for increased support for history and other humanities subjects in the national curriculum. They should offer a support network for graduates and professionals from the historic environment sector who teach (or wish to teach) in secondary education. (4.5)

Childhood experiences of heritage shape life-long perceptions

Educational charities and national agencies should continue to work with families and children to provide them with positive experiences of the historic environment. (4.3)

Educational charities and national agencies should work in collaboration with school organisations to raise the profile of the subject and role of the historic environment in primary schools. (4.4)

Children take part in a Tudor Day at Barley Hall, York (© York Archaeological Trust)

Good careers advice and work experience opportunities can change lives

Employers and national umbrella bodies in the historic environment sector should collaborate to produce a regularly updated information pack for schools careers advisers in the UK. They should also take any steps necessary to raise the profile of the historic environment sector amongst school-age children. (4.6)

All employers and national agencies should work together to provide an online gateway and database of work-experience providers in the historic environment sector, thereby providing a fair and transparent mechanism for pupils to gain access and exposure to the sector. Such experience can often provide young people with crucial transferable skills that are of use to their future work (should it be outside the historic environment sector). (4.7)

The consequences of a young person's decision to pursue an educational path that is different from the conventional GCSE/A-Level/university degree should be made clear to them before they embark upon such a path. Alternatively, the sector should recognise and support diplomas and vocational qualifications to a far greater extent than it does at present. (4.9)

Organisations and individuals within the sector giving careers advice to those thinking of entering the historic environment workforce should make clear the consequences of choosing what may be considered 'soft subjects' by Russell Group universities. (4.10)

Raise the profile of Black and ethnic minorities in the historic environment sector

All employers and advocacy groups within the historic environment sector should make the most of positive role models from all backgrounds. It is important that this is not undertaken in a tokenistic fashion but highlights real positive contributions from people who just happen to be from a BME background. (4.8)

Efforts should be made to maximise the exposure of BME volunteers in the historic environment sector. Where appropriate, organisations using volunteers should consider tailoring their offer of work to the needs and desires of specific BME communities in the UK in order to break down perceptual barriers of the sector and its work. (6.4)

All organisations in the historic environment sector should champion organisations and projects that have successfully employed volunteers from diverse backgrounds, particularly BME individuals. Governing bodies of voluntary organisations must take active steps to recruit BME individuals to their boards. (6.8)

Ensure that there is widespread dissemination within the historic environment sector of projects that have successfully engaged ethnic minority participants with the core subject matter of the historic environment sector. (7.2)

Organisations in the historic environment sector that produce promotional material for the sector should ensure fair representation of ethnic minority employees and volunteers. This must not be undertaken in a tokenistic fashion. (7.3)

Improve recruitment processes and professional practices

All employers in the historic environment sector should be conscious of the potential for BME employees to feel isolated and should make workplaces welcoming and supportive for all employees. If necessary, employers should undertake race equality training to ensure that they are aware of their current statutory responsibilities and good practice. (5.1a)

Diversify the membership of job interview panels. This is a recommendation for employers and higher education institutions. If a BME candidate can see that there is a strong BME representation within an organisation then they are more likely to feel that they would be welcome in that organisation. This recommendation depends upon the ability of an organisation to provide BME employees for the task; if they cannot then they should find partner organisations with which to work. (5.1b)

All professional institutes in the historic environment sector should ensure that the diversity element of their code of conduct is taken seriously and strictly enforced. (7.1a)

Large employers in the sector should provide their employees with the opportunity to undertake meaningful diversity awareness training and, where appropriate, such training should be a core part of every new employee's induction process. (7.1b)

Professional institutes including the Institute for Conservation, Institute for Archaeologists and Institute of Historic Building Conservation should all ensure that workplace-acquired skills and professional experience are valued as highly as academic qualifications when accrediting individuals in the sector. (7.5)

All positions should be publicly advertised through the normal channels and extra effort should be made to advertise posts as widely as possible so as to attract a wide variety of candidates. The success of the HLF Internships (New Routes into Conservation) in attracting a mixed ethnic intake in the first two years was as a direct result of concerted effort to reach under-represented communities through innovative advertising. (7.6)

Since it is not realistic to suggest or demand that employers offer more permanent contracts to staff (although this is desirable), they should offer increased levels of support to employees approaching the end of their contracts so that the employee has the greatest chance of remaining in employment in the sector. Examples of such support include financial, educational and careers advice or end-of-contract debriefs which give the employee a fair appreciation of their strengths and weaknesses. (7.7)

More employers should consider investing in acquiring accreditation through national employer benchmarking schemes such as acquiring Investors in People or Investors in Diversity status. (7.9)

All employers in the historic environment sector should be made aware of (or reminded of) the fact that a work culture associated with alcohol and pubs may prevent the full integration of some members of staff. (7.10)

Modernise the image of volunteering

A wide range of opportunities to volunteer in the historic environment sector should be offered by organisations so that people have the chance to fit them around their other commitments. (6.1)

Publicity material for volunteer opportunities in the historic environment sector should be as accessible as possible, and should stress that becoming a volunteer is not a difficult process. This material should be disseminated beyond the normal channels of distribution to target new audiences and potential volunteers. (6.2)

All organisations in the historic environment sector should articulate the value of volunteering to potential volunteers. They should also make it clear to people in receipt of state benefits how to find out how volunteering will affect their income. (6.3)

Volunteering need not be unprofessional

Every organisation that employs volunteers should ensure that they review the activities provided for their volunteers at regular intervals. Activities should be continually revised to suit the needs of the organisation and the wishes and talents of their cohort of volunteers. (6.6)

Volunteering policies such as the National Trust's should be widely disseminated and, where appropriate, replicated by other organisations in the historic environment sector. Those organisations that provide advice, guidance and support to the sector should undertake the necessary work to create and implement these policies and support the smaller constituent parts of the sector. (6.7)

Organisations governed by boards of trustees or similar structures should ensure that their constitutions contain clauses that prevent officers from holding posts for excessive lengths of time, in order to ensure a rotation of individuals with governing roles in an organisation. (6.9)

Wherever possible, organisations that recruit volunteers should provide funds for volunteers to apply for in order to help cover expenses incurred while volunteering. Every organisation in the sector should remember that there are financial barriers to volunteering which affect some individuals more than others. (6.10)

2 Introduction and methodology

2.1 Context of the report

This is the report for English Heritage Project 5680: Diversifying participation in the historic environment workforce. The report was delivered to the Council for British Archaeology Diversifying Participation Working Group (CBADPWG) at the conclusion of a scoping survey designed to analyse all existing data relating to the ethnic profile of the historic environment workforce.[1] The aim of the research project was to identify barriers to entry into and progression through the sector for Black and minority ethnic (BME) students and employees.[2]

The project has identified where more research is needed to understand better the ethnic profile of the historic environment workforce and to understand how the barriers to progression for ethnic minorities function; it also offers some recommendations for how these barriers may be overcome.

2.2 Background and origins of the project

The CBADPWG was set up with the aim of understanding and overcoming the problems of under-representation within the sector of various minority groups. Its remit is to increase diversity in all areas of archaeology by removing barriers associated with gender, sexuality, disability, and ethnicity.

Although there are many cross-cutting and important areas of workforce diversity which need to be monitored and addressed by the historic environment sector, this project focuses on ethnic diversity. Ethnic diversity is a priority area for the CBADPWG and there is no previous research that collates and analyses the data that exist in this field. The known and perceived lack of ethnic diversity in the UK historic environment workforce has not received much critical attention from the sector.

BARRIER 2.1: A lack of co-ordination and data-gathering by the historic environment sector means that the under-representation of ethnic minorities in the workforce is poorly understood as an issue.

RECOMMENDATION 2.1: A reinvigorated Council for British Archaeology Diversifying Participation Working Group should invite others in the historic environment sector and allied fields to contribute to regular briefings and bulletins which document the ethnic diversity of the historic environment workforce. These will focus attention on the lack of diversity, allow for evidence-based policy formation and encourage mutual support across the sector. A national equivalent of the Mayor of London's Heritage Diversity Task Force Race Equality Workforce Declaration (see Appendix 7) should be adopted by all employers in the historic environment sector.

A lack of ethnic diversity in the workforce is a concern for many in the historic environment sector. This project is part of a concerted effort by the sector to characterise and resolve the challenges that come with addressing the issue of increasing ethnic diversity in the workforce. There is a concern that, without appropriate role models amongst the volunteer and

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1   The project was commissioned and the majority of fieldwork and reporting undertaken prior to the change of government in May 2010.
2   The original project brief is contained in Appendix 5.

Excavations in Whitworth Park, Manchester, 2011 (© Whitworth Park Community Archaeology and History Project)

professional workforce, under-represented minority ethnic groups may be further discouraged from participation in the historic environment sector. Public bodies such as English Heritage have a legal duty actively to promote race equality through their work where possible. The recommendations of this report will inform future strategies of organisations within the historic environment sector that attempt to identify and remove barriers to diversifying participation in the workforce.

2.3   Methods and approaches of the project

The project generated and analysed both quantitative and qualitative data. The quantitative data include statistics on the number and ethnicity of individuals working in the historic environment sector. Some of this information comes from organisations that completed a short questionnaire (see Appendix 1). A second set of quantitative data is the ethnic profile of students applying to work in, and studying towards qualifications relevant to, the historic environment sector.

The qualitative data constitute the range of opinions and experiences of numerous stakeholders in the historic environment sector. These are people based in organisations that were identified in collaboration with the project steering group. The perspectives of these stakeholders inform every aspect of this report.

2.4   Capturing the quantitative data: the questionnaire

Data on the ethnic profile of the historic environment workforce was captured using a very simple questionnaire (Appendix 1). The questionnaire was sent to the following organisations:

- English Heritage
- Historic Scotland
- Cadw
- Department for the Environment, Northern Ireland
- Commission for the Built Environment
- National Trust
- Institute for Archaeologists
- Council for British Archaeology
- Institute of Historic Building Conservation
- Association for Local Government Archaeological Officers
- Royal Institute of Chartered Surveyors
- Royal Institute of British Architects
- The Royal Town Planning Institute
- Institute of Conservation
- Society of Architectural Historians of Great Britain
- Vernacular Architecture Group
- The Homes and Communities Agency
- The Planning Officers Society
- The Local Government Association

The questionnaire was designed to identify the number of people working in the historic environment sector and the ethnic profile of this workforce. For the purposes of the project, 'historic environment sector' was defined as:

> A grouping of organisations whose core activities involve the management, understanding, conservation, development, and enhancement of historic places and material.[3]

The issue of defining 'workforce' proved particularly difficult. According to the scope of the project brief, volunteers constituted an important element of the workforce. The issues relating to volunteers and volunteering are discussed in greater detail in Section 6.

The questionnaire was aimed primarily at capturing the ethnic profile of employees of the larger organisations in the historic environment sector. This employee data is complemented by the Institute for Archaeologists' *Profiling the Profession* surveys (Aitchison 1999; Aitchison & Edwards 2003; Aitchison & Edwards 2008) and the various reports into the built environment professions commissioned by the Commission for the Built Environment (CABE) (Barnes *et al* 2002; Barnes *et al* 2004; CEMS 2005). It was anticipated that, since equal opportunities monitoring is now commonplace, all employers would hold data useful to the project. This turned out not to be the case.

The lack of data collected by organisations is known to be a problem for increasing diversity. 'In order to monitor progress, the sector needs to regularly collect and publish accurate figures on the make-up of the workforce. Until now this has been *ad hoc* with inadequate central coordination. It is hoped that the development of Creative Choices, which will publish labour market intelligence online, will allow progress to be monitored' (CCSkills 2008, 26).

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3   Encompassing townscapes, landscapes, buildings, sites and artefacts.

BARRIER 2.2: The sector does not have the necessary data to make informed evidence-based policy decisions that would maximise Black and ethnic minority engagement with the sector and its workforce.

RECOMMENDATION 2.2: All employers should routinely collect data on applicants and employees using standardised equal opportunities monitoring forms. These data can be used to help identify barriers to engagement with the historic environment workforce.

Questionnaires asking about ethnic profile of employees were sent to:

- English Heritage
- Historic Scotland
- Cadw
- Department for the Environment, Northern Ireland
- Commission for the Built Environment
- National Trust
- The Homes and Communities Agency
- The Local Government Association

In order to identify the numbers of volunteers working in the historic environment sector, the project aimed to target those organisations with the largest number of volunteers working for them. Questionnaires asking about the ethnic profile of volunteers were sent to:

- English Heritage
- Historic Scotland
- Cadw
- Department for the Environment, Northern Ireland
- National Trust
- Council for British Archaeology

Volunteers can be difficult to quantify, both in terms of the amount of time an individual might commit and the sorts of tasks they may undertake. For the purposes of this report, as with employees, regular and full-time volunteers are all included.

The questionnaire was also sent to professional organisations, institutes and the most important active voluntary societies in the historic environment sector. Individuals not employed by the main heritage organisations targeted in this research (such as English Heritage and the National Trust) but who nonetheless work in the historic environment sector were identified through their membership of professional institutes. Questionnaires asking about the ethnic profile of their members were sent to:

- The Planning Officers Society
- Institute of Historic Building Conservation
- Association for Local Government Archaeology Officers
- Royal Institute of Chartered Surveyors
- Royal Institute of British Architects
- The Royal Town Planning Institute
- Institute of Conservation
- Society of Architectural Historians of Great Britain
- Vernacular Architecture Group
- Institute for Archaeologists

All of the questionnaires sent out to the organisations listed above were accompanied by an explanatory note about the purpose of the research and who was undertaking the research (see Appendix 2). Where necessary (ie where the project team did not already have well-established contact with the recipient of the questionnaire) a letter of introduction was also included (see Appendix 3).

In order to keep the data-collection element of this research relatively simple, all employees are weighted equally. This means that all individuals in our survey are treated the same, whether their contract be temporary, part-time or on an as-and-when basis. The regional distribution of our dataset is another potential complication. Responsibility for the management of the historic environment is devolved in the UK. This means that Scotland, Wales and Northern Ireland each have their own national agency for advising and administering the protection and promotion of the historic environment. These agencies are some of the largest employers in the sector. They also have a large voluntary workforce. National employers and professional organisations do not follow this pattern of regional devolution. For example, the Council for British Archaeology (CBA) and the Institute of Historic Building Conservation (IHBC) draw their membership from across the UK (and even from overseas). These distinctions are clearly explained in data presented in Section 5.

It is highly likely that many individuals will be counted more than once in our datasets. For example, somebody working for English Heritage may also be a member of both the IHBC and the CBA. Since the focus for this research is the proportions of individuals from various ethnicities, this duplication is not a matter of concern. However, it should be borne in mind when attempting to analyse the numbers of individuals identified in the surveys.

2.5   Capturing the quantitative data: higher education statistics

A key aim of the project was to identify whether the lack of diversity in the historic environment workforce is reflected in the cohort of students applying to, and studying at, higher education institutions.

Data relating to students in higher education are broken down according to course codes. Every course taken by a student has a course code of one letter and three numbers, for example Archaeological Conservation has the code V450. These individual courses are grouped together into subject groups, so course V450 Archaeological Conservation is part of a wider subject V4 Archaeology. Frustratingly, certain courses relating to historic craft skills and courses like heritage management are tucked away in other course codes. For example, Heritage Management (D445) is grouped under Agriculture (D4).

Confusingly, archaeology courses are split between two different code areas (F4 Forensic and Archaeological Science and V4 Archaeology). For the purposes of simplifying this research the diversity of courses taken by undergraduates who then go on to work in the built heritage field (such as planning, civil engineering, architecture, urban design etc) were narrowed down to just Planning (code K4).

Many people who work in the built historic environment and conservation sectors do so after specialising during postgraduate education or at some point later in their career. This makes the identification of a 'historic environment student cohort' very difficult. All attempts have been made to identify this cohort yet the data presented in this report should be treated as a snapshot of the students likely to go on to work in the historic environment sector rather than a definitive and fully representative sample.

After initially limiting the student data captured for this project to the broad course codes of F4 Forensic and Archaeological Science, K4 Planning and V4 Archaeology, the project

team agreed to widen the net to include the postgraduate students of three further courses. This was done in order to get a greater representation of students who were likely to work in the conservation fields of the wider historic environment sector. The additional courses included within the 'historic environment student cohort' were the postgraduate courses of D445 Heritage Management, D447 Environmental Conservation and K250 Conservation of Buildings.

For the purposes of this report the 'historic environment student cohort' is defined as: all undergraduate and postgraduate students taking courses under the broad subject codes of F4 Forensic and Archaeological Science, K4 Planning and V4 Archaeology, as well as all postgraduate students taking courses in D445 Heritage Management, D447 Environmental Conservation and K250 Conservation of Buildings.

Student data were commissioned from two sources: the Higher Education Statistics Agency (HESA)[4] and the University and Colleges Admissions Service (UCAS).[5] The data provided by HESA and UCAS cover four separate stages of the life of somebody working in the historic environment sector:

- Students applying for courses in the field of the historic environment at higher education institutions.
- Undergraduate and postgraduate students taking courses in the field of the historic environment at higher education institutions.
- People who have just completed courses in the field of the historic environment at higher education institutions and are deemed to be at their 'first destination' after leaving.
- Members of staff working in 'cost centres' (meaning subject areas) which relate to the historic environment.

All of these data capture UK-domiciled individuals only. The project team was conscious that ethnic minority candidates from overseas could significantly misrepresent the diversity of the student cohort at UK universities. The data-sets requested from HESA and UCAS are restricted to those from the academic years 2002/03–2007/08.[6]

2.6   Capturing the qualitative data

The opinions of stakeholders in the sector form a key component of the data for this project. Those who took part in informal, semi-structured interviews were:

- Rachel Hasted – English Heritage
- Derek Hooper – Commission for Architecture and the Built Environment
- Martin Nugent – National Trust
- Aretha George – Heritage Lottery Fund
- Kate Jones – Heritage Link
- Frances Garnham – Historic Houses Association
- Kenneth Aitchison – Institute for Archaeologists
- Mike Heyworth – Council for British Archaeology
- Dave Chetwyn – Institute of Historic Building Conservation

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4   http://www.hesa.ac.uk
5   http://www.ucas.ac.uk
6   For more on the conditions, rounding and data-collection policies of HESA see http://www.hesa. ac.uk/index.php/content/view/35/134/ and for UCAS see http://www.ucas.ac.uk/about_us/stat_ services/

- Roland Smith – Federation of Archaeological Managers and Employers
- Ken Smith – Association of Local Government Archaeological Officers
- Ian Lush – Architectural Heritage Fund
- Sue Percy – Royal Town Planning Institute
- Michael Hammerson – Civic Trust
- Carol Brown – Institute of Conservation
- James Friel – Black Environment Network
- Dave Allen – Prospect Union
- Anne Locke – Brighton Inclusive Archaeology Project
- Lynne Hughes – Higher Education Academy
- James Evans – Creative and Cultural Skills
- Marcus Potter – Royal Institute of Chartered Surveyors

Each of these people participated in a short semi-structured interview. Each interviewee was asked a tailored version of five questions (see Appendix 4). These questions were designed to elicit the perspective of the interviewee on particular workforce issues and the role that their organisation could play in addressing the lack of ethnic diversity in the historic environment workforce.

The participant's responses were then transcribed and edited for style and clarity by the project team in collaboration with the interviewee. The resulting responses form the basis of Section 7.

2.7 Difficulties in defining and identifying the workforce in the historic built environment

Archaeology professionals have been relatively easy to define in this research as they tend to operate exclusively within the historic environment sector. Conservation professionals have been far more difficult to define and analyse. Conservation services are often delivered by built environment professionals, in particular, planners, architects and surveyors (who make up the majority of the IHBC membership).

There is no such thing as a generic 'conservation profession'. Many practitioners involved with the historic environment would not describe themselves as heritage specialists or have membership of a heritage-related body such as the IHBC. Examples of such people would include many regeneration practitioners, property management professionals and development managers.

IHBC membership indicates a specialism in historic environment conservation, but most of its members practise in a wider context, such as in general planning and architectural practice. Conservation professionals tend to deal with conservation as part of an integrated place-making discipline, with the same people and teams often dealing with both urban design and conservation.

The skills sets of archaeologists and the professions delivering conservation services tend to be very different, as indicated by the very small overlap in membership between the IHBC and the Institute for Archaeologists (IfA) (around 3%). This compares to around a 33% of IHBC members who are also members of the Royal Town Planning Institute (RTPI), 25% who are members of the Royal Institute of British Architects (RIBA) and 8% who are members of the Royal Institute of Chartered Surveyors (RICS). Professionals with a specific conservation qualification, for whom the IHBC is their primary professional body, account for around a fifth of the IHBC's membership.

Whilst archaeologists have generally studied archaeology as a specific discipline at a higher education institute, most conservation professionals start off studying general humanities courses and working in mainstream practice (planning, architecture, surveying, engineering, etc) and then specialise in conservation and/or urban design later in their career.

At the qualification stage, it is therefore impossible to identify those who will later specialise in conservation as part of their chosen professional discipline. Even later in people's careers, following specialisation, conservation is often practised as part of a wider discipline. Therefore, the following evidence and analysis is far more robust with regard to archaeologists than it is to the other built environment professions responsible for conservation of the historic environment.

Summary of barriers and recommendations

BARRIER 2.1: A lack of co-ordination and data-gathering by the historic environment sector means that the under-representation of ethnic minorities in the workforce is poorly understood as an issue.

RECOMMENDATION 2.1: A reinvigorated Council for British Archaeology Diversifying Participation Working Group should invite others in the historic environment sector and allied fields to contribute to regular briefings and bulletins which document the ethnic diversity of the historic environment workforce. These will focus attention on the lack of diversity, allow for evidence-based policy formation and encourage mutual support across the sector. A national equivalent of the Mayor of London's Heritage Diversity Task Force Race Equality Workforce Declaration (see Appendix 7) should be adopted by all employers in the historic environment sector.

BARRIER 2.2: The sector does not have the necessary data to make informed evidence-based policy decisions that would maximise Black and ethnic minority engagement with the sector and its workforce.

RECOMMENDATION 2.2: All employers should routinely collect data on applicants and employees using standardised equal opportunities monitoring forms. These data can be used to help identify barriers to engagement with the historic environment workforce.

3 Social context of ethnicity

3.1 Introduction

This section looks briefly at the complicated relationship between ethnicity and socio-economic status. This report appreciates that the issues facing BME communities in the UK are various and multi-faceted and that the divisions between ethnic groups (and between individuals contained within them) can be arbitrary and contested.

The question asked to determine ethnicity in the 2001 census was: 'What is your ethnic group?' and respondents were asked to select one of the following options:

A **White** (with tick-box options of: British; Irish; Any other White background [please write in])

B **Mixed** (with tick-box options of: White and Black Caribbean; White and Black African; White and Asian; Any other Mixed background [please write in])

C **Asian or Asian British** (with tick-box options of: Indian; Pakistani; Bangladeshi; Any other Asian background [please write in]).

D **Black or Black British** (with tick-box options of: Caribbean; African; Any other Black background [please write in]).

E **Chinese or other ethnic group** (with tick-box options of: Chinese; Any other [please write in]).

The same question was asked in the questionnaires used in this research (see Appendix 1). In the last census before this research was undertaken (2001) 7.9% of the population identified themselves at belonging to a BME group (B–E above). For the working age population (those aged between 16 and 64) the number is 11.9% (MCAAH 2005).

3.2 Historical and cultural determinants of ethnicity in the UK

Nearly half of all non-White people in Britain live in London (constituting 29% of the population); only 2% of the population in Scotland and Wales are from BME backgrounds.[1] Ethnicity in modern Britain is a hybrid of race, religion, language, and country of origin. Ethnicities are fluid: they operate at both group and individual level. It is increasingly common for young people to have multiple ethnicities, depending on the situation in which the person is operating, whether with family or peer group, or at school or work (MCAAH 2009). Younger BME people in Britain are also increasingly likely to be of mixed race and have relationships with people of a different ethnicity, making the ethnic profile of the country increasingly mixed as time goes on (Platt 2009).

Since the 1960s there has been an increasing political and cultural acceptance of people from different ethnicities in the UK and the diversity of the contemporary cultural landscape reflects this. Patterns of settlement, multi-lingual state documentation and services, and faith schools are just some of the ways in which multiculturalism is manifested in state policy in the UK. This multicultural approach to immigration (rather than the more assimilationist French model) has shaped the demographics of the UK and the lives of individuals and communities up and down the country.

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1   http://www.statistics.gov.uk/cci/nugget.asp?id=457

Students from a Muslim girls' school investigating a local synagogue as part of the Religion and Place in Tower Hamlets *project (© English Heritage)*

Multiculturalism has thrown up a number of contradictions in the field of the historic environment. It is common to hear the subject discussed in terms of 'our heritage' and 'their heritage' as if one group has ownership over the material remains of the past and the stories that it tells (this is also true of different class, gender and ethnic perspectives of heritage). The events surrounding the bicentenary of the abolition of the transatlantic slave trade showed that there are many creative and successful ways in which the historic environment sector can overcome some of the persistent divisions between different perceptions of heritage and the historic environment. However, despite efforts from the heritage sector and the various ethnic communities in the UK, notions of 'our heritage' and 'their heritage' have persisted. As such, BME communities can have parallel notions of cultural heritage which differ from the traditional, conventional suite of buildings, places and cultural motifs which make up the common currency of the heritage industry in Britain (Littler & Naidoo 2005).

The legacy of British colonial history also plays a role in the formation of these perceptions. The historic environment is not 'neutral territory'. There are many negative associations regarding with the physical remains of Britain's past, especially the more unsavoury aspects of its colonial past which has, in turn, been neglected, exploited or concealed by governments and the heritage sector (Littler & Naidoo 2005; Hasted pers comm; Friel pers comm).

BARRIER 3.1: There are well-entrenched perceptions of who has ownership of different elements of the historic environment (both within the heritage sector and specific ethnic communities in the UK) that will have to be acknowledged and overcome if there is to be engagement with all groups within the UK population.

RECOMMENDATION 3.1: Any attempt to increase workforce diversity and engage with new audiences should begin with a recognition that there are sometimes very different perceptions of what constitutes 'heritage' for different ethnic groups in the UK.

3.3 Demographic patterns of ethnicity in the UK

Global affairs and the legacy of empire, social policy, the location of industry, and physical geography have all contributed to the patterns of migration to the UK in the last 100 years. There is a concentration of BME people in the major industrial cities. The 2001 census suggests that almost half of all BME people live in Greater London, 13.6% in the West Midlands, 7.6% in Yorkshire and Humberside and 6.8% in the North West and Merseyside (CEMS 2005, 21).

BARRIER 3.2: There are large BME populations in London and other major cities in England, and low levels of ethnic diversity in non-urban settings. For the historic environment to diversify its workforce, it must attract a greater number of individuals from urban centres.

RECOMMENDATION 3.2: Efforts to diversify the workforce should acknowledge the demographic reality of the ethnic minority population and be focused in and around these areas.

3.4 Known economic data pertaining to ethnicity in the UK

Five studies by the Joseph Rowntree Foundation have shown the following:

- Only 20% of Bangladeshis, 30% of Pakistanis and 40% of Black Africans of working age are in full-time work (compared with over 50% of White British people of working age).
- Even with a degree, Pakistani and Bangladeshi men are less likely to be employed than someone White with the same qualifications.
- Despite a rapid growth in Pakistani and Bangladeshi women going to university, they suffer high unemployment and are much less likely than Indian or White British women to be in professional or managerial jobs.
- Economic disadvantage is not confined to recent immigrants: British-born people from minority ethnic backgrounds, especially Indian, Black, Pakistani and Bangladeshi groups, are less likely to get jobs than their White counterparts.
- While poverty levels among White British people are the same whether they live in London or elsewhere, poverty rates among minority ethnic groups are far worse for those living in London.

(Platt 2007; Clark & Drinkwater 2007; Palmer & Kenway 2007; Bagguley & Hussain 2007; Salway *et al* 2007)

These reports suggest that many factors associated with disadvantage (poor educational attainment, poor health, unemployment and poverty) are more prevalent among BME communities than the wider population in Britain. These factors can form significant barriers to engagement with the historic environment workforce. These factors do not affect only people from BME backgrounds but are they are disproportionately likely to be affected by them. BME individuals whose families are recent immigrants may also lack English language proficiency and social support networks found in other, more established, communities.

The *Final Report of the Panel on Fair Access to the Professions* (Cabinet Office 2009) demonstrates very clearly that factors deriving from socio-economic background play a large part in creating barriers to entry into the professions. The barriers that they identify are perceived as well as real: most notably the difference in educational attainment between state and private education systems and the social perception of certain professions as 'not being for people like us'. All of the job-roles that are undertaken by the historic environment workforce count as professions under the terms of the Fair Access Panel.

The report stated the following on the social mobility of ethnic minorities in Britain: 'If you

are of ethnic minority origin, you are 13% less likely to find work than is a White person. Variations obviously exist between ethnic minority groups, but on current trends it will take over 100 years for people from ethnic minorities to get the same job prospects as White people' (Cabinet Office 2009, 44).

BARRIER 3.3: Many of the factors which exclude ethnic minorities from the historic environment workforce, higher education and voluntary work may result from poverty rather than simply ethnic identity.

RECOMMENDATION 3.3: As well as concentrating on removing barriers clearly associated with ethnicity, the historic environment sector should be conscious that socio-economic factors will also need to be addressed if the workforce is to be diversified. This will result in a greater diversity of people from all backgrounds entering the workforce but it will be particularly effective for those from BME backgrounds.

Summary of barriers and recommendations

BARRIER 3.1: There are well-entrenched perceptions of who has ownership of different elements of the historic environment (both within the heritage sector and specific ethnic communities in the UK) that will have to be acknowledged and overcome if there is to be engagement with all groups within the UK population.

RECOMMENDATION 3.1: Any attempt to increase workforce diversity and engage with new audiences should begin with a recognition that there are sometimes very different perceptions of what constitutes 'heritage' for different ethnic groups in the UK.

BARRIER 3.2: There are large BME populations in London and other major cities in England, and low levels of ethnic diversity in non-urban settings. For the historic environment to diversify its workforce, it must attract a greater number of individuals from urban centres.

RECOMMENDATION 3.2: Efforts to diversify the workforce should acknowledge the demographic reality of the ethnic minority population and be focused in and around these areas.

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4   Education and the historic environment

Before looking in detail at the different stages in the educational life of an individual (and then looking more specifically at higher education courses in the historic environment sector and the ethnic profile of students that take them) it is worth focusing on the rationale for 'Widening Participation' in the higher education sector as it highlights the main issues that face people from BME backgrounds who may wish to enter the historic environment workforce.

4.1   Prelude: widening the participation of Black and minority ethnic groups in higher education

In 2003 the Department for Education and Skills (DfES) published two papers laying out the principles of Widening Participation. In *The Future of Higher Education* (DfES 2003a) the government pledged to 'continue to increase participation towards 50% of those aged 18–30, mainly through two-year work-focused foundation degrees'.

Widening participation in higher education (DfES 2003b) identified the methods by which this target would be achieved: 'attainment, aspiration, applications and admissions'. These terms are explained in more detail in the paper; they are taken to mean, respectively:

- Encouraging pupils to do better in their chosen courses in order that they have more options
- Encouraging pupils to see university as an option, also encouraging them to challenge themselves in their current studies
- Supporting pupils from disadvantaged backgrounds in the application process by making it clearer; this is achieved through the process itself and outreach
- Making the admissions process fairer and more transparent and making admissions tutors aware of widening participation issues.

Many practitioners of widening participation stress that the process does not stop at the university entry stage, and that there should be student retention measures, including, for example, transitions programmes and inclusive courses.

A recent report on Widening Participation by The National Audit Office showed that 'socio-economic background appears to affect participation over and above other factors such as ethnicity and gender' (Whittingham *et al* 2008, 14). People from lower socio-economic backgrounds are significantly under-represented in higher education (*ibid*, 14). Although finance can be a barrier, it is not considered a greater barrier for BME groups than for White groups (Connor *et al* 2004, 65). Having said that, there is some evidence to suggest that some ethnic minority groups are culturally debt-averse and therefore the large up-front cost of a university degree can be a barrier (*ibid*, 33).

Whilst minority ethnic groups tend to make up a greater proportion of the undergraduate population than they do in the wider workforce, they tend to go to post-1992 universities in the London area (*ibid*, xiv). For example, the Runnymede Trust found that 'There are more students of Black Caribbean origin at London Metropolitan University than at all the Russell Group universities put together' (Sims 2007, 1).

This concentration of ethnic minority students in post-1992 universities has two effects:

- They have less access than Russell Group students to courses on the historic environment.

- They graduate from university with less well-regarded qualifications. Jessica Mai Sims quotes a *Guardian* newspaper survey of recruiters where 'just over a quarter of respondents felt that the "new" universities produce lower quality graduates' (Sims 2007, 1).

Overall, students from ethnic minorities are less likely to do well at degree level. 'Despite controlling for other factors which impact on attainment, we find that ethnicity is still statistically significant in explaining attainment in HE: all students from minority ethnic communities (except Other White, Other Black, Mixed and Other) are found to be less likely to achieve a better degree relative to White UK & Irish students – and this result holds at all levels of attainment' (Broecke and Nicholls 2007, 16).

However, where ethnic minority students are in Russell Group universities they are likely to achieve better results (Richardson 2007, 13). Within the Russell Group, the highest proportions of ethnic minority students are in London Universities, such as UCL, Imperial College, LSE and King's College London (Sims 2007, 4).

BARRIER 4.1: If students prioritise their choice of higher education institute over the course they wish to study then the decision to study at a post-1992 university will make it less likely for BME students to take courses relating to the historic environment sector. Furthermore, stakeholder interviews for this research suggest that employers still favour applicants with degrees from Russell Group universities. This can work against the career chances of graduates from post-1992 universities.

RECOMMENDATION 4.1: The historic environment sector as a whole (and specialist working groups including the Subject Committee for Archaeology – http://www. universityarchaeology.org.uk) should support, where appropriate, the provision of historic environment-related courses in post-1992 universities. While leading to more opportunities to study archaeology, this will not address the preference of employers for graduates from Russell Group universities.

A lack of diversity can have tangible and intangible consequences for BME students who choose to study at predominantly-White institutions. Teachers may be unaware or unable to appreciate the specific needs of BME students and the BME students themselves often 'fear that a lack of diversity in some institutions could engender feelings of isolation' (Gorard *et al* 2006, 39).

BARRIER 4.2: The BME student experience in predominantly White institutions (and the anticipation of what this experience might constitute) can act as a barrier for potential BME students. BME students may have specific needs and cultural sensitivities which may further exacerbate a feeling of isolation that is likely to be experienced as the sole or minority BME student on a course.

RECOMMENDATION 4.2: Higher education institutions and providers of historic environment-related courses (including tutors, management and administrative staff) should continue and strengthen the support that they offer to BME students in recognition that they may face specific issues which directly relate to their ethnic minority status in the institution.

4.2   Introduction: gathering data and the socio-economic context

Formal education in England is governed by the National Curriculum. Schools in Wales, Scotland and Northern Ireland use different curricula which tend to have a greater emphasis on the past (and national historical narratives in particular). Informal education and learning outside the classroom is a very important but amorphous and less quantifiable way in which

young people and families engage with the historic environment. Engagement and outreach are lively areas of research and activity for the historic environment sector. This report concentrates more on formal learning.

Attitudes of young people towards heritage form very early on in their lives. The Taking Part survey indicates that people are more likely to engage with the historic environment if there is a history of visiting heritage sites in the family (English Heritage 2008, 48). Likewise, a child's attitude to education can be influenced by family and socio-economic background, but also by place and date of birth (Gorard *et al* 2006).

Positive engagement with the historic environment at an early age (whether in an educational context or not) can often lead to positive feelings toward it in later life. More importantly, negative connotations are easily anchored with an individual in childhood and a take large amount of effort to overcome. This was a particular factor identified in the *Culture on Demand* report published by the government (Fresh Minds 2007). It stated that 'childhood exposure is a relatively untapped driver of demand which should be capitalised on by cultural institutions trying to diversify their audiences. This is a long-term strategy rather than a quick win. However, by increasing exposure and ensuring these experiences are positive, there is enormous potential to increase engagement' (Fresh Minds 2007, 80).

The need for most entrants into the historic environment workforce to have a university degree means that high educational attainment is a crucial factor in gaining entry into the sector. Educational inequality starts early, with 99% of White parents of 3–4 year olds having used some kind of nursery provision as compared with 88% of ethnic minority parents (Bhattacharyya *et al* 2003, 5). It is suggested that participation in pre-school learning can significantly benefit children for whom English is an additional language (*ibid*, 6). Disparities in the levels of psychological and educational development start early in a child's life and can become entrenched by the time that they begin school; therefore the early years of a child's life (which are affected by their family and social context) can prevent them from progressing to an educational level required to enter a professional workforce (Cabinet Office 2009).

Ethnic minority children are more likely to come from deprived backgrounds: '38% of minority ethnic households are of low income compared to 18% of White households. For Black households, it is 27% and for Pakistani/Bangladeshi households, the figure is 65%' (DfES 2005, 6). One of the indicators of deprivation is the free school meal. Pupils on free school meals do not perform as well as those who are not (DfES 2005, 14). 'While socio-economic factors explain a large part of inequality of attainment, there are still differences in attainment between ethnic groups amongst those pupils who are eligible for free school meals' (Bhattacharyya *et al* 2003, 3).

Pupils of Black Caribbean, all Mixed backgrounds apart from 'White and Asian' and Traveller/Roma backgrounds were more likely to be excluded from school (DfES 2005, 19). Disruption to schooling is a major barrier to progression and participation in the wider school curriculum.

Pupils who start with low levels of attainment often remain low achievers throughout their education. Black Caribbean boys are perceived to be susceptible to low educational achievement, whether through an 'anti-education culture', 'low teacher expectations' or low perception of qualifications in the job market (Cassen & Kingdon 2007, 9). The picture of educational achievement across different ethnic groups in Britain is complex. Once allowance is made for socio-economic status, pupils from ethnic minorities across the board are likely to perform educationally better than White British pupils (*ibid*, 11).

BARRIER 4.3: The social and educational experiences of pre-school-age children can strongly affect their perception of the historic environment as an area of learning

and recreation. BME children are disproportionately more likely to come from deprived backgrounds and hence have negative impressions of the historic environment sector. This affects their perception of the sector as a potential area in which to work.

RECOMMENDATION 4.3: Educational charities and national agencies should continue to work with families and children to provide them with positive experiences of the historic environment.

New data gathered for this report on the ethnicity and socio-economic background of the historic environment student cohort[1] are detailed in Figures 4.1 and 4.2. Figure 4.1 uses HESA data for all students (undergraduate and postgraduate) for the years 2002/03–2007/08 in all three main subject areas (F4, K4 and V4) and postgraduate students in the same years studying D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings in order to investigate whether there is any correlation between ethnicity and occupational class (a socio-economic measure of the student's family background) in the historic environment student cohort.
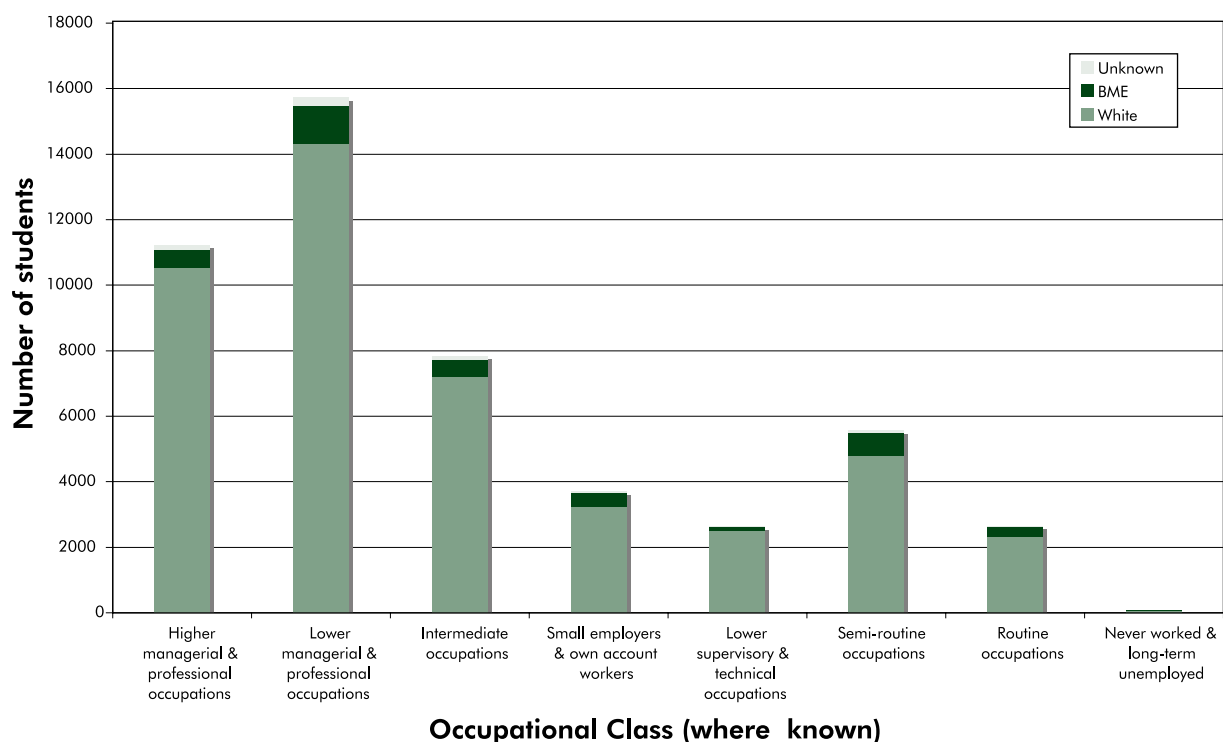
Figure 4.1: *Total historic environment student cohort from academic years 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.1)

Bearing in mind that data are known about only a minority of students in the dataset there is a discernable trend for a greater proportion of White students to be at the higher end of the socio-economic spectrum (as defined by using Occupational Class). This suggests some correlation between ethnicity and socio-economic class amongst the historic environment student cohort that study at higher education institutes.

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1   For a definition of 'historic environment student cohort' see p 12
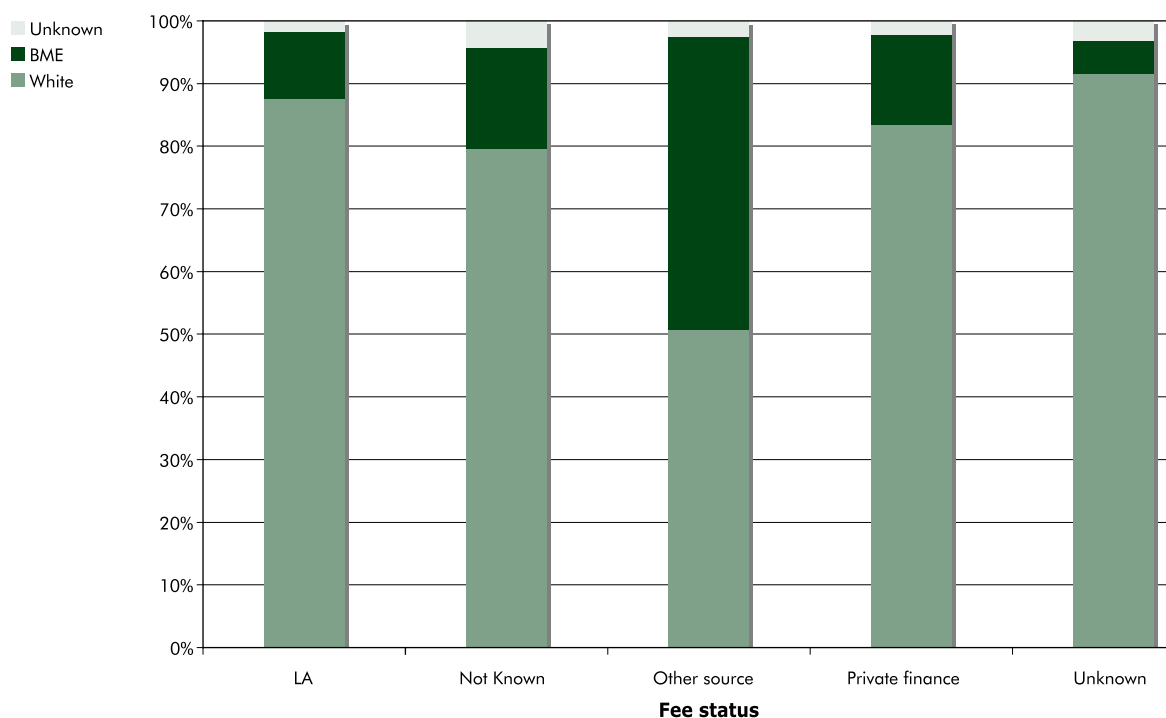
Figure 4.2: *Percentage by ethnicity of fee status of all applicants from UCAS dataset to courses F4, K4 and V4, 2002–2008*

(Source: Author's own calculations derived from data provided by UCAS. See Sect 9, Table 4.2)

Rather than presenting actual numbers of students, Figure 4.2 shows a percentage of applicants by ethnicity from each category of fee status. Fee status is used here to identify those from a higher socio-economic background. Those who rely upon private finance for the payment of their tuition fees are highly likely to come from a high socio-economic background. The data suggest that a slightly larger proportion of BME applicants anticipated paying their fees through private finance than Local Authority funding. The evidence provided in the two charts above cannot be used to illustrate a clear correlation between ethnicity and socio-economic status among applicants to and students at higher education institutes.

The discrepancy between our findings and the general trend illustrated elsewhere in Section 4 may result from the particular socio-economic profile of applicants to university in the last few years, rather than the wider picture of all BME experiences of university in the UK during the last twenty years.

4.3   Primary education

Primary education in England encompasses Key Stage 1 (5–7 year olds) and Key Stage 2 (7–11 year olds). The History element in the National Curriculum is directly relevant to the study and early appreciation of the historic environment. It is a statutory requirement that History is taught to all children at primary level. Teachers are directed by the National Curriculum to teach pupils:

- Key Stage 1: how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, **artefacts, historic buildings and visits to museums, galleries and sites**, the use of ICT-based sources]

- Key Stage 2: how to find out about events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, **artefacts, historic buildings and visits to museums, galleries and sites**]

There are opportunities for the historic environment to be featured in the teaching of other subjects in the National Curriculum, for example in Geography where landscapes and localities are areas of study. With imagination, the historic environment can be used in cross-curricular projects. Anecdotally, the use of the physical remains of the historic environment is common within primary teaching in contrast to secondary level.

The Haydn report on pupil perceptions of History at Key Stage 3 found that 48% of children leave primary school with a negative perception of History. 69.3% regard History as useful; in relation to other subjects 'it emerged in 6th position, below English, Maths, Science and Information Communications Technology, but above Art, Design and Technology, Geography, Modern Foreign Languages, Music, Physical Education and Personal & Social Education' (Haydn 2005, 2). The report shows that pupils do not have a concept of why History is taught and why it is important (*ibid*, 18).

In terms of popularity, History comes behind subjects such as 'ICT, Art and DT, and (like all other subjects) some way behind PE' (*ibid*, 20). Taken together, the findings of the Haydn report suggest that major barriers to participation in the historic environment sector emerge at primary school. This is where perceptions of the subject are formed and where the basis of pupils' understanding is created.

BARRIER 4.4: Pupil perception of History (and Geography) in primary school aged children is relatively negative. The persistence of the perceptions formed in childhood mean that the historic environment sector is not embedded in young people's minds as an attractive sector for employment. This is true of all children regardless of their ethnic background.

RECOMMENDATION 4.4: Educational charities and national agencies should work in collaboration with school organisations to raise the profile of the subject and role of the historic environment in primary schools.

4.4   Secondary education

Key Stage 3 (ages 11–14) is the last point at which historic environment-related subjects form a statutory part of a pupil's education. The curriculum opportunities at Key Stage 3 in History state that pupils should be offered the chance to:

appreciate and evaluate, through visits **where possible**, the role of **museums, galleries, archives and historic sites** in preserving, presenting and influencing people's attitudes towards the past.

The Qualifications and Curriculum Development Agency recommends that 5% of timetabled hours should be devoted to History compared with English and Maths together at 24%. At age 14 pupils make their first choices about their future in education; they often choose between two possible paths: General Certificates of Secondary Education (potentially followed by AS and A-Levels) or 14–19 diplomas.

The General Certificate of Secondary Education (GCSE) is the most widespread contemporary form of 14–16 educational qualification. Pupils studying towards a GCSE follow a syllabus aimed at teaching them a range of topics within their chosen subjects. At Key Stage 4, historic environment-related subjects such as History and Geography become non-statutory. These

subjects are often set against each other in the school timetable, meaning that pupils often have to choose between them. This may not be a significant problem as people working in the broad historic environment sector come from a wide variety of arts, science and humanities backgrounds.

Figures released recently under the Freedom of Information Act show that the number of pupils taking History and other non-statutory GCSEs has fallen since 1999 (Lipsett 2009). In summer 2008, fewer than a third of pupils sat a GCSE exam in History. There is a strong correlation between the number of historic environment-related GCSEs taken in a school and the economic circumstances of its pupils. State schools are often more restricted in their ability to deliver a wide range of GCSEs as a result of less demand from pupils and a more limited range of teaching expertise.

One of the few opportunities for young people to study towards a formal qualification in a specifically historic environment related subject was the Archaeology GCSE. However, the GCSE in Archaeology was abolished in 2004, with the last examinations sat in summer term 2006. The number of pupils taking GCSE Archaeology was lower than for other courses, this was mainly due to the restricted number of teachers able to teach it. The CBA have pushed for archaeology to be recognised as a useful preparation for History GCSE (and thus potentially future Archaeology GCSE) teachers.

The GCSE History Pilot, run by OCR, began as a pilot for 50 schools in September 2006; it has since expanded to 100 schools. There are vocational and academic pathways in the GCSE History Pilot, including heritage and an optional module on archaeology.[2]

BARRIER 4.5: The non-statutory nature of historic environment-related GCSE subjects means that only a proportion of students will get education in and full exposure to the subject matter of the sector during their formative education.

RECOMMENDATION 4.5: All organisations in the sector, including national charities and government agencies, need to press for increased support for history and other humanities subjects in the national curriculum. They should offer a support network for graduates and professionals from the historic environment sector who teach (or wish to teach) in secondary education.

4.5   14–19 diplomas

The Tomlinson Report suggested a radical reworking of the 14–19 curriculum which at present is dominated by GCSEs and A-Levels, with fewer students taking National Vocational Qualifications (NVQs). Essentially, Tomlinson recommends moving towards an educational model of equal-value academic and vocational courses (Tomlinson 2004).

The 14–19 diploma (a key outcome from the Tomlinson Report) represents a more vocational educational experience. It combines existing teaching, for example AS/A-Levels, with new course elements. Ten new diplomas were rolled out in September 2009; the subject most relevant to the historic environment sector will be Construction and the Built Environment.

Upon election in May 2010 the new government announced that it would not be moving forward with the implementation of 14–19 diplomas. It remains to be seen what will replace the proposed diplomas. The new government will also be introducing a new school curriculum.[2] The historic environment sector must ensure that it works with educational providers to enhance awareness of the subject matter of the historic environment and possible careers within it.

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2   See http://www.education.gov.uk/curriculum

4.6 AS and A-Level from 16–18

In the AS and A-Level system pupils take four or five AS Levels in their first year (Year 12 or Lower 6th), and are examined via coursework and exams. They then choose three or four subjects to concentrate on in Year 13 (Upper 6th) and complete coursework and exams to gain A-Level qualifications. AS and A-Level Archaeology is currently offered in *c* 75 centres with *c* 1500 candidates a year (Henson pers comm). It provides an ideal qualification for candidates wishing to enter the historic environment workforce although it is not a requirement for entry onto higher education courses.

4.7 Scottish Highers and International Baccalaureate

The upper tiers of the Scottish Qualification Certificate, or 'Highers', are the equivalent to AS and A-Levels in Scotland. They form just one element in the parallel system of education in Scotland. The subject range that can be taken as Scottish 'Highers' is similar to that of AS and A-Levels in England and Wales.

The International Baccalaureate Diploma is a general qualification of 16–18 education administered by a branch of UNESCO.[3] Anecdotally, it is seen as a holistic, rounded, analytical and rigorous qualification that is at least equivalent to a suite of four A-Levels in the UK. It is more commonly offered as an alternative to A-Levels and other qualifications in the private education sector and independent sixth-form colleges. The suite of options that can be taken as part of an International Baccalaureate Diploma is similar to that of A-Levels yet the student typically takes a greater number of subjects as well as interdisciplinary options not available through the other more conventional post-16 education models.

4.8 Careers advice

The advice provided on Jobs4U, run by Connexions (the government careers advice service), is realistic about job expectations, career progression and salary in the historic environment sector. For example, people consulting the service are told that for an archaeologist 'Average salaries are around £18,000 a year, but they can range from around £13,700 to £30,000'. Someone interested in building conservation can find out that it 'is a relatively small field, although opportunities are growing. Employers include local authority planning departments and organisations such as English Heritage, and the National Trust.' However, there does not seem to be much further information for advisers to consult.[4]

Careers advice is notoriously patchy in secondary schools and further education colleges. It is yet another area in which a private education brings advantages. Many young people express high levels of dissatisfaction with the provision of careers advice offered by the state (Cabinet Office 2009, 72–6). The historic environment sector does not have very much direct input into the provision of careers advice. It is something that needs to be undertaken with a co-ordinated sector-wide approach.

BARRIER 4.6: The quality and breadth of careers advice which is offered through the state education system is highly variable. Children without well-connected parents who take a proactive interest in their child's professional development are unlikely to gain exposure to the historic environment professions.

RECOMMENDATION 4.6: Employers and national umbrella bodies in the historic

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3   See http://www.ibo.org

4   http://www.connexions-direct.com/jobs4u

environment sector should collaborate to produce a regularly updated information pack for schools careers advisers in the UK. They should also take any steps necessary to raise the profile of the historic environment sector amongst school-age children.

4.9   Work experience

It is common for a period of work experience to be undertaken in Year 10, when pupils are 14–15 years old. It is sometimes scheduled in Year 11 at age 15–16, after GCSE exams. It is the first time that many young people encounter the world of work and can be very influential in someone's choice of career in later life. Work experience will form a compulsory part of the new 14–19 diploma. Typically, work experience organisers within schools write to various institutions to ask for placements for their pupils to fill. Families with extensive professional contacts are more able to find placements for their children than those without such networks.

Opportunities for work experience in the historic environment sector are hard to obtain. Institutions such as the British Museum, which offer placements, are often highly oversubscribed and are unable to accept all of the applications they receive. Providers often employ an 'application and interview' process so that pupils can have a more authentic experience of obtaining work. This may make it difficult for those without advanced communication skills and social confidence to obtain such popular placements.

The final report of the Panel on Fair Access to the Professions identified work experience opportunities as one of the key ways in which a wide variety of people could gain exposure to professional networks and workplaces. The panel's recommendation of a national work taster scheme and other ideas for exposure to the professions should be embraced by the historic environment sector (Cabinet Office 2009, 50–61).

BARRIER 4.7: Work-experience opportunities in the historic environment sector are extremely rare and difficult to obtain. This makes children without well-connected families, teachers and schools less likely to be exposed to the historic environment sector as a potential area to pursue a career.

RECOMMENDATION 4.7: All employers and national agencies should work together to provide an online gateway and database of work-experience providers in the historic environment sector, thereby providing a fair and transparent mechanism for pupils to gain access and exposure to the sector. Such experience can often provide young people with crucial transferable skills that are of use to their future work (should it be outside the historic environment sector).

4.10   Role models

The part that role models play in the decisions of young people to pursue a particular career has attracted the interest of a number of different professions. Role models can show young people with a similar background to them that certain career options are meaningful and potentially desirable for them. They also show that the sector in which they work is one that welcomes people like them. The statistical data relating to people employed in the historic environment sector and numerous contributors to this project make it clear that there is a dearth of BME role models in the historic environment sector.

The work of the Stephen Lawrence Charitable Trust in promoting and inspiring young people through architecture should be highlighted as an exceptional example of an organisation

making a big impact in the lives and outlook of BME people.[5] Their Architecture for Everyone programme is a high-profile scheme to encourage young BME people to become architects and get involved in urban design and place-making.[6] Architecture for Everyone runs workshops for young people across the country. Every year six competition winners are taken to Harvard in the US and are given the opportunity to take a course in Architecture.

BARRIER 4.8: The lack of BME role models in the historic environment sector creates a perceived barrier for potential entrants to the workforce: BME students, young people and jobseekers do not view the sector as welcoming for them.

RECOMMENDATION 4.8: All employers and advocacy groups within the historic environment sector should make the most of positive role models from all backgrounds. It is important that this is not undertaken in a tokenistic fashion but highlights real positive contributions from people who just happen to be from a BME background.

4.11 Choices in post-16 education

Survey data suggest that 'students from minority ethnic groups are more committed to staying on in education after the age of 16' (Bhattacharyya *et al* 2003, 24). However, the choices that ethnic minority students make are very important to their progression into higher education:

The majority of students enter higher education with A-Levels (over 60 percent in 2000), minority ethnic students are more likely than White students to have vocational than academic entry qualifications … Black Caribbean, Pakistani and Bangladeshi students are slightly more likely than White and Chinese students to have GNVQs or BTEC qualifications (Bhattacharyya *et al* 2003, 27).

The large number of students with vocational qualifications from ethnic minority backgrounds are less likely to be academically prepared for higher education; 'entrants from vocational routes … performed less well in HE compared to those with A-Level qualifications took time to learn "the rules of the game"'' (Gorard *et al* 2006, 41).

Other difficulties with the transition into higher education were identified as not understanding academic expectations and dealing with the level of independence demanded (*ibid*, 41). Independent living can be something which all young people find difficult but the transition from home living to university accommodation can be particularly problematic if there are large class and cultural transitions that need to be negotiated and if there is a sense of isolation from one's own normal milieu. Such are the barriers to moving away that minority ethnic students of all subjects are more likely to stay in the parental home than White students (Barnes *et al* 2004, 47).

BARRIER 4.9: The factors affecting the type of educational qualification a student wishes to attain can affect their likelihood of gaining a job or a place at a university of their choice. These factors can differ according to the student's ethnicity and socio-economic status. A job in the historic environment sector usually requires a conventional educational path of A-Level followed by a university degree.

RECOMMENDATION 4.9: The consequences of a young person's decision to pursue an educational path that is different from the conventional GCSE/A-Level/university degree should be made clear to them before they embark upon such a path. Alternatively, the sector should recognise and support diplomas and vocational qualifications to a far greater extent than it does at present.

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5   http://www.stephenlawrence.org.uk
6   http://www.architectureforeveryone.org.uk

4.12 Higher and further education

The application process

Applications to degree courses are processed by UCAS which is responsible for liaising between the university and the applicant. The UCAS process is usually mediated by schools or colleges; here there is an identified inequality in the amount of assistance and training from schools that pupils get in the application and interview process. Pupils have a maximum of 5 course choices which can be in different universities or concentrated at just one.

One strength of historic environment-related courses is their multi-disciplinary approach to course requirements. For example, the majority of single honours archaeology BA courses do not ask for specific subjects to have been studied at A-Level. In the case of the built environment subjects, none of the K4 Planning courses ask for specific subjects. Pupils who have not thought ahead to their degree whilst making GCSE and AS or A-Level choices are not disadvantaged. Failures in the provision of careers advice are therefore not insurmountable.

The Russell Group, the country's top 20 universities, have discussed 'downgrading' soft subjects. Cambridge, Sheffield and LSE have published lists of soft subjects which are not seen as academically rigorous preparation for university. The subjects are not dismissed, but it is recommended that if they are taken, other more acceptable courses should be taken alongside them. Russell Group research found that pupils from non-selective state schools are more likely to take soft subjects and hence put themselves at a disadvantage compared with other pupils in their year. BME pupils are far more likely to be in non-selective state schools. This process of 'downgrading' soft subjects may act to exacerbate further the situation where 'There are more students of Black Caribbean origin at London Metropolitan University than at all the Russell Group universities put together' (Sims 2007, 1).

Many of the Russell Group universities now also require that an applicant has a qualification in a modern foreign language. This disadvantages pupils for whom the study of modern foreign languages is not statutory and who may not be aware of university requirements when making their GCSE choices at age 14.

Universities' process of selecting candidates may further exacerbate differences in cultural and socio-economic background. In the arts sector, the *Art for a Few* report highlights the mechanisms by which elite higher education institutions fail to spot talented candidates by couching their selection in value-laden processes and how the institutions themselves are not clear in the approaches they take when encountering BME applicants (Burke & McManus 2009).

BARRIER 4.10: The selection processes of the Russell Group universities may act against those from non-selective state schools who are not instructed to take subjects at GCSE and A-Levels which would give them the best chance of gaining a place at a university likely to offer a course relating to the historic environment.

RECOMMENDATION 4.10: Organisations and individuals within the sector giving careers advice to those thinking of entering the historic environment workforce should make clear the consequences of choosing what may be considered 'soft subjects' by Russell Group universities.

This research commissioned data from UCAS on the ethnic background of applicants to historic environment undergraduate courses at higher education institutions. These data are displayed in Figures 4.3, 4.4 and 4.5.
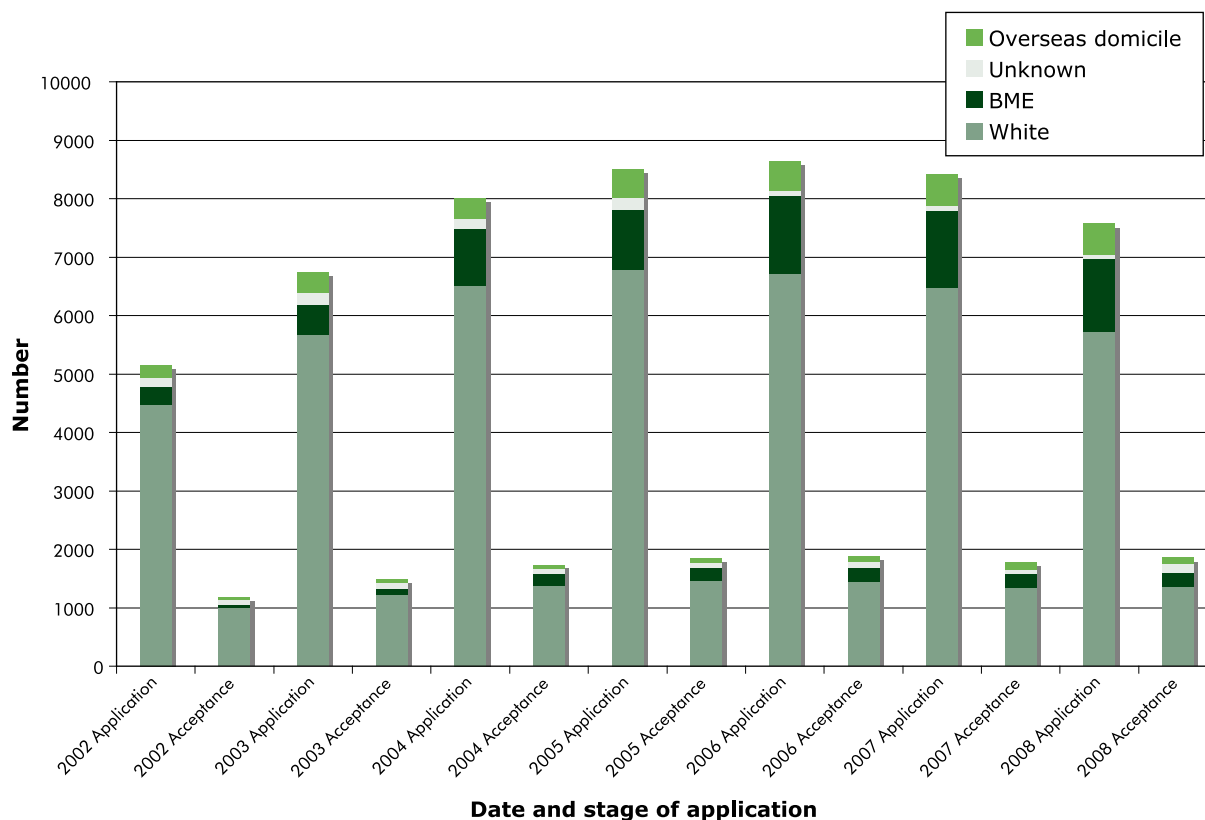
Figure 4.3: *Ethnicity of applicants and accepted students for undergraduate courses in F4 Forensic and archaeological science, 2002–2008*

(Source: Author's own calculations derived from data provided by UCAS. See Sect 9, Table 4.3)

Figure 4.3 uses data provided by UCAS to demonstrate the ethnic profile of applicants and individuals accepted onto undergraduate courses in F4 Forensic and archaeological science at higher education institutions. The vast majority of these courses are undergraduate degrees. A very small number are HNDs and Foundation Degrees.

Once the 'unknown' and 'overseas domiciled' individuals have been subtracted from the overall totals there develops a clear pattern of increasing levels of applications from BME candidates (from *c* 7% in 2002 to *c* 18% in 2008). For F4 Forensic and archaeological science it appears that BME candidates make up a smaller proportion of those who are accepted onto courses than those who apply. This may be explained by ill-suited or ill-informed candidates applying as a result of the popularity of forensic science but it may also be indicative of barriers to progressing onto the courses that can only be explained through ethnic discrimination.
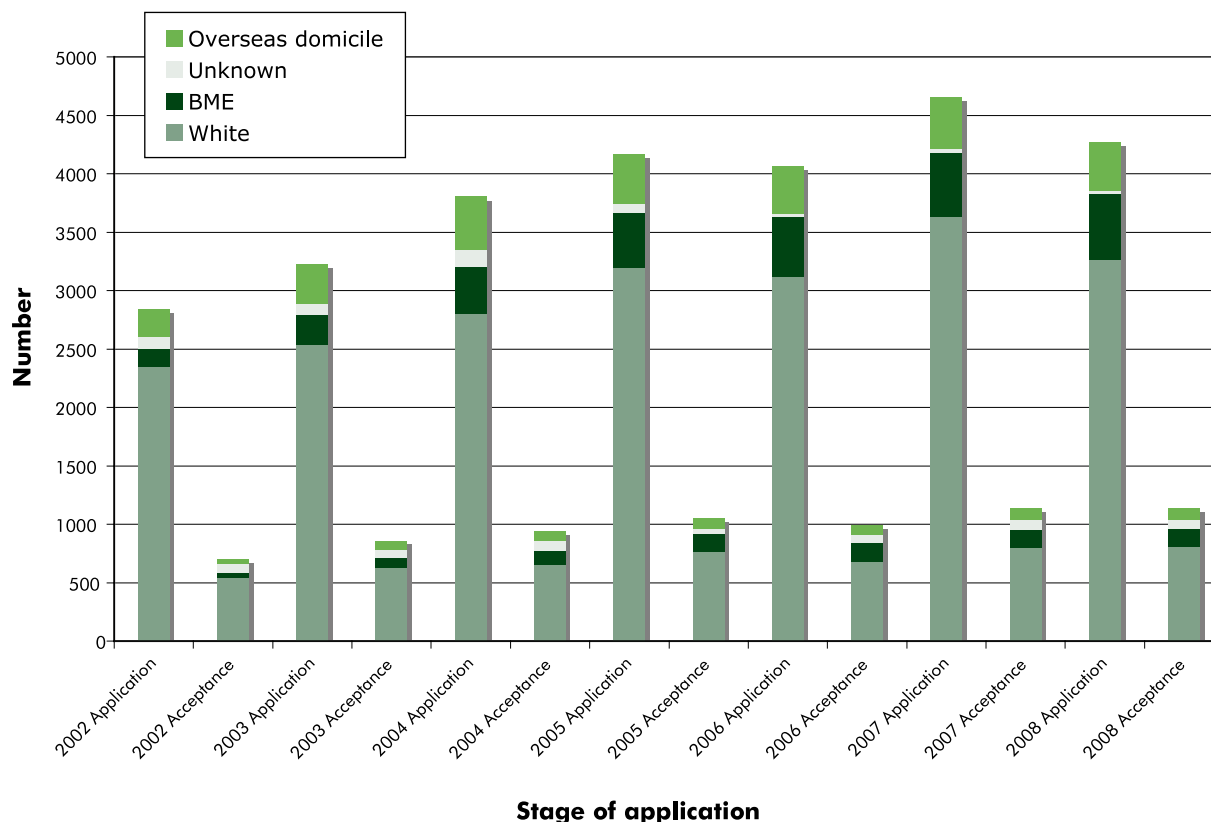
Figure 4.4: *Ethnicity of applicants and accepted students for undergraduate courses in K4 Planning (urban, rural and regional), 2002–2008*

(Source: Author's own calculations derived from data provided by UCAS. See Sect 9, Table 4.4)

Figure 4.4 uses data provided by UCAS to demonstrate the ethnic profile of applicants and individuals accepted onto undergraduate courses in K4 Planning (urban, rural and regional) at higher education institutes. The vast majority of these courses are undergraduate degrees. A very small number are HNDs and Foundation Degrees.

Once the 'unknown' and 'overseas domiciled' individuals have been subtracted from the overall totals there developed a clear pattern of increasing levels of applications from BME candidates (from *c* 6% in 2002 to *c* 15% in 2008). It also emerges that BME candidates usually make up a greater proportion of those accepted onto degree courses than those who apply. This demonstrates that there is no barrier in the application process to prevent gifted BME applicants from attaining the places they deserve.
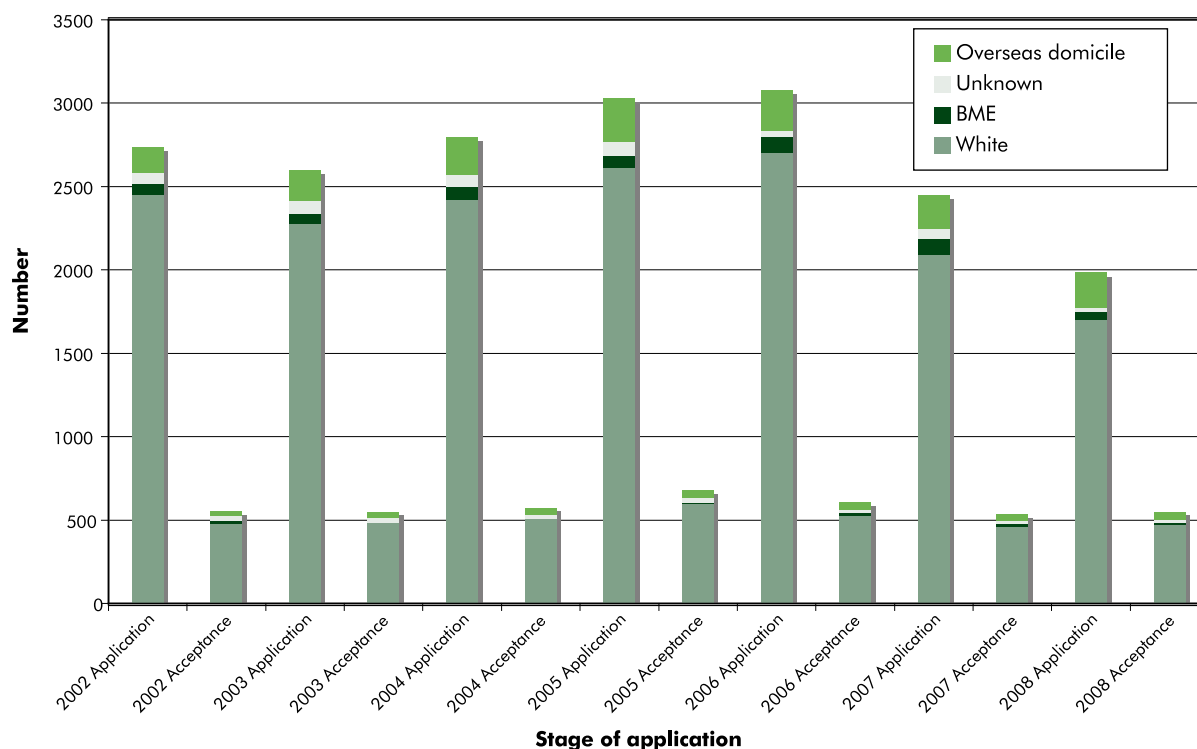
Figure 4.5: *Ethnicity of applicants and accepted students for undergraduate courses in V4 Archaeology, 2002–2008*

(Source: Author's own calculations derived from data provided by UCAS. See Sect 9, Table 4.5)

Figure 4.5 uses data provided by UCAS to demonstrate the ethnic profile of applicants and individuals accepted onto undergraduate courses in V4 Archaeology at higher education institutes. The vast majority of these courses are undergraduate degrees. A very small number are HNDs and Foundation Degrees.

Once the 'unknown' and 'overseas domiciled' individuals have been subtracted from the overall totals there develops a complicated pattern of increasing then decreasing levels of applications from BME candidates (starting at *c* 3% in 2002, peaking at *c* 4% in 2007 and returning back to under 3% in 2008). BME candidates make up a much smaller proportion of those who apply for V4 Archaeology than the other two courses which are identified as constituting the historic environment student cohort. There are differing levels of success for BME applicants through the years.

These data suggest that the lack of BME graduates from courses in V4 archaeology entering the world of postgraduate study or employment in the field is a direct reflection of the small proportion of applicants and accepted candidates onto undergraduate courses. The decreasing level of applications for V4 Archaeology suggests the subject cannot afford to be complacent about attracting students.

Continuing Education or Lifelong Learning

The phrases 'Continuing Education' and 'Lifelong Learning' cover a wide range of courses and study days. A recent report by the CBA suggested that archaeology in continuing education does not attract ethnic minority students. Of 20 university CE tutors contacted, seventeen responded and 45% of those had at some point taught someone from an ethnic minority (Lee 2009, 27). Of a small sample of current students, 9% said they were from an

ethnic minority, including Irish and Anglo-Polish backgrounds (*ibid*, 31). Overall the report found that there are very few people from Black and minority ethnic groups taking CE courses. Despite the outreach work done with BME communities in Brighton at the University of Sussex and the provision of bursaries, the courses they offered did not attract BME students (*ibid*, 82). Continuing education courses remain an important route for people wanting to enter the historic environment workforce (especially those doing so as a change in career later in life) (*ibid*; Brown pers comm).

U3A, or the University of the Third Age, describes itself as a self-help group. It aims to help provide education for pleasure for people no longer in full-time employment. No data exist on ethnic minority involvement in U3A, but anecdotal evidence from their 2008 conference suggests that it is at very low levels. One suggestion was made that the systems of meeting in people's homes may be a barrier, and that therefore minority groups ought to be encouraged to start their own groups (Searle 2008, 3).

The WEA, or Workers' Educational Association, is a charity dedicated to providing education for adults. Courses are provided in response to local demand. At present there are 81 archaeology-related and 94 architecture-related courses offered by the WEA all over the UK. Again, 'Black and ethnic minority groups are at a minimum and are not well-represented in the WEA courses' (Lee 2009, 62).

4.13 Specific undergraduate courses at higher education institutions

This section looks at three specific areas of the historic environment sector (archaeology, architecture and planning) though the undergraduate and postgraduate phases of tertiary education. These are the student cohorts which have been examined in previous research and for which this project commissioned original data from HESA and UCAS.

Architecture and planning

In 2004 CABE published a report based on the 1999–2000 HESA results which showed that: 'The contrast between architecture, law and medicine & dentistry is stark: compared with 18% in architecture, 28% of first degree students in law and 31% in medicine & dentistry are non-White' (Barnes *et al* 2004, 14).

Architecture courses allied with building and planning showed a representation of 11.2% for ethnic minorities overall (*ibid*, 14). However, 'minority ethnic students have a higher probability of acceptance onto a course in architecture, building & planning than other subjects, provided that they apply' (*ibid*, 14). The report suggests that minority ethnic students were less likely to do well in their degrees, indicating that progress and support on the degree course may be an issue (*ibid*, 32).

The decision to study architecture seems to be made around GCSE and A-Level course choices (*ibid*, 39). Interest in design and family support are cited as influences in the student's choice (*ibid*, 39). The lack of representation of architecture at school and uninspiring careers advice were identified as barriers. Students show themselves to be very self-motivated by doing their own research into their chosen subject area and courses (*ibid*, 41).

The pressure to have a high-status and well-paid job, especially in Indian and Pakistani backgrounds, is suggested as another factor in course choices. 'I know it is a bit of a stereotype but I think most Asian people would like their children, generally speaking, to do something like medicine or law, something that is very well respected and very well paid' (*ibid*, 42). This is obviously not an immovable barrier as some young Asians overcome the pressure and become architecture students. Low rates of pay were seen as a barrier and few people saw the media representation of the subject as influencing their choice (*ibid*, 45).

This project commissioned data from HESA looking at the ethnic profile of students studying undergraduate courses in K4 Planning. These data are displayed in Figure 4.6.
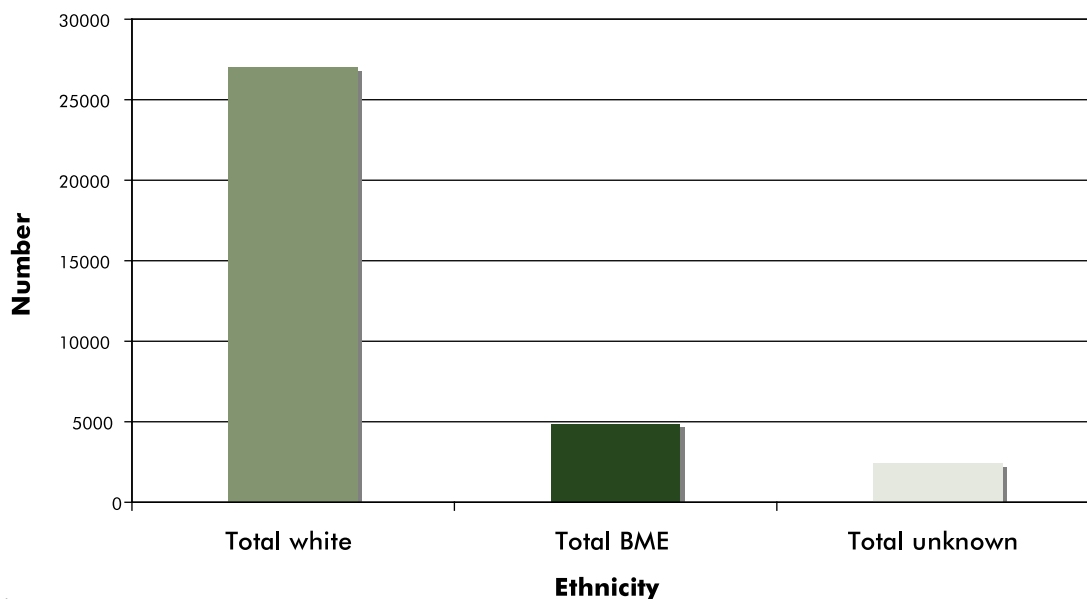
Figure 4.6: *Ethnicity of undergraduate students studying K4 Planning (urban, rural and regional), 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.6)

Figure 4.6, using data provided by HESA and combining all years 2002/03–2007/08, shows the breakdown of those studying an undergraduate course in K4 Planning (urban, rural and regional) at a higher education institute. In the case of K4 undergraduate students the high representation of BME individuals (15% after removing 'unknown') when compared with the population at large suggests that it is an attractive course for BME candidates and that they are likely to be offered places on the course should they apply. At the time of the last census in 2001 11.9% of the working-age population identified themselves as belonging to an ethnic minority.

Archaeology

There is a widespread perception that there is an under-representation of ethnic minorities studying archaeology at university. Other than the data in this report there are no qualitative or quantitative reports available to back up this claim. However, we have an assertion that 'Students from ethnic minorities are under-represented in archaeology departments by c 12%, compared with UK Higher Education as a whole' (Reynier & Grant 2003, 6). Data collection on the ethnicity of students is often done within departments and the data are not published (as individuals may be identifiable, thereby infringing data-protection policies).

Various discussion papers have identified a number of issues and barriers which are outlined below. (It must be noted that these issues were identified by members of the profession, not by students or potential students.) A common theme is that the subject matter, methods and theories of archaeological investigation are not relevant to ethnic minorities in the UK:

> The conception that what the past is, and how it can be accessed by people in the present, is different – and *should* be different – among diverse peoples … groups of people with non-White, non hypothetico-deductive modes of thought, will always feel excluded, no matter how 'relevant' the curricula claims to be (Reynier & Grant 2003, 8).

However, a suite of explanations (some of which are contested) for a lack of diversity among archaeology students is summarised elsewhere:

> Firstly, archaeology does not fit neatly into the traditional school curriculum and as such is poorly understood by teachers and students alike. Secondly, that it is an essentially White middle class pursuit. Thirdly, that archaeology is purely academic in scope providing limited transferable skills. Fourthly, the (pretty much true) perception of archaeology as a subject that does not necessarily lead on to well paid jobs that will ease the burden of the almost inevitable debts graduates face (Hemsley 2005, 1).

Investigations have been undertaken to try to see whether children identify with their local archaeology and whether they are uninterested 'in projects that did not directly reflect their own cultural heritage … Issues of relevance may be seen as more of a problem by the archaeologists than by the kids themselves … Children are generally interested in the place they live and are readily engaged by the archaeological process' (Hemsley 2005, 2).

Archaeology courses connected to world history or ancient civilisations like Pharonic Egypt, the Greeks or Romans may fare better as 'exotic' aspects of archaeology is seen to draw in people from all backgrounds (Hemsley 2005, 2; Hughes pers comm).

Other possible barriers to studying archaeology have been identified including 'differing parental expectations in different ethnic groups and the link between some Black and ethnic minority communities and socio-economic disadvantage' (Hemsley 2005, 2). In addition, the lack of ethnic minority role models was suggested as a barrier to applying for archaeology degree courses (*ibid*, 2).

The Higher Education Academy Subject Centre for History, Classics and Archaeology has published the results of a survey of archaeology graduates from 2000 to 2007. Of an estimated 7850 graduates, 710 saw the call for participation and responded, representing a 9% response rate (Jackson & Sinclair 2009, 7). Of this sample, 4% of individuals were from a BME background.
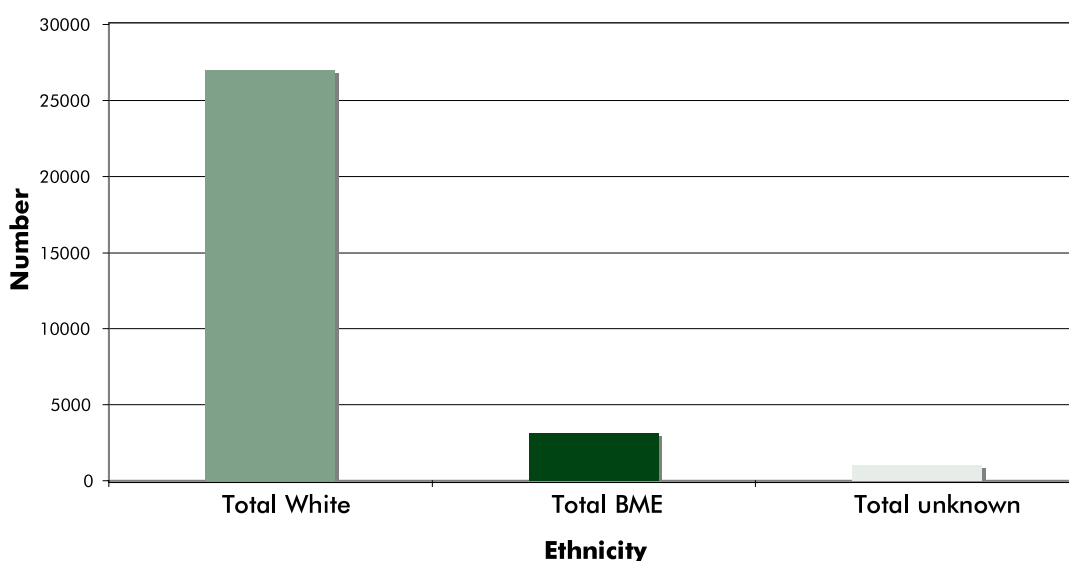
Figure 4.7: *Ethnicity of undergraduate students studying F4 Forensic and archaeological science, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.7)

This project commissioned data from HESA looking at the ethnic profile of students studying undergraduate and postgraduate courses F4 Forensic and archaeological science and V4 Archaeology. These data are displayed in Figures 4.7 and 4.8.

Figure 4.7, using data provided by HESA and combining the years 2002/03–2007/08, shows the breakdown of those studying an undergraduate course in F4 Forensic and archaeological science at a higher education institutions. It is clear that the student cohort is dominated by those classified as ethnically White but there is no reason to think that the breakdown differs from that of the wider population as 10% of the students are non-White (after removing 'unknown'). At the time of the last census in 2001 11.9% of the working-age population identified themselves as belonging to an ethnic minority.
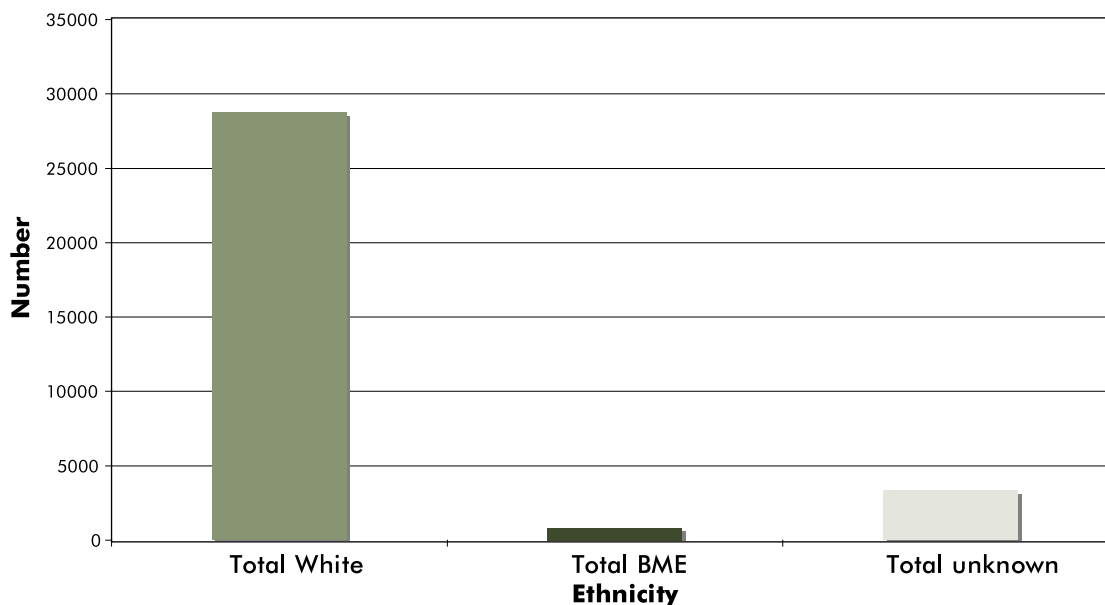
Figure 4.8: *Ethnicity of undergraduate students studying V4 Archaeology, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.8)

Figure 4.8, using data from the same source, shows the breakdown of those studying an undergraduate course in V4 Archaeology at higher education institutions. Again, it is clear that the student cohort is dominated by those classified as ethnically White. However, this time there is a significant under-representation of BME students on the courses, with 97% of students being ethnically White (after removing 'unknown').

4.14 Postgraduate Education

Students' decisions about postgraduate education have been studied in detail, despite the fact that some Widening Participation practitioners have pointed out that this policy tends to focus on undergraduates. One report found that 'students [were] balancing the risks between employment prospects, study and their own view of acceptable levels of debt' (Stuart *et al* 2008, 7). Their findings suggested that 'minority ethnic students overall did have high aspirations, they were more worried about debt than White students, which was a significant deterrent to continue studying' (*ibid*, 9). However, ethnicity is not a singular factor; 'finances and debt, being the first person in your family to enter higher education, class, gender, ethnicity, employment prospects, discipline and vocational outcomes' all play their part (*ibid*, 15–16).

Whilst White and Chinese ethnic groups are well represented in research degrees, other ethnic groups appear to concentrate on technical or professional postgraduate study (*ibid*, 18). Survey data suggest that ethnicity is a marginal factor in the choice to study at postgraduate level (*ibid*, 29), but that it correlates with a higher level of worry about debt and a lower likelihood of family experience of higher education (*ibid*, 46).

Architecture and planning

Using data derived from HESA, a specially commissioned CABE report found that approximately 15% of postgraduate students in architecture in 1999–2000 were non-White. Some of the non-White students already held postgraduate qualifications (15.7%) (Barnes *et al* 2004, 35).

This project commissioned data from HESA looking at the ethnic profile of students studying postgraduate courses in K4 Planning. These data are displayed in Figure 4.9.
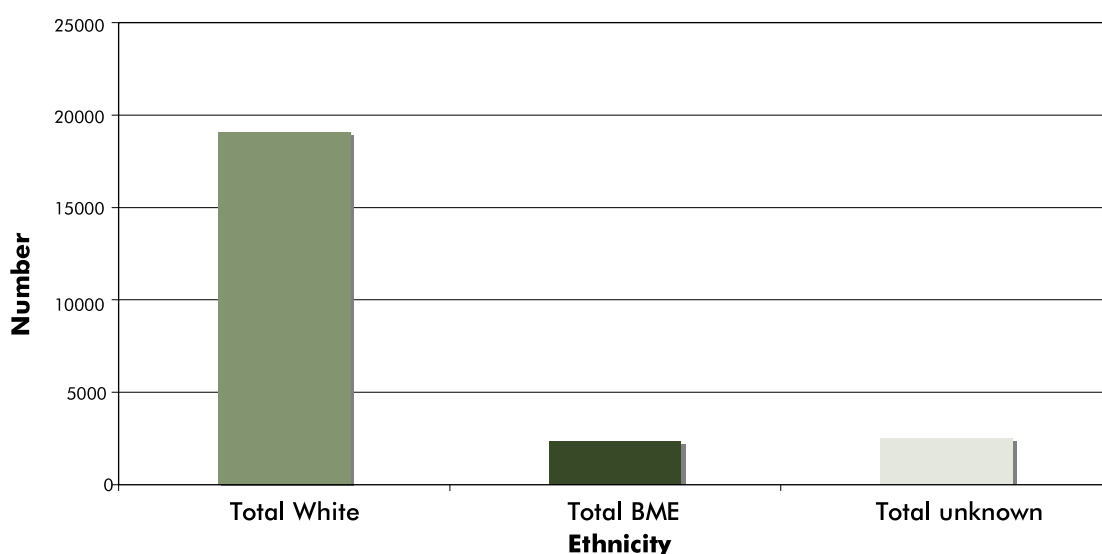

Figure 4.9: Ethnicity of postgraduate students studying K4 Planning (urban, rural and regional), 2002/03–2007/08

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.9)

Figure 4.9, using data provided by HESA and combining all years for which data are available (2002/03–2007/08), shows the breakdown of those studying a postgraduate course in K4 Planning (urban, rural and regional) at higher education institutions. Once again the student cohort is dominated by those classified as ethnically White (making up 89% after removing 'unknown'). It is interesting to note that there is a smaller proportion of BME postgraduate students (11%) than undergraduates (15%) on K4 courses.

Archaeology

There are no studies which have looked specifically at the student experience of postgraduate education in archaeology. This is an area that urgently requires further research. The archaeological workforce is a highly qualified one with increasing numbers of candidates differentiating themselves by acquiring higher levels of postgraduate qualifications (Aitchison & Edwards 2008; Evans pers comm; Allen pers comm).

This project commissioned data from HESA looking at the ethnic profile of students studying postgraduate courses in F4 Forensic and archaeological science and V4 Archaeology. These data are displayed in Figures 4.10 and 4.11.
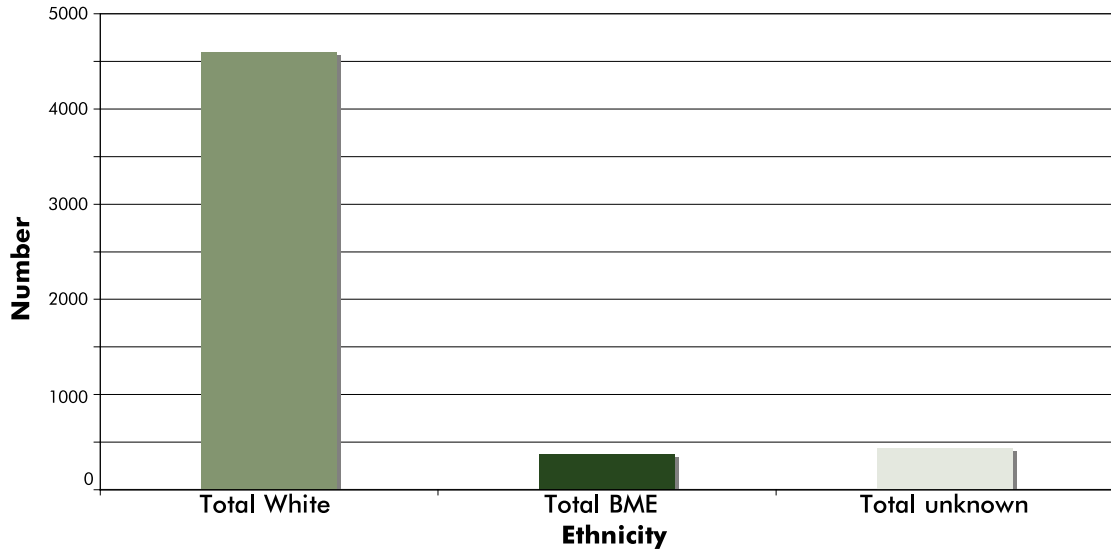
Figure 4.10: *Ethnicity of postgraduate students studying F4 Forensic and archaeological science, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.10)

Figure 4.10, using data provided by HESA and combining all years for which data are available (2002/03–2007/08), shows the breakdown of those studying a postgraduate course in F4 Forensic and archaeological science at higher education institutions in the UK. 92% of this student cohort is ethnically White (after removing 'unknown') and there is a smaller proportion of BME postgraduate students than undergraduates on F4 courses. At the time of the last census in 2001 11.9% of the working-age population identified themselves as belonging to an ethnic minority group.
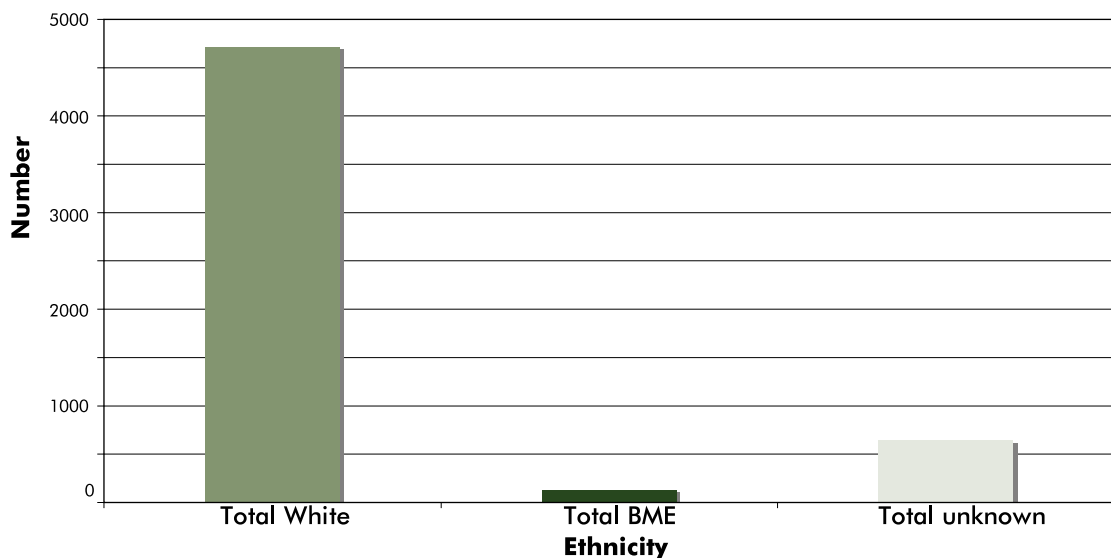
Figure 4.11: *Ethnicity of postgraduate students studying V4 Archaeology, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.11)

Figure 4.11, using data provided by HESA and combining all years for which data are available (2002/03–2007/08), shows the breakdown of those studying a postgraduate course in V4 Archaeology at higher education institutions. It is clear that the student cohort

is dominated by those classified as ethnically White (making up 97% of the cohort after removing 'unknown'). As with V4 undergraduates there is a significant under-representation of BME students. This is to be expected given that most V4 postgraduate students will be qualified V4 undergraduates.

Other courses

Other courses relevant to the historic environment sector, such as history, architectural history, art history, craft and construction-related courses have either not been subject to similar analysis to that undertaken for this report or (for the purposes of this report) were deemed to be outside the core of subjects likely to lead to employment in the historic environment sector.

In order to capture data on more students who might go on to work in the historic environment sector this project commissioned data from HESA looking at the ethnic profile of students studying postgraduate courses in D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings. These data are displayed in Figures 4.12 and 4.13.
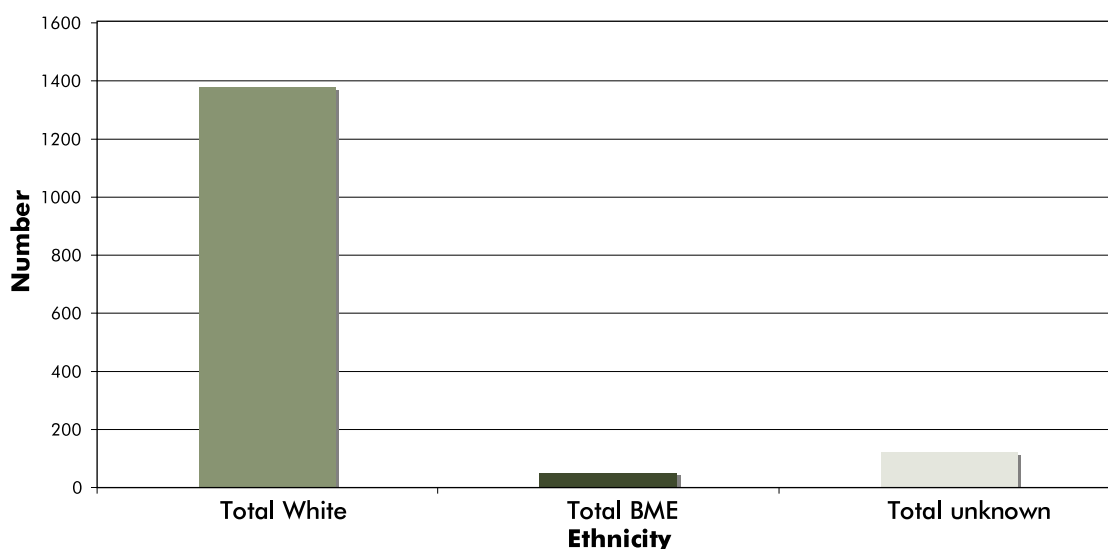
Figure 4.12: *Ethnicity of postgraduate students studying D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.12)

Figure 4.12, using data provided by HESA and combining all years for which data are available (2002/03–2007/08), shows the breakdown of those studying a postgraduate course in D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings at higher education institutions. 96% of the student cohort is ethnically White (after removing 'unknown'). As with other students examined this project there is a significant under-representation of BME students. This may be expected given that most postgraduate students in this dataset are likely to have graduated from F4, K4 and V4 courses.
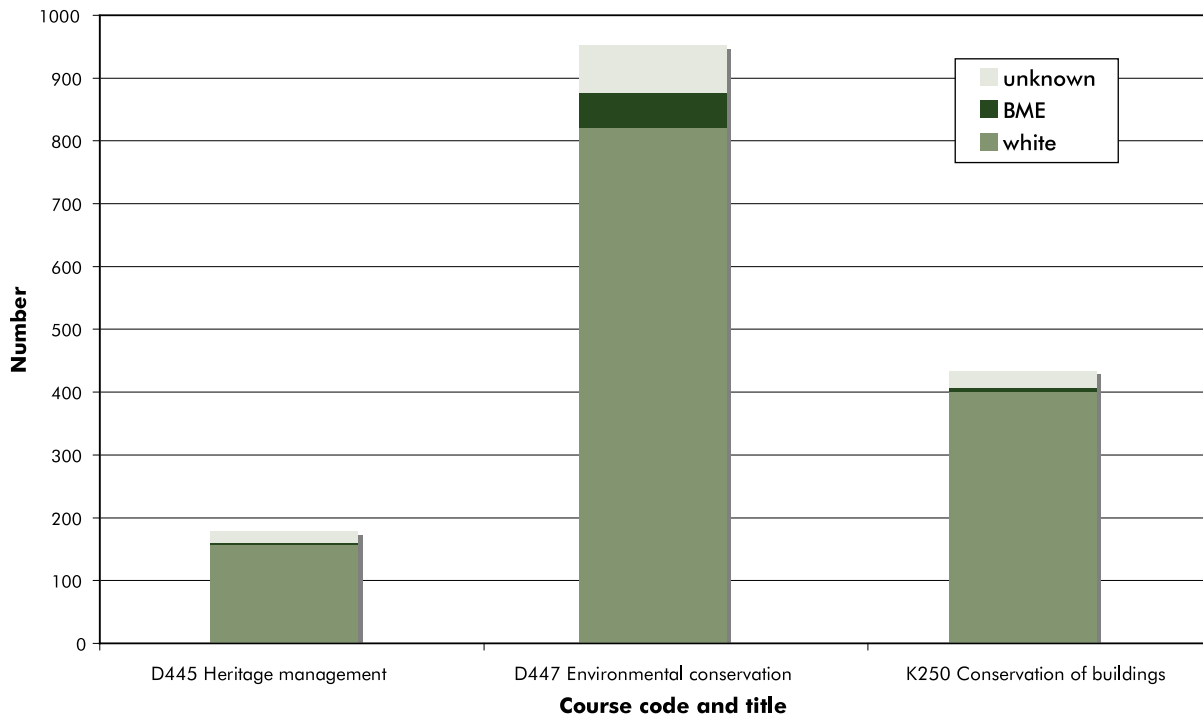
Figure 4.13: *Ethnicity of postgraduate students studying D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.13)

Figure 4.13, using data provided by HESA and combining all years for which data are available (2002/03–2007/08), shows the breakdown of those studying a postgraduate course in D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings at higher education institutions in the UK. The dataset is relatively small. However, it is clear that the student cohort is dominated by those classified as ethnically White. As with other students examined this project there is a significant under-representation of BME students. This is to be expected given that most postgraduate students in this dataset are likely to have graduated from F4, K4 and V4 courses. Once 'unknown' has been discounted the percentages of BME students enrolled on D445 Heritage management is 2%, for D447 Environmental conservation it is 6% and for K250 Conservation of Buildings it is 1%.

In order to identify any discernable trend over time in the historic environment student cohort Figure 4.14 uses HESA data to chart the ethnic profile of consecutive years of students defined as being part of the historic environment student cohort.
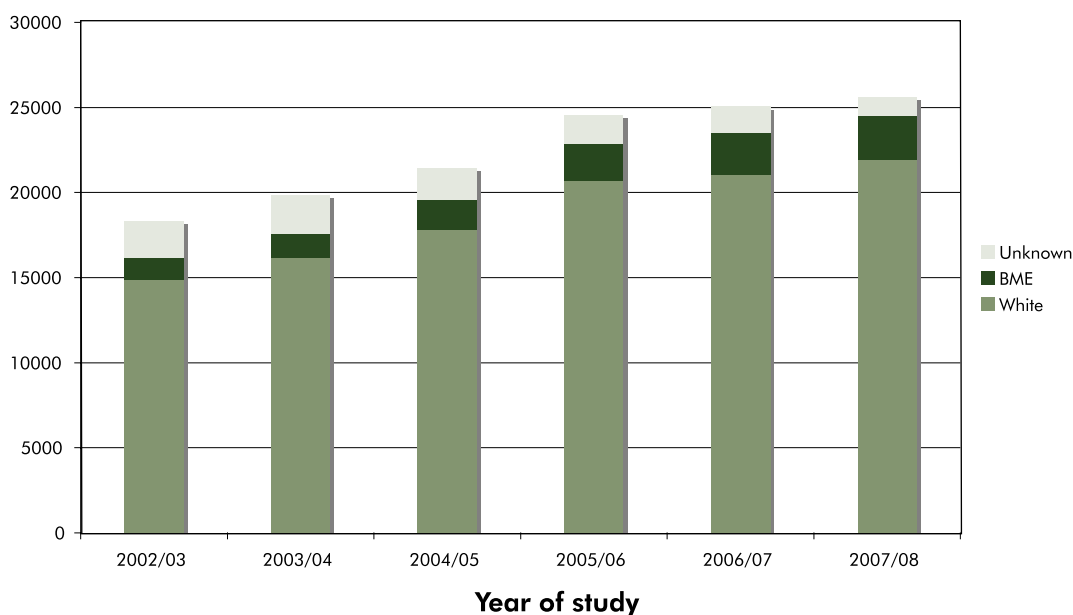
Figure 4.14: *Changing ethnic profile of the historic environment student cohort, 2002/03–2007/08*

(Source: Author's own calculations derived from data provided by HESA. See Sect 9, Table 4.14)

Figure 4.14 uses data supplied by HESA to illustrate the trend over time of the ethnic diversity of the historic environment student cohort. These data show a steady increase in the number of students taking courses in F4, K4 and V4, D445, D447 and K250. There is a small but steady decline in the proportion of students with White ethnicity. Once those with 'unknown' ethnicity are removed from the annual totals there is a discernable decline in the proportion of White students. In year 2002/03 the student cohort is 92% White. This decreases steadily by a fraction of a percent each year so that by 2007/08 the student cohort is 89% White.

Higher education is one area for which there is much data on the ethnicity of people in the historic environment sector. It is also an area that might be instrumental in leading the way in reaching out to BME communities that exist in their immediate locale. One example of this is described briefly in Case Study 1.

Case Study 1: BRIGHTON INCLUSIVE ARCHAEOLOGY PROJECT

http://www.bton.ac.uk/cupp/projects/inclusivearchaeology.htm

Between 2007 and 2008 the University of Sussex's Centre for Continuing Education worked in partnership with the community organisation Black and Minority Ethnic Community Partnership, wellbeing and mental health group InnerVision, and Brighton and Hove Black History to consult with the Brighton and Hove BME community, involve them in specially arranged archaeology activities and seek their contributions and feedback. The project was supported by Brighton and Sussex Community Knowledge Exchange.

The project emerged out of a recognition that there were very low levels of BME engagement with the historic environment. The project aimed to widen participation in local archaeology societies and continuing education opportunities in Brighton. It was conceived as a two-way dialogue in which local archaeologists could learn from local BME communities as well as bringing new audiences into active contact with archaeology. The project reached a large number of local people and the majority of these came from Black African, Black Caribbean and Mixed ethnicities. The local Asian community was not successfully engaged in the project.

The activities undertaken as part of the project included: workshops, hands-on activity days, site visits, lectures, and practical excavation training. Some of these were initiated by the organisers, others by the community organisations.

The project identified a number of barriers that prevented BME communities becoming actively involved in local archaeology. These included the requirement for transport, the cost of undertaking voluntary work and the pressures of family life.

During the course of the project it became clear that a number of misconceptions might have been formed about the experiences of BME communities and their contact with the historic environment. It emerged that the participants in the project were interested in heritage that went beyond what might be considered immediately relevant to them. They were interested in many different aspects of local history. The project also found that it would be wrong to assume that BME communities always feel excluded from education and training. It is important to consider that there is no common or typical notion of heritage among BME communities in the UK.

Summary of barriers and recommendations

BARRIER 4.1: If students prioritise their choice of higher education institute over the course they wish to study then the decision to study at a post-1992 university will make it less likely for BME students to take courses relating to the historic environment sector. Furthermore, stakeholder interviews for this research suggest that employers still favour applicants with degrees from Russell Group universities. This can work against the career chances of graduates from post-1992 universities.

RECOMMENDATION 4.1: The historic environment sector as a whole (and specialist working groups including the Subject Committee for Archaeology – http://www. universityarchaeology.org.uk) should support, where appropriate, the provision of historic environment-related courses in post-1992 universities. While leading to more opportunities to study archaeology, this will not address the preference of employers for graduates from Russell Group universities.

BARRIER 4.2: The BME student experience in predominantly White institutions (and the anticipation of what this experience might constitute) can act as a barrier for potential BME students. BME students may have specific needs and cultural sensitivities which may further exacerbate a feeling of isolation that is likely to be experienced as the sole or minority BME student on a course.

RECOMMENDATION 4.2: Higher education institutions and providers of historic environment-related courses (including tutors, management and administrative staff) should continue and strengthen the support that they offer to BME students in recognition that they may face specific issues which directly relate to their ethnic minority status in the institution.

BARRIER 4.3: The social and educational experiences of pre-school-age children can strongly affect their perception of the historic environment as an area of learning and recreation. BME children are disproportionately more likely to come from deprived backgrounds and hence have negative impressions of the historic environment sector. This affects their perception of the sector as a potential area in which to work.

RECOMMENDATION 4.3: Educational charities and national agencies should continue to work with families and children to provide them with positive experiences of the historic environment.

BARRIER 4.4: Pupil perception of History (and Geography) in primary school aged children is relatively negative. The persistence of the perceptions formed in childhood mean that the historic environment sector is not embedded in young people's minds as an attractive sector for employment. This is true of all children regardless of their ethnic background.

RECOMMENDATION 4.4: Educational charities and national agencies should work in collaboration with school organisations to raise the profile of the subject and role of the historic environment in primary schools.

BARRIER 4.5: The non-statutory nature of historic environment-related GCSE subjects means that only a proportion of students will get education in and full exposure to the subject matter of the sector during their formative education.

RECOMMENDATION 4.5: All organisations in the sector, including national charities and government agencies, need to press for increased support for history and other humanities subjects in the national curriculum. They should offer a support network for graduates and professionals from the historic environment sector who teach (or wish to teach) in secondary education.

BARRIER 4.6: The quality and breadth of careers advice which is offered through the state education system is highly variable. Children without well-connected parents who take a

proactive interest in their child's professional development are unlikely to gain exposure to the historic environment professions.

RECOMMENDATION 4.6: Employers and national umbrella bodies in the historic environment sector should collaborate to produce a regularly updated information pack for schools careers advisers in the UK. They should also take any steps necessary to raise the profile of the historic environment sector amongst school-age children.

BARRIER 4.7: Work-experience opportunities in the historic environment sector are extremely rare and difficult to obtain. This makes children without well-connected families, teachers and schools less likely to be exposed to the historic environment sector as a potential area to pursue a career.

RECOMMENDATION 4.7: All employers and national agencies should work together to provide an online gateway and database of work-experience providers in the historic environment sector, thereby providing a fair and transparent mechanism for pupils to gain access and exposure to the sector. Such experience can often provide young people with crucial transferable skills that are of use to their future work (should it be outside the historic environment sector).

BARRIER 4.8: The lack of BME role models in the historic environment sector creates a perceived barrier for potential entrants to the workforce: BME students, young people and jobseekers do not view the sector as welcoming for them.

RECOMMENDATION 4.8: All employers and advocacy groups within the historic environment sector should make the most of positive role models from all backgrounds. It is important that this is not undertaken in a tokenistic fashion but highlights real positive contributions from people who just happen to be from a BME background.

BARRIER 4.9: The factors affecting the type of educational qualification a student wishes to attain can affect their likelihood of gaining a job or a place at a university of their choice. These factors can differ according to the student's ethnicity and socio-economic status. A job in the historic environment sector usually requires a conventional educational path of A-Level followed by a university degree.

RECOMMENDATION 4.9: The consequences of a young person's decision to pursue an educational path that is different from the conventional GCSE/A-Level/university degree should be made clear to them before they embark upon such a path. Alternatively, the sector should recognise and support diplomas and vocational qualifications to a far greater extent than it does at present.

BARRIER 4.10: The selection processes of the Russell Group universities may act against those from non-selective state schools who are not instructed to take subjects at GCSE and A-Levels which would give them the best chance of gaining a place at a university likely to offer a course relating to the historic environment.

RECOMMENDATION 4.10: Organisations and individuals within the sector giving careers advice to those thinking of entering the historic environment workforce should make clear the consequences of choosing what may be considered 'soft subjects' by Russell Group universities.

5   The historic environment workforce

5.1   Introduction

This section examines all known data relating to the historic environment workforce. It highlights some of the main findings from this project's original research. Some of the ethnic diversity issues that emerge from the conditions of working in the historic environment sector are covered in Section 7 of this report. Overall, there is very little published research that examines the experience of BME people working in the historic environment sector.

5.2   What we know from published data and literature

There are essentially two main sources of published research into the historic environment workforce: IfA's *Profiling the Profession* surveys (Aitchison 1999; Aitchison & Edwards 2003; Aitchison & Edwards 2008) and the various reports into the built environment professions commissioned by CABE (Barnes *et al* 2002; Barnes *et al* 2004; CEMS 2005). Overall, the there is a dearth of data on the historic environment workforce. Employers, umbrella organisations and professional institutes do not routinely keep data relating to the ethnicity of their employees, volunteers and members.

IfA Labour Market Intelligence Reports

The preamble to the first of the IfA's Labour Market Intelligence reports into the archaeology workforce contains the following statement:

Profiling the Profession provides a greater volume of information about the archaeological profession than any previous survey. The number and types of archaeological organisations, their geographical distribution, and the services they offer, have been established. The survey has learned the size of the workforce, and its distribution by gender, age, and geographical area (Aitchison 1999, ix).

When the exercise was repeated in 2003 the remit of the report was extended to cover the specific issues of age, gender, disability and ethnicity. The headline figures, given in the executive summary, are as follows:

- The average age of professional archaeologists in the UK is 38 years, with the average for female archaeologists being 36 and for male archaeologists 39. The average age of unpaid volunteer archaeologists is 50. 87% of archaeologists are between 20 and 50 years old, so archaeology has a relatively young age profile compared with UK statistics which show that 34% of all employees are aged 45–64.
- 36% of professional archaeologists are female, 64% are male, compared to figures for the UK working population which show that 45% of all workers are female and 55% are male.
- 99.3% of professional archaeologists are White. Less than 0.1% are of south Asian origin, less than 0.1% are of Black African origin and less than 0.1% are of Black Caribbean origin. Less than 0.15% are of East Asian origin. 0.25% of professional archaeologists have another ethnic origin. All the unpaid archaeologists for whom data were received are White. By contrast, the proportion of the UK population whose ethnic origins are not White is 7.9%.
- 0.3% of archaeologists are disabled as defined in the Disability Discrimination Act 1995. 3% of unpaid volunteer archaeologists are disabled as defined in the Act. This compares with the 19% of all UK workers who are disabled (Aitchison & Edwards 2003, xi).

The focus of the Equal Opportunities section of the 2003 report was on gender equality. The lack of ethnic diversity in the workforce was considered as being something that needed further research. However, it was clearly acknowledged as a problem. One of the key recommendations of the 2003 report was that:

> Further research is needed to identify why there are so few minority ethnic people employed in the sector. More support is needed to help employers increase the diversity of their workforce (Aitchison & Edwards 2003, xv).

The 2003 report found that:

> The proportion of people whose ethnic origin is not White was very small indeed, at 0.56%. This compares with a UK figure of 7.9% from the 2001 census (National Statistics 2003) [the figure for the working-age population is 11.9%]. All the unpaid volunteer archaeologists for whom data were received are White (Aitchison & Edwards 2003, 25).

All the data for individuals working in the archaeology sector captured in the report are presented in Figure 5.1 which presents both actual numbers and percentages:

Ethnicity	Black African	Black Caribbean	East Asian	South Asian	White	Other	Total
All staff	3 – 0.13%	3 – 0.13%	3 – 0.13%	2 – 0.09%	2248 – 99.25%	6 – 0.26%	2265
Archaeologists	2 – 0.09%	3 – 0.09%	3 – 0.14%	1 – 0.05%	2105 – 99.34%	6 – 0.28%	2119

Figure 5.1: *IfA data for archaeology workforce diversity 2003 (Aitchison & Edwards 2003, 25. See Sect 9, Table 5.1)*

Importantly for this project, the survey also looked at the volunteer workforce in archaeology. The findings of the report were stark: all of the 145 unpaid volunteer workers recorded in the survey were White (see Aitchison & Edwards 2003, 25).

Archaeology support staff (non-archaeologists) were also considered as part of this survey. The data relating to their ethnic profile are shown in Figure 5.2:

Ethnicity	Black African	Black Caribbean	East Asian	South Asian	White	Other	Total
All staff	3 – 0.13%	3 – 0.13%	3 – 0.13%	2 – 0.09%	2248 – 99.25%	6 – 0.26%	2265
Support staff	1 – 0.68%	1 – 0.68%	0 – 0.00%	1 – 0.68%	143 – 97.95%	0 – 0.00%	146

Figure 5.2: *IfA data for archaeology support workforce diversity 2003 (Aitchison & Edwards 2003, 28. See Sect 9, Table 5.2)*

In 2008, when the survey was repeated a second time, the report came to the same conclusion as before about the ethnic profile of archaeologists in the UK. A greater number of responses and a larger sample size did not change the picture provided. The most important sentence from the executive summary is:

> Archaeology is not an ethnically diverse profession. 99% of working archaeologists were White. This is effectively unchanged since 2002–03 (Aitchison & Edwards 2008, 12).

Once again the need for further research is highlighted, suggesting that the knowledge base had not improved. It is likely that no single organisation recognised its responsibility to fill this knowledge gap. The recommendations from the 2008 report are clear:

> Further research is needed to identify why there continues to be so few Black or minority ethnic people working in the sector. More support is needed to help employers increase diversity in the workplace (Aitchison & Edwards 2008, 14).

As with previous versions, the survey looked at all the archaeology workforce in the UK (including volunteers and paid staff). The data for paid staff generated by this report are shown in Figure 5.3:

Ethnicity	Archaeologists:		All staff:	
	Number	%	Number	%
White	2539	98.99	2650	98.88
Mixed	4	0.16	4	0.15
Black or Black British	1	0.04	4	0.15
Asian or Asian British	10	0.39	11	0.41
Chinese	1	0.04	1	0.04
Other ethnic group	10	0.39	10	0.37
Total	2565	100	2680	100

Figure 5.3: *IfA data for archaeology workforce diversity 2008 (Aitchison & Edwards 2008, 52. See Sect 9, Table 5.3)*

The lack of ethnic diversity among volunteers is even clearer than amongst paid staff. Once again, it is important to bear in mind that the small number of volunteers responding to the survey gives an unreliable picture of ethnic diversity amongst volunteers. The data generated by the IfA research are displayed in Figure 5.4:

Ethnicity	Unpaid volunteers:	
	No.	%
White	40	95.24
Mixed	1	2.38
Black or Black British	0	0.00
Asian or Asian British	0	0.00
Chinese	1	2.38
Other ethnic group	0	0.00
Total	42	100

Figure 5.4: *IfA data for archaeology voluntary workforce diversity 2008 (Aitchison & Edwards 2008, 61. See Sect 9, Table 5.4)*

As in previous surveys, support staff were separated from archaeologists and the data generated by the 2008 report for support staff are in Figure 5.5:

Ethnicity	Support staff:		All staff:	
	No.	%	No.	%
White	111	96.52	2650	98.88
Mixed	0	0.00	4	0.15
Black or Black British	3	2.61	4	0.15
Asian or Asian British	1	0.87	11	0.41
Chinese	0	0.00	1	0.04
Other ethnic group	0	0.00	10	0.37
Total	115	100	2680	100

Figure 5.5: *IfA data for archaeology support workforce diversity 2008 (Aitchison & Edwards 2008, 127. See Sect 9, Table 5.5)*

As is made explicit in the conclusions of the 2008 report, the trend is towards increasing diversity but the change is happening very slowly and from a very low base indeed:

In 2002–03 99.34% of archaeologists and 99.25% of all staff were White.

In 2007–08 98.99% of archaeologists and 98.88% of all staff were White.

Trends Although the proportions of White archaeologists have changed very little, the proportions of those who are of Black or minority ethnicity have almost doubled from 0.56% to 1.01%. This is still very low indeed by comparison with the figure of 7.9% for the UK population in 2001 (National Statistics 2003; Aitchison & Edwards 2008, 127).

This project was kindly provided with an in-depth analysis of the IfA Labour Market Intelligence survey data collected during the 2007–08 project (Aitchison and Edwards 2008). These data showed the distribution of different ethnicities across different pay grades (as well as gender distribution and qualifications held). Unfortunately the dataset within the sample is so small that the information is statistically unreliable.

BARRIER 5.1: The under-representation of BME employees in the historic environment sector is itself a barrier to increasing ethnic diversity. The inevitably low public profile of BME employees and the sense of isolation that will be felt by BME entrants to the profession is likely to work against their desire to join the profession.

RECOMMENDATION 5.1a: All employers in the historic environment sector should be conscious of the potential for BME employees to feel isolated and should make workplaces welcoming and supportive for all employees. If necessary, employers should undertake race equality training to ensure that they are aware of their current statutory responsibilities and good practice.

This barrier could also be addressed by maximising the presence of BME staff on interview panels (a recommendation that is found in other reports looking into workforce diversity – see Appendix 6).

RECOMMENDATION 5.1b: Diversify the membership of job interview panels. This is a recommendation for employers and higher education institutions. If a BME candidate can see that there is a strong BME representation within an organisation then they are more likely to feel that they would be welcome in that organisation. This recommendation depends upon the ability of an organisation to provide BME employees for the task; if they cannot then they should find partner organisations with which to work.

Reports from the Centre for Ethnic Minority Studies, RHUL (Royal Holloway University of London)

The second important source of information for this report is the series of studies undertaken by the Centre for Ethnic Minority Studies (CEMS) looking at built environment (particularly architecture) students and employees (Barnes *et al* 2002; Barnes *et al* 2004; CEMS 2005). An extract from the 2002 report's executive summary sets the tone of the report (and all further research in this particular field):

> A wide range of information exists about the representation of minority ethnic students in architecture and related higher education courses. By contrast, very little data is available on the situation for architectural professionals from minority ethnic backgrounds (Barnes *et al* 2002, 3).

The data that do exist relate specifically to architecture and are collected by RIBA as part of its *Architect's Employment and Earnings Survey* which has been conducted annually since 1970 and which contains an ethnic origin question (included 1991–94 and then again from 2001 to the present). RIBA finds that:

> The 2001 Survey is based on a sample of RIBA members. It indicates that about 2% of RIBA registered architects are from minority ethnic origin (Barnes *et al* 2002, 8).

Although it was a much larger project, the report published in 2005 entitled *Black and Minority Ethnic Representation in the Built Environment Professions* (CEMS 2005) forms a model for this report. The main finding is that, as with the 2002 report (Barnes *et al* 2002), there is a scarcity of data relating to the ethnic profile of employees in the built environment sector.

The Office for National Statistics (ONS) undertakes a Labour Force Survey every year to determine the economic performance of the nation and to identify key areas of unemployment and skills gaps. The CEMS report found that data from the ONS demonstrated that, on average between winter 2002 and autumn 2003, 3% of employees in the built environment professions were of BME origin (CEMS 2005, 24).

According to the CEMS 2005 report there are other bodies in the built environment sector that collect information on the ethnicity of their members:

> RICS has ethnic origin data for members who have joined in recent years. These data show that 8.2% of the RICS membership is from a BME background, though it should be noted that this figure is for their global membership.

> RTPI collates data on the ethnic origin of its members. While a large proportion of corporate and retired members in particular did not disclose their ethnic origin (8.8% and 27.7% respectively), in the most recent survey (January 2004), the data indicate that some 3.3% of corporate members were from BME groups (3.3 figure excludes 'other' category), as were 6.3% of student members, 2.2% of associate members and 2.1% of retired members.

> RIBA collects data on ethnic origin through its random employment and earnings survey. The sample size of the 2003 survey was 1700 (i.e. 7% of the membership). 4% came from a BME background (includes 'other' category). In addition, when members log onto the members-only area of the RIBA website, they are invited to update their records (CEMS 2005, 35).

There are no published studies looking into the ethnic profile of the built heritage conservation workforce. This report is the first step in the process of documenting and addressing workforce diversity in this sector.

5.3   Promotion and visibility

Workforce diversity matters because it informs the public attitude towards the historic environment sector as a whole. The MORI 2000 *Attitudes to Heritage Survey* showed that there were significant differences in attitudes to heritage among different ethnic groups. The most important conclusion of the survey for this report is:

> … that neither Blacks nor Asians are thoroughly represented in the heritage provision. Three in four people questioned believed that the contribution of Black people and Asians was not thoroughly represented in the heritage provision. This figure was even higher amongst these ethnic groups. It is interesting to note that in the same survey more Blacks and Asians felt that women and working classes were not adequately represented in the heritage than those who felt that they were, while more Whites felt that they were than were not (PLB Consulting 2001, 31).

Representation and public promotion of BME employees may seem like tokenism yet it can be instrumental in changing perceptions of people in those BME communities. A leaflet produced by the Black Environment Network (BEN) has the following recommendations for heritage organisations wanting to maximise the diversity of their organisations (all endorsed by this report):

- Be ambitious about your organisational employee profile.
- Although ethnic minorities make up a very small percentage of the population, representation in the context of staff remains important. Consider creating opportunities for staff shadowing, placements for young people, and positive action training programmes.
- Look at how you can bring members of ethnic minorities to aspire to represent their needs, wishes and concerns through taking part in your decision-making structures, from advisory groups for single projects to being a board member. The historical lack of experience in these areas, within the natural and built heritage sector, means that such work remains a mystery. Consider opening up these aspects as potential areas of development for your organisation through allowing members of ethnic minorities to attend meetings as observers, and offer to buddy aspiring participants to give support.
- Staff turnover is a constant reality for mainstream organisations. It is necessary to check that training and support are available for any new key staff on the ground to ensure continuity of provision for effective work with ethnic communities (BEN 2005, 5).

5.4   Data generated by this project

This report has been the very first to look holistically at the historic environment workforce. Data on the workforce were collected from three main sources: HESA data looking at the first workplace destinations of graduates from relevant courses, the staff of major sectoral employers and HESA data on staff in relevant departments higher education institutions.[1]

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1   For more on the methodology of this data collection see Section 2.
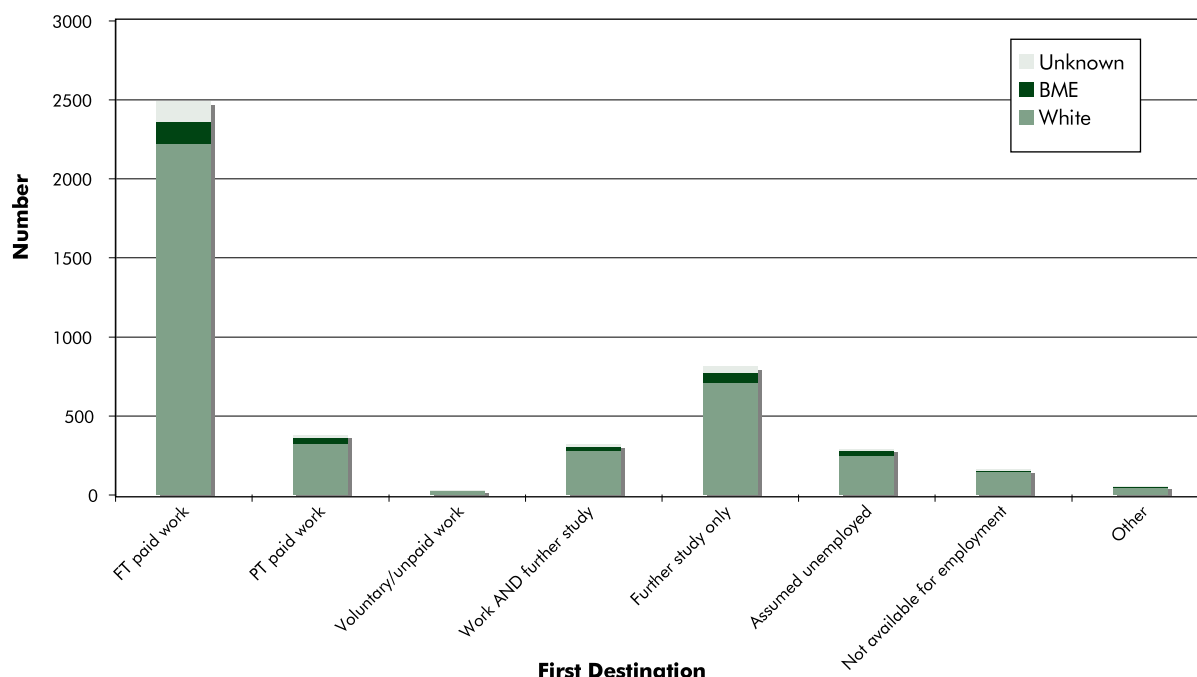
Figure 5.6: *First destinations of people having studied F4 Forensic and archaeological science between 2002/03 and 2007/08*

Source: Author's own calculations derived from data provided by HESA. (See Sect 9, Table 5.6)

Figure 5.6 uses data provided by HESA to show the destinations of all students graduating with a qualification in F4 Forensic and archaeological science in the academic years 2002/03 to 2007/08. BME graduates are no more or less likely to gain employment or go on to further study than their White counterparts.
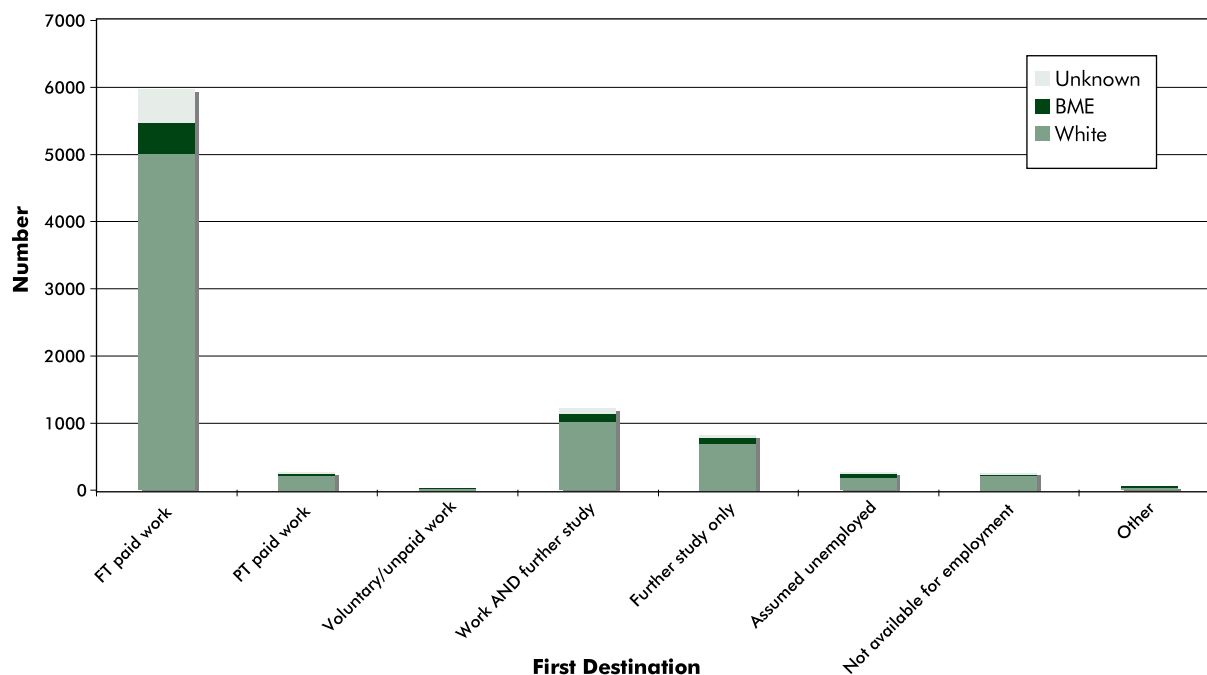
Figure 5.7: *First destinations of people having studied K4 Planning (urban, rural, regional) between 2002/03 and 2007/08*

Source: Author's own calculations derived from data provided by HESA. (See Sect 9, Table 5.7)

Figure 5.7 uses data provided by HESA to show the destinations of all students graduating with a qualification in K4 Planning (urban, rural and regional) in the academic years 2002/03 to 2007/08. The greater number (and proportion) of BME students taking courses in K4 Planning is apparent in the significant slices of red which are absent from Figures 5.6 and 5.8. The fact that 'Work AND further study' is the second highest outcome for graduates taking K4 courses reflects the vocational nature of the postgraduate qualifications that are taken by the graduates. A period of time in employment, apprenticeship or practical training is commonplace. As with the data for F4 Forensic and archaeological science and V4 Archaeology there is no ethnic bias in the likely activity undertaken by the graduate.
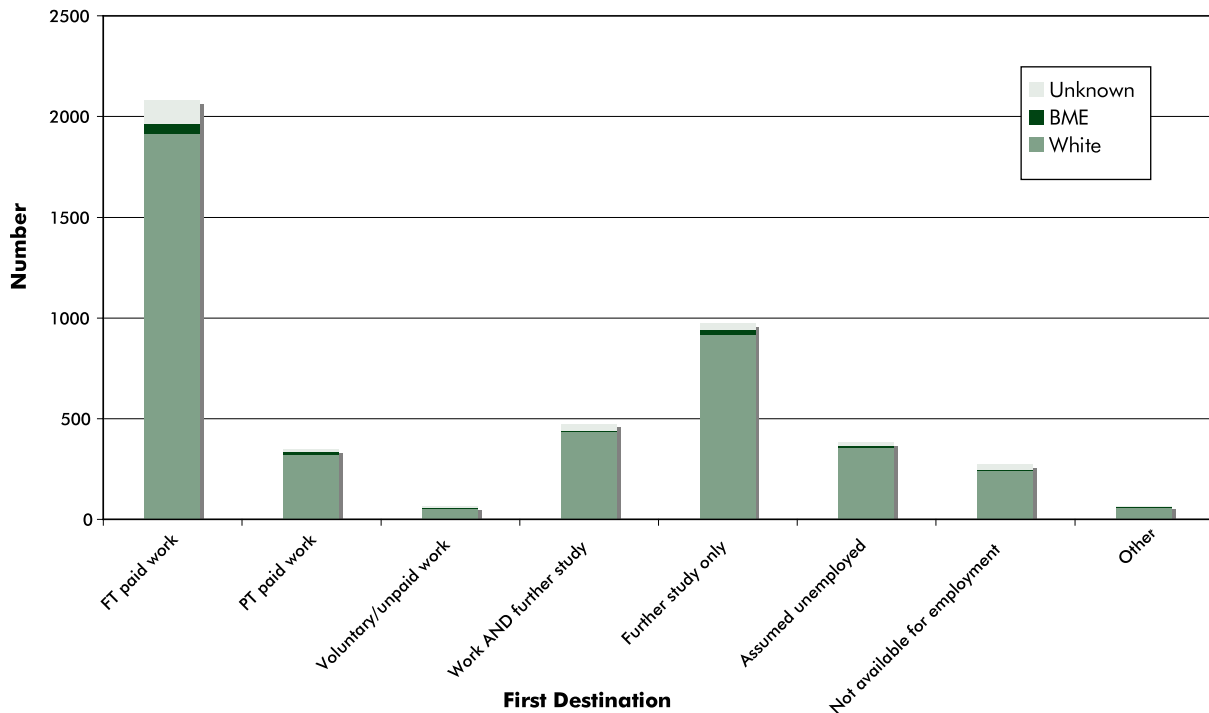
Figure 5.8: *First destinations of people having studied V4 Archaeology between 2002/03 and 2007/08*

Source: Author's own calculations derived from data provided by HESA. (See Sect 9, Table 5.8)

Figure 5.8 uses data provided by HESA to show the destinations of all students graduating with a qualification in V4 Archaeology in the academic years 2002/03 to 2007/08. As with F4 Forensic and archaeological science there is no significant difference in the proportion of BME graduates electing to continue in education or gain employment. What is immediately clear is the very low proportion of BME students taking V4 Archaeology.
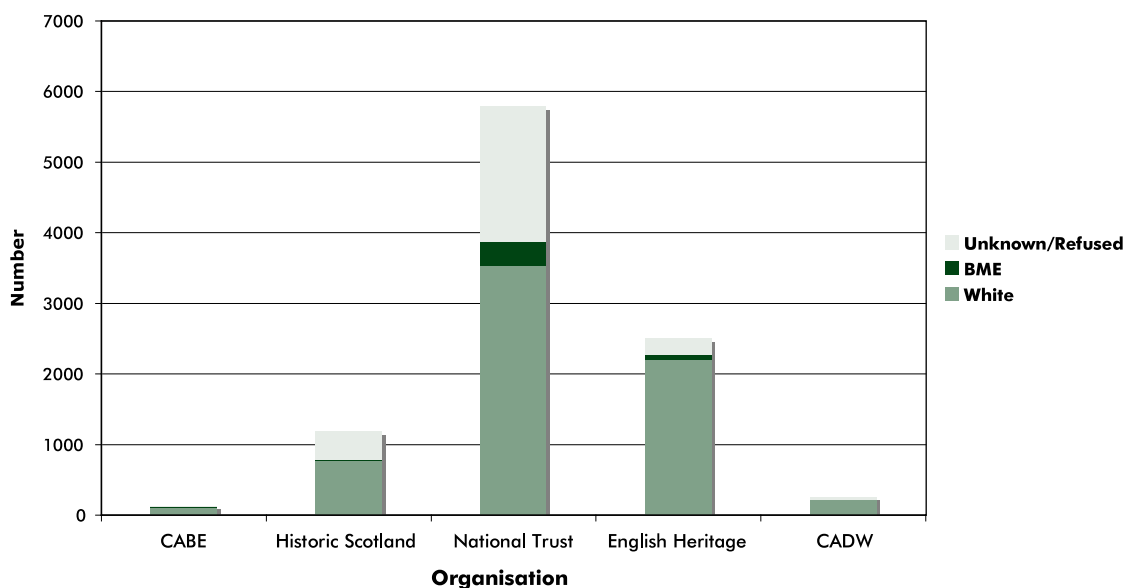
Figure 5.9: *Ethnic profiles of the workforce of the major employers in the historic environment sector collected by the project questionnaire*

Organisation	Total Employees	White	BME	Unknown/Refused	% White after unknown/ refused discounted
CABE	130	109	9	12	92
Historic Scotland	1179	776	7	396	99
National Trust	5786	3532	338	1916	91
English Heritage	2501	2206	68	227	97
Cadw	253	211	0	41	100

Figure 5.10: *Ethnic profiles of the workforce of the major employers in the historic environment sector collected by the project questionnaire.[2] (See Sect 9, Table 5.9)*

It is clear from Figures 5.9 and 5.10 that the workforce of the main employers in the historic environment sector is dominated by people with a White ethnicity. The results from the questionnaires sent to the main employers in the historic environment sector seem to support the oft-quoted anecdotal statement that the profession is dominated by people who class themselves as ethnically White. It is acknowledged that there are a large number of professionals in the historic environment sector who work in a wide variety of contexts but who do not all work for a single employer and who have not been captured in this dataset. The very small proportion of BME employees at Historic Scotland and Cadw may be a partial reflection of the relatively lower levels of BME residents in those regions (with English Heritage and CABE able to attract employees from London and other regional urban centres).

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2   For data protection purposes 0, 1 and 2 are rounded to 0.
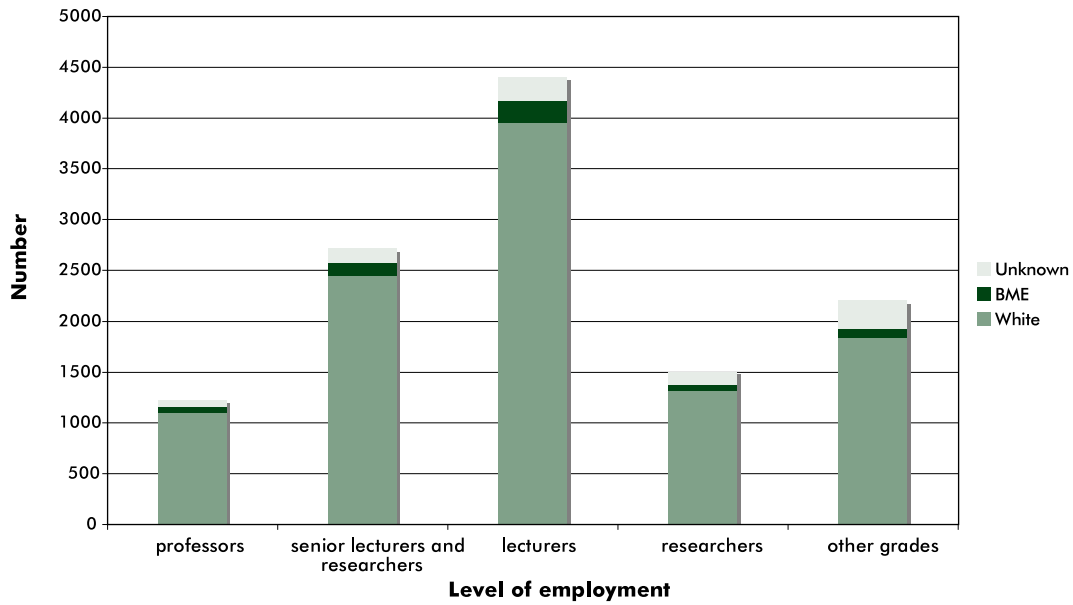
Figure 5.11: *Ethnic profile of the academic staff from cost centre 23 (Architecture, built environment and planning) between the academic years 2003/04 and 2007/08*

Source: Author's own calculations derived from data provided by HESA. (See Sect 9, Table 5.11)

Figure 5.11 uses data provided by HESA to demonstrate the ethnic breakdown of members of UK-domiciled staff employed in UK higher education institutes. Some members of staff will be counted more than once as the data are returned annually and therefore the numbers do not represent the actual numbers of teaching staff. Data from a range of years were used to increase the sample size. Figure 5.11 demonstrates that among people who work in cost centre 23 (Architecture, built environment and planning) those that are ethnically White are disproportionately represented across all levels of the teaching and research profession (where they make up between 94% and 96% of the staff). This does not reflect the ethnic breakdown of students (undergraduate and postgraduate) from K4 (Planning) examined in Section 4. However, it is possible that the ethnicity of those working in higher education institutes is a representation of the historical ethnic makeup of the UK and does not reflect the breakdown of new and recent entrants to the teaching and research profession.
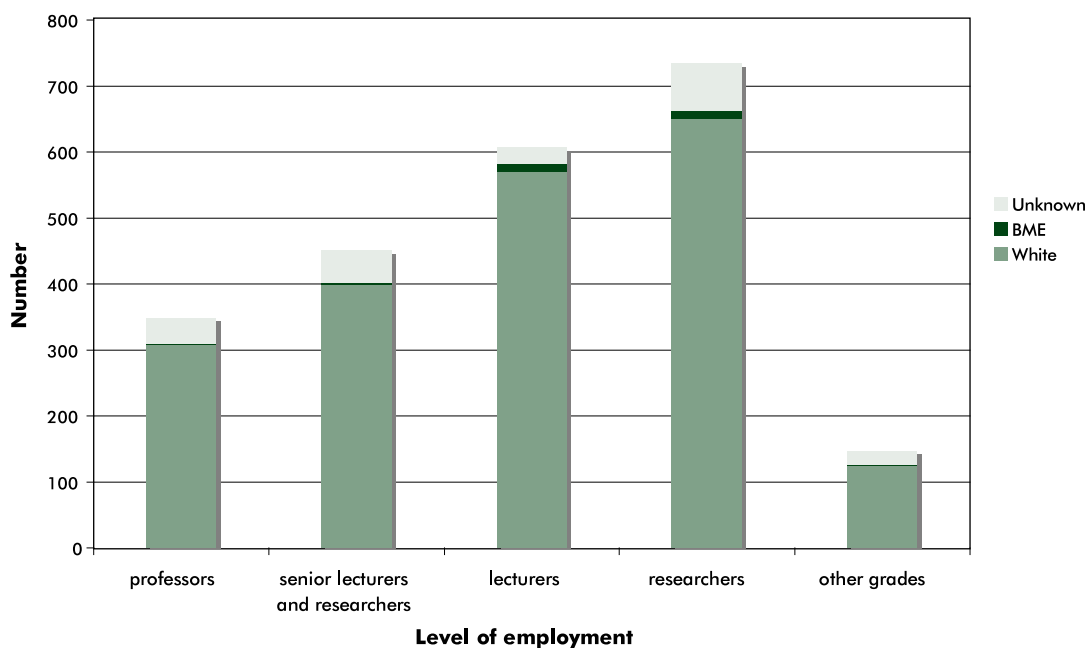
Figure 5.12: *Ethnic profile of the academic staff from cost centre 37 (Archaeology) between the academic years 2003/04 and 2007/08*

Source: Author's own calculations derived from data provided by HESA. (See Sect 9, Table 5.11)

Figure 5.12 uses data provided by HESA to demonstrate the ethnic breakdown of members of UK-domiciled staff employed in UK higher education institutes working in cost centre 37 (Archaeology). Some members of staff will be counted more than once as the data are returned annually and therefore the numbers do not represent the actual numbers of teaching staff. Figure 5.12 demonstrates that people who are ethnically White are disproportionately represented across all levels of the teaching and research profession. The teaching and research profession in Archaeology is almost 100% White.
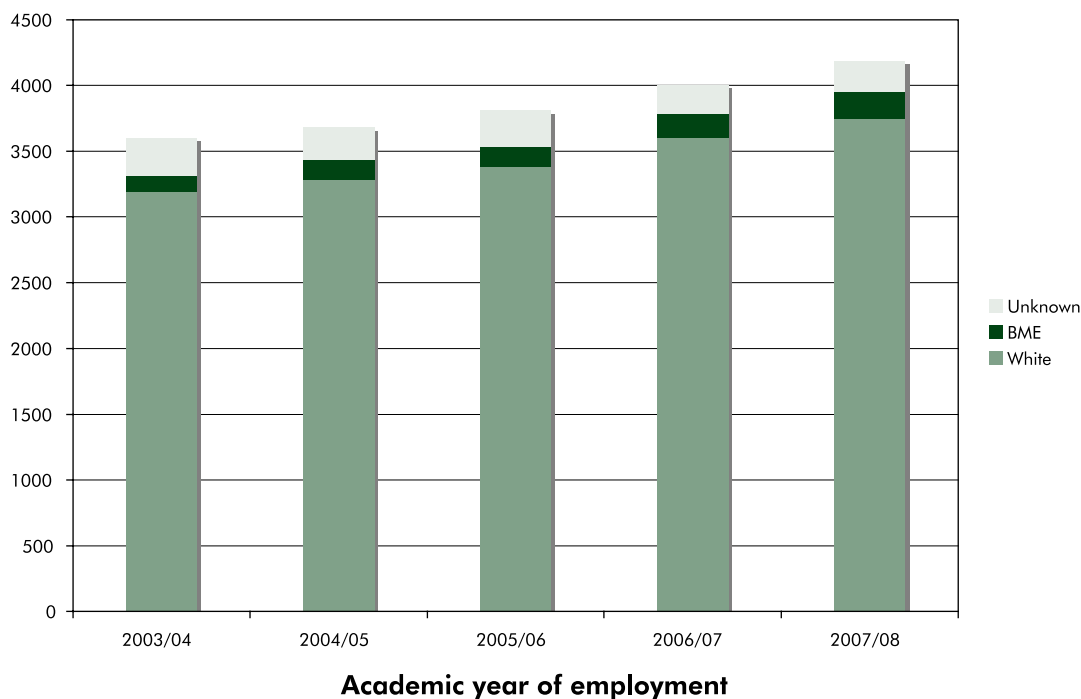
Figure 5.13: *Ethnic profile of the historic environment academic workforce (from cost centres 23 and 37) for each academic year from 2003/04–2007/08*

Source: Author's own calculations derived from data provided by HESA. (See Sect 9, Table 5.12)

Figure 5.13 uses data provided by HESA to demonstrate the ethnic breakdown of members of staff employed in both relevant cost centres (cost centre 23 (Architecture, built environment and planning) and cost centre 37 (Archaeology) at UK higher education institutes and the way in which this changes over time. It demonstrates that people who are ethnically White are disproportionately represented across all levels of the teaching and research profession in what might be termed the 'historic environment academic workforce'. When people of 'unknown' ethnicity are removed from the total it shows that the proportion of White people decreases by one percent over time, from just over 96% in 2003/04 to just under 95% in 2007/08).

Summary of barriers and recommendations

BARRIER 5.1: The under-representation of BME employees in the historic environment sector is itself a barrier to increasing ethnic diversity. The inevitably low public profile of BME employees and the sense of isolation that will be felt by BME entrants to the profession is likely to work against their desire to join the profession.

RECOMMENDATION 5.1a: All employers in the historic environment sector should be conscious of the potential for BME employees to feel isolated and should make workplaces welcoming and supportive for all employees. If necessary, employers should undertake race equality training to ensure that they are aware of their current statutory responsibilities and good practice.

RECOMMENDATION 5.1b: Diversify the membership of job interview panels. This is a recommendation for employers and higher education institutions. If a BME candidate can see that there is a strong BME representation within an organisation then they are more likely to feel that they would be welcome in that organisation. This recommendation depends upon the ability of an organisation to provide BME employees for the task; if they cannot then they should find partner organisations with which to work.

6   Volunteering and the historic environment

6.1   Introduction and methodology

Volunteering forms an essential part of the historic environment sector and without the support of volunteers 'most of the organisations that operate within the heritage sector would struggle to survive' (Heritage Link 2003, 1). As a key part of the historic environment workforce (and with volunteering being one of the main routes into the paid workforce) it is essential that volunteering is given due regard in a project like this which aims to characterise the workforce and identify any barriers to making it more diverse.

6.2   Definition of volunteering

The *Helping Out* survey defines volunteering as 'any activity which involves spending time, unpaid, doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives, or to benefit the environment' (Low *et al* 2007, 10). However, this is a fairly broad definition of volunteering and many surveys make a distinction between formal and informal volunteering, defined thus: Whilst formal volunteering is 'giving unpaid help through groups, clubs or organisations to benefit other people or the environment (for example, the protection of wildlife or the improvement of public open spaces)' informal volunteering is understood to be 'giving unpaid help as an individual' *(ibid*, 11).

6.3   Government and volunteering

In recent years, the benefits of volunteering for the individual, community and society have become increasingly well documented and recognised. It is now understood that 'voluntary activity within the community is associated with better health, lower crime, improved educational performance and greater life satisfaction' (Whitley 2004). Volunteering has been seen, more specifically, as a means by which the socially excluded can be integrated into society and encouraged to fulfil their potential.

The previous government established a volunteering and mentoring exemplar programme called 'GoldStar' which supports projects which spread good practice in the recruitment and retention of volunteers.[1]

The previous government also set up the 'Volunteering for All Programme' between September 2006 and March 2009, whose aims were 'to identify and tackle barriers to volunteering', 'fund high quality 'exemplar' volunteering opportunities' and 'fund work to raise positive awareness of voluntary activity'. This programme was established specifically to target those with a disability, limiting long-term illness, no formal qualifications and people from Black and minority ethnic communities (particularly Asian and Chinese communities).[2]

In each British country there is an agency dedicated to the promotion of volunteering including Volunteering England, Volunteering Wales, Volunteering Ireland and Volunteer Centre Network Scotland. Furthermore, there is also an agency committed to the development of

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1   http://www.cabinetoffice.gov.uk/third_sector/volunteering/goldstar.aspx
2   http://www.cabinetoffice.gov.uk/third_sector/volunteering/volunteering_for_all.aspx

volunteering amongst Ethnic Minority groups in England, Scotland and Wales known as the National Council for Ethnic Minority Voluntary Sector Organisations (CEMVO) (http://www.cemvo.org.uk/).

Volunteering is important for those seeking to gain confidence, skills and experience; it is good for the community in terms of cohesion and harmony; and it can benefit society, by helping to satisfy specific economic or social needs (be they manning information points at the London Olympics or acting as free labour during a recession). Volunteering generally has increased in profile during the recent recession. As unemployment levels have risen, so too has the number of people volunteering.[3]

If the Coalition government under David Cameron continues to push forward with the 'Big Society' agenda then it is highly likely that volunteering will become more commonplace as a means of delivering services, employment, training and leisure opportunities.[4] There will be increased support from the government for volunteering and the third sector in general. The historic environment voluntary workforce will feel the (positive and negative) impacts of this agenda like all other areas of the voluntary sector.

6.4   Characterisation of volunteering

In order to be able to analyse effectively the data pertaining to ethnic diversity in the voluntary historic environment sector, it is necessary to characterise the demographic of volunteers more generally. This will help explain whether the ethnic diversity (or lack thereof) observed amongst historic environment volunteers is specific to the sector or whether it reflects the profile of all volunteers in Britain.

Three recently conducted pieces of research were used to develop a benchmark against which to compare volunteering in the historic environment sector. These surveys are: *Helping Out: A National Survey of volunteering and charitable giving* (Low *et al* 2007); *Volunteering amongst groups deemed at risk of social exclusion* (Teasdale 2008) and *London Volunteering Health Check: All fit for 2012?* (IVR 2009).

6.5   Numbers of volunteers

The data in the following section are taken from the 2007 *Helping Out* survey. In summary, of the people questioned in this study (Low *et al* 2007, 15):

- 59% had given some sort of formal volunteering help to an organisation in the last year.
- 66% of formal volunteers in the last year had given regular help (once a month or more).
- On average, formal volunteers (in the last year) have spent 11 hours helping in the last four weeks, while regular volunteers had given an average of 16 hours.
- The estimated economic value of formal volunteering was £38.9 billion (+/- £2.5 billion).

6.6   Profile of volunteers

The executive summary of the *Helping Out* survey states:

Levels of formal volunteering varied across key socio-demographic groups. The proportion

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3   http://www.volunteering.org.uk/News/mediacentre/2009
4   For more information about this agenda see http://www.thebigsociety.co.uk

of volunteers tended to be higher among those in the 34–44 and 45–64 age brackets, women, respondents in work (although there was much variation in the non-working group), those actively practising a religion, and those not in a group at risk of social exclusion (Low *et al* 2007, 7).

From the three aforementioned surveys it is apparent that volunteering takes place across all socio-economic and ethnic groups. In fact, the comprehensive *Helping Out* survey concluded that:

Levels of formal volunteering did not vary significantly by ethnic origin. However, there were lower rates of regular formal volunteering among those of Asian origin (29%). This may be related to the lower rates of participation among people born outside the UK (as observed in the Citizenship Surveys) (Low *et al* 2007, 19).

This is corroborated in the London Development Agency report on volunteering within London. Amongst the key findings of this report were:

Ethnicity makes a difference [to the levels of participation], although the differences are only significant with regards to formal volunteering at least once in the past 12 months. For example, Asian Londoners (32%) are less likely to engage in formal volunteering at least once a year then White (41%) or Black (43%) Londoners (IVR 2009, 7).

According to the *Report on Volunteering amongst groups deemed to be at risk of social exclusion* 'those volunteers at risk of social exclusion are more likely to participate informally' (Teasdale 2008, 2). However, it was also observed across all three surveys that 'individuals at particular risk of social exclusion had lower levels of formal volunteering than those not at risk' (*ibid*, 19). Those deemed to be at risk of social exclusion include: 'individuals who belong to certain Black and Ethnic Minority (BME) groups, have a disability or limiting, long-term illness (LLI), or have no formal qualifications' (*ibid*, 2).

However, according to *London Volunteering Health Check: All fit for 2012?*, 'ethnicity has an influence on volunteering. When broad ethnic categories are used there is some variation in levels of volunteering, with White people tending to volunteer more than people from Black, Asian and minority ethnic backgrounds' (IVR 2009).

An additional, useful comparison for this project is the report emerging from the Wildlife Trust's 'Unlocking the Potential' project (IVR 2006). The project aimed, amongst other things, to 'involve people who have traditionally been under-represented as volunteers (including young people, disabled people, people from Black and minority ethnic groups, unemployed people, people with mental ill health)' (IVR 2006, 1). This lack of diversity can also be found amongst the volunteer population in museums where 'to different degrees all had struggled to recruit a diverse range of volunteers' (Paine *et al* 2006, 5).

In general, there is less formal volunteering amongst BME groups than those of White ethnicity with, in particular, individuals of Asian background being less likely than White or Black people to volunteer formally. More specifically, as a group deemed to be at risk of social exclusion people of Black and other ethnic minorities tend to volunteer less. However, this trend is observed amongst formal volunteers and more research is needed to clarify whether this extends into informal volunteering.

6.7 Activities undertaken by volunteers

According to the *Report on volunteering among groups deemed at risk of social exclusion,* BME groups are more likely to volunteer in religious organisations which is 'attributable to the high proportion of Asian and Black people actively practising their religion' (Teasdale 2008, 4). Asian and Black people were also more likely to be motivated to volunteer by a need in the community which, significantly, 'might suggest that respondents saw the notion of community more as a sense of shared experience … than of place, and that there is more likely to be a need in these communities when people are socially excluded' (*ibid*, 5). Further to this, 'at risk groups were over-represented in the voluntary and community sector, and under-represented in the public and private sectors' (*ibid*, 3). It was also noted that 'at risk groups were relatively excluded from volunteering in the conservation field' (*ibid*, 3) and 'BME groups were twice as likely as those not at risk of exclusion to be involved in overseas aid and disaster relief' which 'may represent a commitment to their countries of origin' (*ibid*, 3).

The question needs to be asked, therefore, in sectors where the number of minority ethnic volunteers is low, why do BME groups not identify with or feel a connection to these sectors and their missions?

6.8 Motivation for volunteering

According to the *Helping Out* Survey 2007 there are a number of reasons why individuals are motivated to become involved in voluntary work: 53% of surveyed formal volunteers wanted to 'improve things or help people' (Low *et al* 2007, 33). Other key motivating factors included: 'because the cause was important to the volunteer' or 'because they had spare time on their hands' (*ibid*, 33) or a desire to meet new people and because of a need in the community.

Ethnicity seemed to have an effect on reasons given for volunteering, with Black and Asian respondents far more likely than White respondents to identify a need in the community or because it was 'part of my philosophy of life' and 'part of my religious belief' (*ibid*, 35).

The circumstances and motivations of volunteers can differ according to their age and their stage in life. Elderly and retired volunteers are often motivated to offer their time and experience to give something back to society. They often have a large amount of free time and may be looking to make new friends and seek opportunities to remain physically and mentally active. In contrast, younger volunteers often do so in order to enhance their skills and experience (and consequently their employment prospects).

Volunteering remains a key way for people to improve their chances of gaining employment. Many transferable skills such as problem-solving and working as part of a team can be acquired and refined through volunteering. In the historic environment sector volunteers often have the chance to learn specific technical skills that are part of a professional skills-set, therefore further increasing their employability.

6.9 Routes into volunteering

According to the *Helping Out* survey 2007 the most common ways in which people find out about voluntary opportunities are:

- Word of mouth
- Previous use of other services of the organisation
- Through leaflet and poster advertisements (Low *et al* 2007, 37–9)

The least common ways of finding out about voluntary opportunities amongst respondents were through:

- Radio
- Specific volunteering websites
- National newspapers (*ibid*, 37–9)

Younger respondents were more likely to find out about volunteering through leaflets, posters and websites, with volunteers aged 65 and over being least likely to use these sources of information. Asian volunteers were significantly more likely to find out about voluntary opportunities through national or local television and an organisation's own website than volunteers of Black or White ethnicity (*ibid*, 39–40).

The *London Volunteering Health Check* found that 'volunteer centres are particularly effective at engaging with groups of people who tend to volunteer less or who are considered at risk of social exclusion … Volunteer centres were particularly successful at engaging with [20–24 year olds]' and 'more than half of the enquiries received by Volunteer Centres were from BAME people looking to volunteer (57%)' (IVR 2009, 9).

6.10 Barriers to volunteering

The *Helping Out* survey identified a lack of spare time as the most common barrier to individuals becoming volunteers (Low *et al* 2007, 68). Additional reasons given by respondents to the survey were concerns about bureaucracy associated with the volunteering process and worries regarding risk and liability. Furthermore, respondents said that they did not know how to find out about voluntary opportunities and they were concerned that they did not have the right skills or experience; they were also anxious that once involved they would not be able to be to pull out (*ibid*, 68).

BARRIER 6.1: A lack of free time is a barrier to people volunteering in the historic environment sector. This will be more of an issue for people with heavy workloads and caring or parenting responsibilities.

RECOMMENDATION 6.1: A wide range of opportunities to volunteer in the historic environment sector should be offered by organisations so that people have the chance to fit them around their other commitments.

BARRIER 6.2: Ignorance of the opportunities to volunteer and fears about the personal risks associated with volunteering prevent people from participating in voluntary activities.

RECOMMENDATION 6.2: Publicity material for volunteer opportunities in the historic environment sector should be as accessible as possible, and should stress that becoming a volunteer is not a difficult process. This material should be disseminated beyond the normal channels of distribution to target new audiences and potential volunteers.

Amongst groups at risk of social exclusion, the most common reasons cited for not volunteering include 'worries about a threat to safety' and 'being out of pocket' (Teasdale 2007, 5). A fear of losing benefits was also cited as a barrier to becoming involved in volunteering amongst individuals with no qualifications or a limiting long-term illness (*ibid*, 5). These concerns were corroborated by respondents to the *Helping Out* 2007 survey (Low *et al* 2007, 68).

There are perceptible differences between ethnic groups in the identified barriers to volunteering. Black and Asian ethnic individuals are most likely to identify a fear of 'not fitting in' as a barrier to volunteering and respondents of Asian ethnicity were most likely to identify monetary concerns and fears over safety as barriers to volunteering (*ibid*, 68–9).

BARRIER 6.3: A fear of losing money by not working (or having one's benefits removed by the state) acts as a barrier to people volunteering.

RECOMMENDATION 6.3: All organisations in the historic environment sector should articulate the value of volunteering to potential volunteers. They should also make it clear to people in receipt of state benefits how to find out how volunteering will affect their income.

BARRIER 6.4: Not fitting in, or feeling that there will be no other 'people like us', is a powerful barrier that prevents people from volunteering in the historic environment sector.

RECOMMENDATION 6.4: Efforts should be made to maximise the exposure of BME volunteers in the historic environment sector. Where appropriate, organisations using volunteers should consider tailoring their offer of work to the needs and desires of specific BME communities in the UK in order to break down perceptual barriers of the sector and its work.

6.11 Characterising volunteering within the historic environment sector

There is a wide variety of volunteering opportunities available across the historic environment sector. Not only are there many different kinds of organisations offering volunteer placements (such as local and national civic societies, development trusts, building preservation trusts) but the type of work available also differs considerably (such as administration, campaigning, fieldwork and research).

The research relating to volunteering within the historic environment sector collated in this report does not distinguish between formal and informal volunteering (as defined above). However, it is tacitly understood that both types of volunteer work in the historic environment sector. For example, the National Trust promotes Employer-Supported Volunteering (ESV), Working Holidays volunteering and individual volunteers (Gibbs 2005, 52). Volunteers within the historic environment sector can be grouped into several broad categories:

- Active volunteers who carry out unpaid work for a historic environment organisation
- Active volunteers who carry out unpaid work at a historic environment organisation through an external organisation or agency
- Historic environment groups or societies wholly comprised of voluntary staff and members, such as archaeological societies
- Members of committees, boards and trustees of organisations who are almost always volunteers
- Individuals volunteering at a historic environment organisation through internships and work placements.

More contentiously, there are a group of people who may be considered as passive volunteers who give money to an organisation, through membership fees, donations, gifts or legacies, or who simply attend meetings and lectures. They can potentially be regarded as volunteers (Heritage Link 2003, 8).

As well as participating as an individual, there are more prescriptive and formally organised routes into volunteering in the historic environment. These include, 'Working Holidays' and ESV. The former (used particularly by the National Trust) involves groups of specifically trained volunteers who pay £60 upwards per activity to participate in a historic environment-related activity for anything between two and seven days, with food and accommodation included in the cost (Gibbs 2005, 52; Heritage Link 2003, 11). ESV entails staff from the private and public sectors carrying out voluntary work in conjunction with a historic environment organisation (again in particular the National Trust) and supported by the company which employs them (Gibbs 2005, 52).

6.12 Number of volunteers in the historic environment sector

There is very little raw data or in-depth research pertaining to volunteers within the historic environment sector. 'Quantifying the sector is difficult because so few heritage bodies maintain accurate records of volunteer input' (Heritage Link 2003, 39). This is verified by research into participation in Greater London voluntary archaeological societies which found that 'the vast majority of respondent societies did not collect data regarding their membership profile apart from the category of member' (Hinton 2008, 6).

The volunteer workforce questionnaire for this project was sent out to the following organisations with the aim of collecting any data held on the ethnic profile of their voluntary workforce:

- English Heritage
- National Trust
- Historic Scotland
- Cadw
- Department for the Environment, Northern Ireland
- Council for British Archaeology

None of these organisations systematically collects data on the ethnic profile of their volunteers although English Heritage plans to do so in the near future. At the time of writing, no historic environment organisation systematically collects data concerning the ethnicity of its volunteers.

BARRIER 6.5: A lack of data relating to the ethnic profile of the voluntary workforce in the historic environment sector prevents organisations being able to characterise the problem of under-representation and being able to monitor the effectiveness of policies designed to increase diversity.

RECOMMENDATION 6.5: As a matter of course, volunteers should be asked to declare their ethnicity (in confidence, on separate documentation that makes it clear that it is used for monitoring purposes only) when being asked for other routine information such as address, date of birth etc. This recommendation applies to all organisations in the sector and to informal and formal volunteers.

Despite the limited data on volunteers in the historic environment sector it is possible to discern the importance of volunteers to the sector. The following statistical findings, taken directly from the 2003 Heritage Link report, demonstrated the sheer number of volunteers working in the historic environment in that year:

- There were 107 national voluntary bodies and umbrella groups devoted to some aspect of the historic environment.
- Their total combined membership was estimated to be 1,149,000 (c. 2% of the UK population).
- In addition, the National Trust had 3 million members and English Heritage had 445,000 members.
- Figures for active participation in these bodies was estimated to be 6.5% of the membership, so the number of active volunteers amounted to 73,745 people.
- There were 18,838 volunteers involved in opening up churches, cathedrals and historic houses to visitors.

Additional figures from various pieces of research corroborate the significance of volunteers within the historic environment sector. From the *Taking Part* report: 'During the past twelve months 3% of all adults volunteered in the cultural sector, of whom 41% volunteered in the historic environment sector; equivalent to 1% of all adults' (Aust & Vine 2007, 28). Furthermore, *Culture on Demand* (Fresh Minds 2007) estimated that the National Trust worked with 43,000 volunteers in comparison with 3500 'professional' staff, providing an economic value of £16.3 million per year in 2004 (*ibid*). By 2007 the number of volunteers had risen to 52,000 'giving 2.3 million hours of work' (Gibbs 2005, 51).

Volunteers comprise a vital and statistically significant part of the whole historic environment workforce. Therefore, looking at the ethnic profile of the voluntary sector of the historic environment is crucial to gaining a complete picture of the overall ethnic diversity of this sector.

6.13 Volunteer organisations in the historic environment sector

There are over 100 organisations across the historic environment sector in which volunteers play a substantial role (Heritage Link 2003, 1). These include: the National Trust; English Heritage; organisations associated with historic canals and railways; churches and cathedrals; the Historic Houses Association; the National Gardens scheme; Civic Trusts; museums; local history and archaeological societies; the CBA; the Wildlife Trust and various cultural festivals (*ibid*, 6). Other key Historic Environment organisations in Britain include Historic Scotland and Cadw.

6.14 Activities carried out by volunteers within the historic environment sector

Active volunteers within the historic environment sector undertake a huge number of different roles. These include: running organisations; administration; organising events; attending lectures, walks and talks; managing other volunteers; compiling newsletters; maintaining libraries and archives; conservation; excavation; acting as guides, stewards and interpreters; cataloguing (see Gibbs 2005; Heritage Link 2003, 9; Hinton 2008, 8–9; Machin 2008, 31).

There are those who are passive participants within an organisation or society, whose contribution is made through simply being a member or offering financial support. The importance of this contribution cannot be underestimated because passive volunteers 'contribute the funding and support that enables the active volunteers to do their work' (Heritage Link 2003, 9).

Volunteers state that often 'things could be better organised', people 'didn't get asked to do things they wanted to do' and 'sometimes they could get bored' (Machin 2008, 43). These points are reiterated in the Heritage Link report, the research for which revealed that managers of volunteers thought 'the biggest reason why volunteers become disaffected and vote with their feet is that the organisation hasn't invested time and resources in working out what it wants volunteers to do' (Heritage Link 2003, 20).

BARRIER 6.6: A lack of proper management and organisational structures with which to support volunteers properly may put off individuals from volunteering in the long term.

RECOMMENDATION 6.6: Every organisation that employs volunteers should ensure that they review the activities provided for their volunteers at regular intervals. Activities should be continually revised to suit the needs of the organisation and the wishes and talents of their cohort of volunteers.

6.15 Voluntary policies

Many of these organisations have a formal policy for supporting their volunteers. For example, the purpose of *National Trust Policy on Volunteering 2007* 'is to ensure fairness, consistency and legal compliance in management and support for volunteers' (National Trust 2007, 1). This policy makes direct a commitment to diversity amongst the voluntary workforce stating: 'In line with its core day-to-day purpose of 'for ever for everyone', the Trust recognises the importance of encouraging diversity and achieving equality among volunteers, as well as employees, members and visitors. Volunteers are actively encouraged from a wide cross-section of backgrounds and experiences to help ensure that the Trust's many very different historic houses, gardens, countryside and coastal properties and offices are relevant and accessible to an increasingly diverse range of people' (*ibid*, 3).

BARRIER 6.7: The majority of organisations in the historic environment sector do not have formal policies for the wellbeing, promotion and recruitment of their volunteers. Only the National Trust has an explicit policy which seeks to maximise the recruitment and retention of a diverse set of volunteers. The lack of a formal policy prevents an organisation from making a concerted and coherent approach to increasing the diversity of their voluntary workforce.

RECOMMENDATION 6.7: Volunteering policies such as the National Trust's should be widely disseminated and, where appropriate, replicated by other organisations in the historic environment sector. Those organisations that provide advice, guidance and support to the sector should undertake the necessary work to create and implement these policies and support the smaller constituent parts of the sector.

6.16 Profile of historic environment volunteers

However anecdotal, all the available research suggests a typical volunteer profile that is older or retired, White and middle class. This is supported by the Heritage Link research which describes these same patterns across the historic environment volunteer profile (Heritage Link 2003). These findings also confirm the general perceptions of the profile of those working within the historic environment as a whole, which are of a White and middle-class voluntary workforce (see Aitchison & Edwards 2003).

Age

A very high proportion of the people involved in employer-supported and casual volunteering for bodies like the National Trust are retired (Heritage Link 2003, 17). It is generally acknowledged that the demographic of volunteers across the historic environment sector predominantly consists of individuals in the 50+ age group or those who are retired. This is certainly the case amongst the Greater London voluntary archaeological societies whose membership and committees were identified as 'middle aged to elderly' (Hinton 2008, 7) and who 'were concerned that their membership was too elderly and that it was difficult to attract and keep younger members' (Bunton 2003, 144).

Gender

There appears to be a fairly equal ratio of male to female volunteers within the historic environment sector, with perhaps a slightly higher number of female volunteers. This is reflected in IfA Labour Market Intelligence research where 52% of the 42 unpaid volunteers questioned were female and 48% male (Aitchison & Edwards 2003, 26). This trend is also found amongst National Trust volunteers who responded to the 2007 survey, of whom 59% were female and 41% male (Machin 2008, 10).

Disability

In the National Trust survey, '13% of respondents indicated that they had a long-term illness, health problem or disability which limits their daily activities or the work that they can do' (Machin 2008, 11). It is difficult to ascertain the relationship between disability and age across the profile of historic environment volunteers although there is likely to be a strong correlation between the two.

Nationality

There is very little data available as to the nationality of volunteers in Britain within the historic environment sector. From the data available it appears that the vast majority of volunteers are identified as British. This is certainly the case amongst the membership of Greater London voluntary archaeological societies (see Hinton 2008, 7). 97% of respondent National Trust volunteers identified themselves as British (Machin 2008, 10), while other nationalities included Irish, Indian, Black Caribbean, Chinese and Mixed (*ibid*, 11).

Ethnicity

According to the 2003 *Profiling the Profession* report (Aitchison & Edwards 2003), 'all unpaid archaeologists for whom data were received are White'. This is supported by research conducted into participation in Greater London voluntary archaeological societies which found that 'the vast majority of members within voluntary archaeological societies were White with very few identified as from an ethnic minority' (Hinton 2008, 7).

This kind of ethnic demographic is replicated across the historic environment voluntary workforce. For example, *c* 97% of the responding 1,520 National Trust volunteers asked for information regarding their ethnicity identified themselves as 'White British' (Machin 2008, 10) and according to Heritage Link research, 'as far as ethnicity was concerned, volunteer managers said they wished they could recruit a better mix of volunteers' (Heritage Link 2003, 17).

Across the historic environment sector there are noticeable trends in the demographic of volunteers:

- There is a clear tendency towards volunteers who are of White ethnicity, who are older or retired, and who identify themselves as British.
- There is a fairly equal proportion of male and female volunteers, although it would be interesting to explore further whether this is reflected in trustee and committee boards.
- The profile of volunteers within the historic environment is not representative of the wider population.

The lack of ethnic diversity amongst historic environment volunteers is not replicated across the wider voluntary sector. Following the *Helping Out* survey, it became clear that the voluntary workforce in the historic environment is less ethnically diverse and from a narrower range of ages than the broader volunteer workforce in the UK. These findings may not be surprising given the preferred voluntary activities undertaken by BME groups who volunteer for causes and in organisations which hold more meaning and a greater sense of belonging for them.

6.17 Image of volunteering in the historic environment sector

The image of volunteering in the historic environment (as conveyed by those who presently volunteer) is dominated by the elderly middle classes. This image problem has been articulated by The Association of Preservation Trusts which describes its voluntary workforce as 'dominated by men in their late middle age, many of whom are "more than slightly mad" and whose female contingent is made up of the "blue-rinse do-gooding lady of leisure who undertakes voluntary work as a consequence of a middle-class upbringing that stresses obligation and duty''' (Heritage Link 2003, 20).

In the opinion of The Association of Preservation Trusts this caricatured portrayal of historic environment volunteers 'extends beyond volunteers to the overall concept of heritage' which is a problem for the heritage sector which must make a concerted effort to become associated 'with fun and enjoyment – to make it cool and urban' (*ibid*, 20).

The image of the voluntary workforce in the historic environment sector is particularly important as volunteers often work on the front line of heritage organisations as guides and facilitators and, therefore, act as representatives of these organisations.

BARRIER 6.8: Perceptions of volunteering in the historic environment sector can be a strong barrier to engaging with the sector. The self-perpetuating image of volunteering as a pastime for a particular type of person (elderly, White and middle class) acts as a barrier to recruiting a greater diversity of volunteers who feel they do not fit in to the current volunteer demographic. This image is exacerbated by boards and committees that appear to reflect the interests and lifestyle of a particular group of people, specifically those who are White, elderly and middle class.

RECOMMENDATION 6.8: All organisations in the historic environment sector should champion organisations and projects that have successfully employed volunteers from diverse backgrounds, particularly BME individuals. Governing bodies of voluntary organisations must take active steps to recruit BME individuals to their boards.

Related to this is the problem of exclusivity. Exclusivity is not necessarily just a perceptual problem but can be manifested in real terms. Heritage Link has suggested that local groups can become exclusive and put people off from becoming involved, with some Chairs running local groups as their own 'personal fiefdom' (Heritage Link 2003, 20). One initiative that sought to prevent this from occurring was the Embracing Difference project from Heritage Link (http://www.heritagelink.org.uk/embracing-difference/).

BARRIER 6.9: The governing boards of some organisations are not representative of their broader membership, let alone wider society. This lack of representation can result in new recruits to voluntary organisations being dissuaded from taking an active part in the governance of the organisation and hence prevent ongoing evolution and reform of the organisation.

RECOMMENDATION 6.9: Organisations governed by boards of trustees or similar structures should ensure that their constitutions contain clauses that prevent officers from holding posts for excessive lengths of time, in order to ensure a rotation of individuals with governing roles in an organisation.

In providing a more diverse image of a historic environment organisation, active volunteers will have a direct impact on the public by encouraging a greater diversity of people to visit a place or become members of a group. As concluded in the MORI 2000 'Attitudes to Heritage' research, the importance of volunteers is recognised not only in what they contribute to the maintenance and promotion of heritage sites but also in their capacity to

York People First visit Heeley City Farm in Sheffield (© York Archaeological Trust)

alter the perceptions of visitors. This idea has been supported by research carried out by Creative and Cultural Skills that stated: 'Significant drivers in the desire of BME communities to experience cultural activities identified by the study included, pertinently, the presence of other people like themselves' (CCSkills 2008, 73).

There are examples where a concerted effort has been made to attract volunteers from a wide range of backgrounds. The requirement of Heritage Lottery Fund grants has played a significant role in this (see HLF 2009). Two specific examples of good practice include the National Trust's work with children, young people and families at Tyntesfield (a recipient of £20million in HLF grants) and its London Voices project (see Mayo 2007, 2008). However, there is no evidence that either of these projects succeeded in attracting a diverse set of volunteers to work in the historic environment sector.

6.18 Motivation for volunteering in the historic environment

Volunteering is seen by many people as means by which to acquire knowledge, interests, new skills and experience. The latter two reasons are particularly true of young people who use volunteering as a way to improve their CV or gain experience within the historic environment sector.

Voluntary experience within the sector is often cited as a prerequisite in many historic environment job descriptions and can provide an inroad into the professional workforce. It is generally accepted that, in addition to attaining certain educational qualifications, those looking to work in the historic environment sector must first undertake some kind of volunteering or other unpaid work within the sector to show commitment and gain experience.

Research conducted by Creative and Cultural Skills suggests that 'volunteering as a way into a career may … be a disincentive to people from lower socio-economic or minority backgrounds' (cited in Gibbs 2005, 50). This is a major factor in stultifying diversity amongst the voluntary historic environment workforce. 'Diversifying the museum workforce is being held back by a dependence on volunteering. "Often a period of volunteering is required in order to gain a foot in the door. This unstructured, unpaid, or low paid work leads to a sector that does not accurately reflect the diversity of society in the UK"' (*ibid*, 51).

BARRIER 6.10: Volunteering (by its very nature) is unpaid work and although some organisations reimburse for travel expenses there is no financial gain in it. This aspect of volunteering makes it incredibly difficult for many individuals to sustain voluntary work in the long term.

RECOMMENDATION 6.10: Wherever possible, organisations that recruit volunteers should provide funds for volunteers to apply for in order to help cover expenses incurred while volunteering. Every organisation in the sector should remember that there are financial barriers to volunteering which affect some individuals more than others.

A survey of National Trust volunteers, who are generally within an older age bracket, found that 'volunteers were positive about the way in which volunteering allowed them to make good use of their skills and experience (79% agreed that this was the case)' but 'were less positive about the extent to which volunteering enabled them to learn new skills (58% said this happened and 10% disagreed)' (Machin 2008, 41). 'Even people who already have successful careers are able to gain new skills and perspectives from heritage voluntary work' (Heritage Link 2003).

As with other sectors, volunteering in the historic environment is undertaken as a means to be sociable and meet people; to do something enjoyable; to fill in spare time; because of the 'feel-good factor' (Heritage Link 2003, 18) and 'to make a positive difference to the local community' (Machin 2008, 41). More specifically to the historic environment sector, people often choose to volunteer because they have a particular affiliation to a property or site (*ibid* 2008, 14).

6.19 Routes into volunteering in the historic environment sector

Many people are now inspired to volunteer or actively participate in the historic environment as a result of specific television series and media coverage: what might be called the '*Time Team* effect' (Hinton 2008, 22). This has been identified in the Heritage Link report which states that 'television programmes such as *Time Team* do encourage neophytes' (Heritage Link 2003, 18).

Volunteers sometimes become involved through an awareness of the sector created by such events as Festival of British Archaeology or National Volunteers Week which are 'used by many organisations to highlight the work of volunteers' (*ibid*, 18).

Some organisations actively recruit new volunteers and members through advertisements in local and national newspapers (*ibid*, 18) or, in the case of some voluntary archaeological societies for example, through leaflets in local schools and using local authority websites. However, 'several respondents [from Greater London voluntary archaeological societies] explained that members are not actively recruited or advertised to but get in contact with the society of their own accord' (Hinton 2008, 12). Historic environment volunteers often find out about volunteering opportunities through group or society membership, word of mouth, promotional materials at properties, local press, websites and information stands or notice boards (Machin 2008, 16).

Summary of barriers and recommendations

BARRIER 6.1: A lack of free time is a barrier to people volunteering in the historic environment sector. This will be more of an issue for people with heavy workloads and caring or parenting responsibilities.

RECOMMENDATION 6.1: A wide range of opportunities to volunteer in the historic environment sector should be offered by organisations so that people have the chance to fit them around their other commitments.

BARRIER 6.2: Ignorance of the opportunities to volunteer and fears about the personal risks associated with volunteering prevent people from participating in voluntary activities.

RECOMMENDATION 6.2: Publicity material for volunteer opportunities in the historic environment sector should be as accessible as possible, and should stress that becoming a volunteer is not a difficult process. This material should be disseminated beyond the normal channels of distribution to target new audiences and potential volunteers.

BARRIER 6.3: A fear of losing money by not working (or having one's benefits removed by the state) acts as a barrier to people volunteering.

RECOMMENDATION 6.3: All organisations in the historic environment sector should articulate the value of volunteering to potential volunteers. They should also make it clear to people in receipt of state benefits how to find out how volunteering will affect their income.

BARRIER 6.4: Not fitting in, or feeling that there will be no other 'people like us', is a powerful barrier that prevents people from volunteering in the historic environment sector.

RECOMMENDATION 6.4: Efforts should be made to maximise the exposure of BME volunteers in the historic environment sector. Where appropriate, organisations using volunteers should consider tailoring their offer of work to the needs and desires of specific BME communities in the UK in order to break down perceptual barriers of the sector and its work.

BARRIER 6.5: A lack of data relating to the ethnic profile of the voluntary workforce in the historic environment sector prevents organisations being able to characterise the problem of under-representation and being able to monitor the effectiveness of policies designed to increase diversity.

RECOMMENDATION 6.5: As a matter of course, volunteers should be asked to declare their ethnicity (in confidence, on separate documentation that makes it clear that it is used for monitoring purposes only) when being asked for other routine information such as address, date of birth etc. This recommendation applies to all organisations in the sector and to informal and formal volunteers.

BARRIER 6.6: A lack of proper management and organisational structures with which to support volunteers properly may put off individuals from volunteering in the long term.

RECOMMENDATION 6.6: Every organisation that employs volunteers should ensure that they review the activities provided for their volunteers at regular intervals. Activities should be continually revised to suit the needs of the organisation and the wishes and talents of their cohort of volunteers.

BARRIER 6.7: The majority of organisations in the historic environment sector do not have formal policies for the wellbeing, promotion and recruitment of their volunteers. Only the National Trust has an explicit policy which seeks to maximise the recruitment and retention of a diverse set of volunteers. The lack of a formal policy prevents an organisation from making a concerted and coherent approach to increasing the diversity of their voluntary workforce.

RECOMMENDATION 6.7: Volunteering policies such as the National Trust's should be widely disseminated and, where appropriate, replicated by other organisations in the historic environment sector. Those organisations that provide advice, guidance and support to the sector should undertake the necessary work to create and implement these policies and support the smaller constituent parts of the sector.

BARRIER 6.8: Perceptions of volunteering in the historic environment sector can be a strong barrier to engaging with the sector. The self-perpetuating image of volunteering as a pastime for a particular type of person (elderly, White and middle class) acts as a barrier to recruiting a greater diversity of volunteers who feel they do not fit in to the current volunteer demographic. This image is exacerbated by boards and committees that appear to reflect the interests and lifestyle of a particular group of people, specifically those who are White, elderly and middle class.

RECOMMENDATION 6.8: All organisations in the historic environment sector should champion organisations and projects that have successfully employed volunteers from diverse backgrounds, particularly BME individuals. Governing bodies of voluntary organisations must take active steps to recruit BME individuals to their boards.

BARRIER 6.9: The governing boards of some organisations are not representative of their broader membership, let alone wider society. This lack of representation can result in new recruits to voluntary organisations being dissuaded from taking an active part in the governance of the organisation and hence prevent ongoing evolution and reform of the organisation.

RECOMMENDATION 6.9: Organisations governed by boards of trustees or similar structures should ensure that their constitutions contain clauses that prevent officers from holding posts for excessive lengths of time, in order to ensure a rotation of individuals with governing roles in an organisation.

BARRIER 6.10: Volunteering (by its very nature) is unpaid work and although some organisations reimburse for travel expenses there is no financial gain in it. This aspect of volunteering makes it incredibly difficult for many individuals to sustain voluntary work in the long term.

RECOMMENDATION 6.10: Wherever possible, organisations that recruit volunteers should provide funds for volunteers to apply for in order to help cover expenses incurred while volunteering. Every organisation in the sector should remember that there are financial barriers to volunteering which affect some individuals more than others.

7 Stakeholder perceptions

7.1 Introduction

This section is a summary of the opinions and experiences of the key stakeholders in the historic environment sector who agreed to be interviewed as part of this project. Each of these people participated in a short semi-structured interview during which they were asked a tailored version of five questions (see Appendix 4). The questions were designed to elicit the views of the interviewee on particular workforce issues and the roles that their organisation could play in diversifying the historic environment sector workforce.

Every stakeholder consulted agreed that the historic environment workforce was not ethnically diverse and that a great deal of work was needed to address this situation. The views expressed by the different stakeholders represent a wide variety of perspectives and experiences, reflecting the fact that some people in the sector have been more exposed to diversity issues than others. Some respondents expressed caution when responding openly to the questions, appreciating the sensitive nature of the subject under discussion.

BARRIER 7.1: Not everyone in the historic environment sector feels confident discussing issues relating to ethnic diversity. Many individuals in a position of leadership are fearful of accusations of racism and prejudice. This wariness prevents open discussion and debate about the issue, which in turn prevents action being taken to improve engagement with BME communities.

RECOMMENDATION 7.1a: All professional institutes in the historic environment sector should ensure that the diversity element of their code of conduct is taken seriously and strictly enforced.

RECOMMENDATION 7.1b: Large employers in the sector should provide their employees with the opportunity to undertake meaningful diversity awareness training and, where appropriate, such training should be a core part of every new employee's induction process.

Many stakeholders were keen to emphasise that the primary aim of future policy in this area should be maximising equality of opportunity for all, not directly changing the ethnic demographic of the historic environment workforce: increased ethnic diversity would be a by-product of creating equality of opportunity. They said that it was important to recognise that some people will be unreachable, despite proactive efforts on the part of the sector to engage with and recruit them.

7.2 Perceptions of the historic environment sector

It is commonly thought that BME individuals are not interested in historic places with little or no connection to 'their heritage'. The persistence of the 'our heritage/your heritage' dichotomy is both a reflection and a cause of the present barriers to BME participation in mainstream heritage in the UK. There needs to be a sense of ownership of heritage to facilitate an interest in it, which then may become a desire to seek employment within that world (PLB consulting 2001, 66).

There remains a widely held belief that the traditional subject matter of many historic environment organisations is not directly relevant to BME communities. A minority of stakeholders interviewed in this research share this view. The majority of interviewees perceive this to be the mainstream view of the sector but not one shared by themselves. The different proposals from stakeholders for increasing ethnic minority engagement with the historic environment derive in part from whether or not they held this view.

BARRIER 7.2: There is good reason to think that many practitioners in the historic environment sector do not believe that the majority of their work is relevant to BME communities in the UK. With this attitude comes a misdiagnosis of the root causes of a lack of engagement with the sector among BME communities and a feeling that the problem is insurmountable or, worse still, results from a lack of willingness on the part of BME communities to take the steps necessary to engage with irrelevant or partially relevant subject matter.

RECOMMENDATION 7.2: Ensure that there is widespread dissemination within the historic environment sector of projects that have successfully engaged ethnic minority participants with the core subject matter of the historic environment sector.

The image of the historic environment and its employees is becoming more diverse but it remains a problem (this was a repeated concern of almost all interviewees). Television programmes such as the recent profiling documentaries on the National Trust and English Heritage, and the popular (and long-running) *Time Team*, have all raised the profile of the sector, the work that it undertakes and the people it employs. Despite some notable exceptions, the cast of characters portrayed on screen in the programmes cited above has often been dominated by middle-class White men: the lack of ethnic minority role models in the historic environment sector was raised as a point of concern by a number of stakeholders.

BARRIER 7.3: There are very few visible people from ethnic minorities working in the historic environment sector. Consequently there is a dearth of ethnic minority role models. Role models are an important element in the life choices of young people, especially those who have not had direct exposure to the historic environment sector through family visits or leisure activities.

RECOMMENDATION 7.3: Organisations in the historic environment sector that produce promotional material for the sector should ensure fair representation of ethnic minority employees and volunteers. This must not be undertaken in a tokenistic fashion.

None of the stakeholders interviewed felt that the historic environment workforce has a problem with racial discrimination. Discrimination is often difficult to prove and no interviewee could highlight specific examples of direct discrimination within the sector.

7.3   Articulating the problem

There is no clear single manifesto, sound-bite or concise articulation of the sector's need to increase diversity in the historic environment workforce. Each individual had their own position on the reasons for the lack of ethnic diversity in the historic environment workforce, the need for action and the justifications for taking it. Interviewees were keen to stress that the need for increased diversity can be made on two levels: there is the moral justification that a public sector workforce should reflect the communities that it serves and there is an economic case for diversity.

Some stakeholders made the case that a diverse workforce is good for business. The assertion rests on the following assumptions: that a diverse workforce will mean a wider pool of skills, talent, contacts and experience than a non-diverse workforce. Furthermore, the community-based nature of many occupations in the historic environment mean that if a company is already attuned to the needs and sensitivities of the communities in which they work then they will be able to anticipate efficiently any difficulties and foster better business relationships with other partners in that community.

All the stakeholders felt that increasing diversity is not seen as a priority by any of the main organisations, umbrella groups or employers within the sector. Every organisation looks to another to take the lead. By not giving one organisation the task of formulating, co-

ordinating and implementing a 'maximising ethnic diversity initiative', many observers of the historic environment sector feel that the status quo will continue forever.

BARRIER 7.4: Since some people in the historic environment sector remain unconvinced by the economic case for an ethnically diverse workforce there is a lack of urgency to implement policies that might achieve this aim. Furthermore, each organisation looks to another to take the lead. As a result, the sector remains unclear as to the motivations for taking action and there is a lack of urgency to do so.

RECOMMENDATION 7.4: The chief executives of the leading private and public organisations in the historic environment sector must clearly articulate the value of increasing the ethnic diversity of the historic environment workforce.

Every stakeholder agreed that there was a need to collect data on the ethnic profile of the historic environment workforce. Equal Opportunities monitoring is common practice in paid employment. Given this, formal volunteers may expect to complete a form asking for their ethnicity. However, it was suggested that those joining an active local society or amenity group (or professional organisation) may not. The need to collect data must be widely articulated across the sector.

7.4   Education and entry into the workforce

The area where the greatest impact can be made for the future is also the area which is most neglected by the historic environment sector: careers advice given to young people. The RTPI is assisting with the production of materials relevant to careers advisers which explain what planners do and what benefits can be gained by working in planning. The evidence used by young people to make decisions about what to study and where to work is acquired at an early age and careers advice in the public education system is the means by which most children can be reached with positive and realistic messages about what it is like to work in the historic environment sector.

Many stakeholders observed that there are not enough non-graduate routes into the profession. Meaningful qualifications and means of accreditation for non-graduates were identified as being essential if the sector wishes to diversify its workforce. National Vocational Qualifications (such as the NVQ in Archaeological Practice) have yet to be widely accepted as credible qualifications by employers and job applicants. This situation is not unique to the historic environment sector, with the UK as a whole remaining sceptical about the current provision of vocational qualifications.

BARRIER 7.5: There are very few non-graduate entry routes into the historic environment workforce. Given the social and ethnic demographic of the UK graduate population (especially historically) there is a likelihood that difficulties in gaining professional accreditation and employment could prevent people from a BME background gaining greater presence in the sector.

RECOMMENDATION 7.5: Professional institutes including the Institute for Conservation, Institute for Archaeologists and Institute of Historic Building Conservation should all ensure that workplace-acquired skills and professional experience are valued as highly as academic qualifications when accrediting individuals in the sector.

Many stakeholders interviewed observed that the expectation that job applicants should have extensive volunteering experience can be extremely discriminatory. There are a large number of applicants for entry level jobs across the historic environment sector. The number of graduates far exceeds the number of jobs available. Therefore applicants understandably do everything that they can to mark themselves out. A tier of people has developed who have the financial means to work for little or no pay for months or even years on end. This

discriminates against people without savings or who cannot be supported by their families.

This issue has been examined by Creative and Cultural Skills. Their conclusions and summary are worth repeating here:

- There are not enough entry routes into the sector and some entry level positions may demand unnecessary requirements in terms of qualifications and experience.
- There needs to be more entry level training provided on the job by employers and more entry posts or traineeships and apprenticeships.
- There is not enough provision or sector buy-in for NVQs, Scottish Vocational Qualifications and Foundation Degrees that can support workplace training and development. Getting work-based training accredited can be difficult.
- Transferable skills from other sectors are not always valued.
- Work experience (particularly in museums) is often a requirement, so volunteering is commonplace. However, work experience opportunities can be hard to access and are often badly planned or unstructured. The fact that work experience is unpaid is a financial barrier for many.
- Some formal entry level training does not provide entrants with the skills and experience required to obtain a job.
- The cost of university-based training can be a barrier.

(CCSkills 2008, 22).

For many, entry into the sector is dependent on gaining extensive work experience, mostly unpaid, which can discriminate against those who can't afford to undertake this (*ibid* 2008, 23).

While acknowledging that the historic environment sector might be resistant to them, there was overall support among the stakeholders interviewed for Positive Action Training schemes. It was recognised that the large amount of 'critical intelligence' within the sector would take exception to a recruitment practice that could be construed as unfair and discriminatory. Any resistance could be dissolved by a clear message from the senior management of organisations instituting any such scheme that articulated the need for their introduction.

Case Study 2: PATH NATIONAL – TOMORROW'S PLANNERS

http://www.pathuk.co.uk/our_projects/tomorrows_planners.asp

Tomorrow's Planners *is a Positive Action Training programme that aims to increase the representation of people from Black and minority ethnic backgrounds in the planning profession. Tomorrow's Planners is run by PATH (Positive Action Training Highway) and is supported by the Planning Inspectorate and The Department for Communities and Local Government (DCLG).*

> *Since the scheme was piloted in 2002, PATH has been successful in recruiting 81 trainee planners. To date over 25% of the trainees have secured full-time employment within the planning profession as a consequence of this programme. The results are pleasing, it is evident the programme will go a long way in promoting a sustainable and diverse workforce within the sector.*
>
> *Tony Wilson, Project Manager, PATH National Ltd*
>
> *(http://www.pathuk.co.uk/our_projects/tomorrows_planners.asp)*
>
> *As one of the leading employers of planners in the UK, the Planning Inspectorate is determined to encourage others to make the same commitment. We have formed a partnership with PATH to bring in more host organisations and to encourage candidates from minority communities to become trainee planners. We have been delighted with the high calibre of candidates that we have been attracting since the programme's launch. The example of their skills and commitment will help to encourage others from minority communities to join the profession.*
>
> *Katrine Sporle, Chief Executive, The Planning Inspectorate*
>
> *(http://www.pathuk.co.uk/our_projects/tomorrows_planners.asp)*

Tomorrow's Planners *combines education and on-the-job training for BME candidates in the planning sector. There are three years of work-based training and a day-release scheme to gain a postgraduate qualification.*

It is widely recognised as a successful scheme and is a potential model for others in the wider historic environment sector. Its success results from the investment of time, money and infrastructure of national organisations (the Planning Inspectorate and DCLG).

The scheme has also benefited from the support of educational institutions willing to take students on the **Tomorrow's Planners** *scheme. The same is true of the role played by employers. PATH makes it very clear that there is a financial incentive to hiring one of their placement-holders, stating that recruitment, staff development and wage costs are cheaper for an employer than hiring and employing a member of staff in a more conventional manner (http://www.pathuk.co.uk/our_projects/tomorrows_ planners.asp). The employer pays the higher education fees of the trainee in order to allow them to attain a postgraduate qualification but the overall cost to the employer is still lower than hiring in the normal way.*

There are early stage discussions between the Tomorrow's Planners team at PATH and potential employers in order to identify the need (should one exist) for placing a trainee with them. Training providers have included local authorities, the Planning Inspectorate and English Partnerships.

Information Box: The legal context to Positive Action Training schemes

Positive discrimination in recruitment is illegal under UK law. However, some BME candidates have been employed using Section 11 of the Local Government Act 1966 which allows local authorities to set up posts to maximise assimilation of commonwealth immigrants. Though imperfect, it has allowed people to get experience that they may otherwise have struggled to find (CEMS 2005, 48).

Sections 37 and 38 of the Race Relations Act 1976 allow for Positive Action Training for under-represented racial groups (Section 37 for those coming into the workforce and Section 38 for those already within it). In terms of the historic environment, all BME individuals in the UK satisfy the criteria in the sector since all are under-represented.

The Race Relations (Amendment) Act 2000 gives public authorities a statutory duty to promote racial equality. This legislation applies to local authorities, universities, central government and non-departmental public bodies (which, when counted together, constitute a large proportion of the employers in the historic environment sector). This does not make provision for positive discrimination but gives a mandate to promote racial equality in their organisations. Both the 1976 and the 2000 Race Relations Acts are currently being replaced by the 2010 Equality Act.

From April 2011 Section 159 of the Equality Act 2010[1] will come into force. The 2010 Act is a consolidation and expansion of a suite of existing equalities' legislation. The Act is designed primarily to prevent discrimination against people with one or more 'protected characteristic', race being one such characteristic. Section 159 of the Equality Act gives employers the option, when faced with candidates of equal merit, to choose a candidate from an under-represented group. In the case of the historic environment sector, one such under-represented group is made up of ethnic minorities.

1   http://www.equalities.gov.uk/equality_bill.aspx

Controversially perhaps, this research has arrived at the conclusion that considerable thought should be given to the introduction of Positive Action Traineeships for the historic environment sector. Positive Action Training is a controversial subject and there is no consensus within the sector about whether this is a viable or desirable route to diversifying the workforce. However, it is likely that the historic environment workforce will not become representative of the wider community without a concerted proactive effort on the part of employers, membership organisations, professional institutes and education providers. In order to give this process a kick-start it may be necessary to implement some form of Positive Action Traineeship for the historic environment sector. The situation is so stark (as the statistics in this report and elsewhere testify) that some remedial action is urgently required. It is hoped that the evidence and analysis in this report will constitute the first stage in a process of positive transformation for the historic environment sector workforce.

7.5   Employment in the historic environment sector

Stakeholders working in employee relations and the monitoring of the sector's workforce stated that informal work practices, processes of recruitment and the reliance upon fixed-term contracts act as a barrier to entry into and progression through the workforce. This then has an impact on diversity.

Informal recruitment practices are inherently discriminatory: the recruiter, having not advertised the post, will select candidates from their immediate peer group on the basis of subjective criteria. If the terms and conditions of employment are also informal (there are still allegedly many instances where employees work in the sector without a written contract) then this places further barriers in the way of those who, for cultural or financial reasons, expect a formalised working relationship.

BARRIER 7.6: Informal recruitment processes mean that a small number of potential candidates are likely to be aware of any vacancy and, given the existing profile of the workforce, this is unlikely to include BME candidates. If recruitment is informal and undocumented then there is no mechanism for ensuring fairness and transparency in the appointment process.

RECOMMENDATION 7.6: All positions should be publicly advertised through the normal channels and extra effort should be made to advertise posts as widely as possible so as to attract a diversity of candidates. The success of the HLF Internships (New Routes into Conservation) in attracting a mixed ethnic intake in the first two years was as a direct result of concerted effort to reach under-represented communities through innovative advertising.

BARRIER 7.7: Fixed-term contracts and short periods of employment present a barrier to people whose financial circumstances mean that they need secure long-term employment. This will disproportionately affect people from BME backgrounds.

RECOMMENDATION 7.7: Since it is not realistic to suggest or demand that employers offer more permanent contracts to staff (although this is desirable), they should offer increased levels of support to employees approaching the end of their contracts so that the employee has the greatest chance of remaining in employment in the sector. Examples of such support include financial, educational and careers advice or end-of-contract debriefs which give the employee a fair appreciation of their strengths and weaknesses.

Many stakeholders were keen to emphasise that employment in the historic environment sector is traditionally poorly paid. However, it was also stated that employment and involvement in the sector can bring extensive non-monetary benefits, many of which are relevant to BME communities. These include taking an interest in one's local environment and the stories of the people that live there and taking part in activities that positively enhance these; being part of a fraternal network of like-minded people; travel, variety of tasks and other benefits of employment in an environment-related sector.

Pay levels within the historic environment sector are not high enough to attract those who aspire to well-paid professions; this may be a particularly acute desire among ethnic minority communities (PLB Consulting 2001, 67). Given the expense of higher education and the lack of a clear route into a guaranteed job, some stakeholders thought that many people from deprived backgrounds cannot afford the perceived indulgence of studying towards a degree in the historic environment sector when an alternative option may offer them a clear path to a career.

Stakeholders stressed that many contractors in the commercial archaeology and conservation sectors are small businesses, often employing just one or two people (Aitchison & Edwards 2008). These businesses do not have the infrastructure, knowledge and skills necessary to implement diversity action plans; their priorities are on a much smaller scale.

BARRIER 7.8: Many employees and voluntary organisations do not have the requisite capacity, skills and experience to have a significant impact on diversification of the historic environment workforce.

RECOMMENDATION 7.8: Extensive and sustained support for diversifying the historic environment workforce must come from those with the capacity to take a lead in this area. Those organisations that provide advice, guidance and support to the sector should support

the smaller constituent parts of the sector (for example, by demonstrating the simplicity of conducting Equality Impact Assessments). Small employers and voluntary organisations cannot be expected to take the lead, although they should be celebrated when they do.

A lack of capacity and expertise within the sector has also led to a reluctance to participate in benchmarking schemes such as Investors in People and Investors in Diversity. Investors in People is designed to ensure that employees are not discriminated against and that decisions on recruitment, training and promotion are transparent. Having Investors in People status helps to ensure that equal opportunities policies are meaningful, training in equal opportunities is useful, and that decisions on who is given what task and the reasons behind such decisions are made clear (CEMS 2005, 77–8). Despite many organisations finding the application process overly onerous (Aitchison & Edwards 2008), it would be very useful for the large employers without Investors in People status to invest the time in acquiring it. Investors in Diversity is run by the National Centre for Diversity and is designed to help organisations improve their diversity practices.[1]

BARRIER 7.9: Very few employing organisations in the historic environment sector are large enough to consider applying for national benchmarking schemes for employer wellbeing and development. This means that they lack the necessary in-house skills and experience to diversify their workforce effectively and also fail to take advantage of schemes that would help them to overcome this.

RECOMMENDATION 7.9: More employers should consider investing in acquiring accreditation through national employer benchmarking schemes such as acquiring Investors in People or Investors in Diversity status.

The social culture associated with many aspects of the historic environment may be off-putting to people from certain ethnic backgrounds. It has been documented that the social drinking associated with working in a small architectural firm can leave Muslim employees feeling excluded (CEMS 2005, 66). This has an impact on career progression as a result of the informal way in which jobs are filled and the important role that networking plays in the working life of someone in the historic environment sector.

BARRIER 7.10: The social element of working in the historic environment sector, especially a widely perceived pub culture, may, in some contexts, act as a barrier to the retention and promotion of some Black and minority ethnic staff, particularly those with a strong religious convictions that object to the consumption of alcohol.

RECOMMENDATION 7.10: All employers in the historic environment sector should be made aware of (or reminded of) the fact that a work culture associated with alcohol and pubs may prevent the full integration of some members of staff.

Such workplace issues may be further exacerbated by the historic depiction of some ethnicities in the mainstream narratives produced by the heritage sector in the UK. Despite initiatives like Black History Month and the various events based around the bicentenary of the abolition of the transatlantic slave trade a number of stakeholders consulted in this research felt that people descended from communities subjected to colonialism and slavery by the British Empire continue to have their own historical voices suppressed or misrepresented.

BARRIER 7.11: The contemporary historic environment sector is associated with its historical attitude and traditions which have marginalised the voices of BME people in the past. It is sometimes seen as a sector that does not respect the distinctive history and contribution of BME communities.

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1   http://www.nationalcentrefordiversity.com/iid

RECOMMENDATION 7.11: Popular events like those surrounding the bicentenary of the abolition of the transatlantic slave trade demonstrate that proactive promotion and collaborative projects can engender trust and connections between the historic environment sector and BME communities of the UK. Further opportunities to tell a different or richer historical narrative about the past should be fully exploited by all in the sector.

7.6 Geographical factors affecting diversity

A number of stakeholders suggested that the geographical location of many employers in the historic environment sector may work against efforts to maximise ethnic diversity in the workforce. The largest concentrations of BME communities are in large urban areas and therefore they are statistically less likely to work for a rural-based company. Many historic environment businesses are located in a rural setting. For example, Wessex Archaeology, one of the largest archaeological contracting units in the UK, has its headquarters just outside Salisbury, Wiltshire. The relocation of the main workforces of English Heritage and the National Trust out of London to Swindon (in accordance with the Lyons Review) will have exacerbated this factor.

7.7 Opportunities to increase diversity in the sector

Young Archaeologists Club (YAC) branches were identified as one means by which the sector can reach out to diverse communities. YAC branches are attended by young people who live in or near their local branch. They come to the group because they have an interest in archaeology or history. Some urban-based branches of YAC have a diverse intake of children. This is not through any co-ordinated or coercive action on the part of the branch, merely that the YAC branches (like some local amenity societies) reflect the diverse communities that they serve. If these young people can be interested in studying archaeology or conservation then they may go into the profession later in their adult lives.

Many stakeholders identified local archaeology societies, development trusts, civic societies and other amenity groups as a key set of organisations with a capacity to increase diversity in the historic environment sector. They are made up of people with skills, enthusiasm and an authentic local mandate to sell the virtues of the historic environment sector, its values, and employment and volunteering opportunities to the rest of society.

Summary of Barriers and Recommendations

BARRIER 7.1: Not everyone in the historic environment sector feels confident discussing issues relating to ethnic diversity. Many individuals in a position of leadership are fearful of accusations of racism and prejudice. This wariness prevents open discussion and debate about the issue, which in turn prevents action being taken to improve engagement with BME communities.

RECOMMENDATION 7.1a: All professional institutes in the historic environment sector should ensure that the diversity element of their code of conduct is taken seriously and strictly enforced.

RECOMMENDATION 7.1b: Large employers in the sector should provide their employees with the opportunity to undertake meaningful diversity awareness training and, where appropriate, such training should be a core part of every new employee's induction process.

BARRIER 7.2: There is good reason to think that many practitioners in the historic environment sector do not believe that the majority of their work is relevant to BME communities in the UK. With this attitude comes a misdiagnosis of the root causes of a lack of engagement with the sector among BME communities and a feeling that the problem is insurmountable or, worse still, results from a lack of willingness on the part of BME communities to take the steps

necessary to engage with irrelevant or partially relevant subject matter.

RECOMMENDATION 7.2: Ensure that there is widespread dissemination within the historic environment sector of projects that have successfully engaged ethnic minority participants with the core subject matter of the historic environment sector.

BARRIER 7.3: There are very few visible people from ethnic minorities working in the historic environment sector. Consequently there is a dearth of ethnic minority role models. Role models are an important element in the life choices of young people, especially those who have not had direct exposure to the historic environment sector through family visits or leisure activities.

RECOMMENDATION 7.3: Organisations in the historic environment sector that produce promotional material for the sector should ensure fair representation of ethnic minority employees and volunteers. This must not be undertaken in a tokenistic fashion.

BARRIER 7.4: Since some people in the historic environment sector remain unconvinced by the economic case for an ethnically diverse workforce there is a lack of urgency to implement policies that may achieve this aim. Furthermore, each organisation looks to another to take the lead. As a result, the sector remains unclear as to the motivations for taking action and there is a lack of urgency to do so.

RECOMMENDATION 7.4: The chief executives of the leading private and public organisations in the historic environment sector must clearly articulate the value of increasing the ethnic diversity of the historic environment workforce.

BARRIER 7.5: There are very few non-graduate entry routes into the historic environment workforce. Given the social and ethnic demographic of the UK graduate population (especially historically) there is a likelihood that difficulties in gaining professional accreditation and employment could prevent people from a BME background gaining greater presence in the sector.

RECOMMENDATION 7.5: Professional institutes including the Institute for Conservation, Institute for Archaeologists and Institute of Historic Building Conservation should all ensure that workplace-acquired skills and professional experience are valued as highly as academic qualifications when accrediting individuals in the sector.

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RECOMMENDATION 7.6: All positions should be publicly advertised through the normal channels and extra effort should be made to advertise posts as widely as possible so as to attract a diversity of candidates. The success of the HLF Internships (New Routes into Conservation) in attracting a mixed ethnic intake in the first two years was as a direct result of concerted effort to reach under-represented communities through innovative advertising.

BARRIER 7.7: Fixed-term contracts and short periods of employment present a barrier to people whose financial circumstances mean that they need secure long-term employment. This will disproportionately affect people from BME backgrounds.

RECOMMENDATION 7.7: Since it is not realistic to suggest or demand that employers offer more permanent contracts to staff (although this is desirable), they should offer increased levels of support to employees approaching the end of their contracts so that the employee has the greatest chance of remaining in employment in the sector. Examples of such support include financial, educational and careers advice or end-of-contract debriefs which give the employee a fair appreciation of their strengths and weaknesses.

BARRIER 7.8: Many employees and voluntary organisations do not have the requisite capacity, skills and experience to have a significant impact on diversification of the historic environment workforce.

RECOMMENDATION 7.8: Extensive and sustained support for diversifying the historic environment workforce must come from those with the capacity to take a lead in this area. Those organisations that provide advice, guidance and support to the sector should support the smaller constituent parts of the sector (for example, by demonstrating the simplicity of conducting Equality Impact Assessments). Small employers and voluntary organisations cannot be expected to take the lead, although they should be celebrated when they do.

BARRIER 7.9: Very few employing organisations in the historic environment sector are large enough to consider applying for national benchmarking schemes for employer wellbeing and development. This means that they lack the necessary in-house skills and experience to diversify their workforce effectively and also fail to take advantage of schemes that would help them to overcome this.

RECOMMENDATION 7.9: More employers should consider investing in acquiring accreditation through national employer benchmarking schemes such as acquiring Investors in People or Investors in Diversity status.

BARRIER 7.10: The social element of working in the historic environment sector (especially a widely perceived pub culture) may, in some contexts, act as a barrier to the retention and promotion of some Black and minority ethnic staff, particularly those with a strong religious convictions that object to the consumption of alcohol.

RECOMMENDATION 7.10: All employers in the historic environment sector should be made aware of (or reminded of) the fact that a work culture associated with alcohol and pubs may prevent the full integration of some members of staff.

BARRIER 7.11: The contemporary historic environment sector is associated with its historical attitude and traditions which have marginalised the voices of BME people in the past. It is sometimes seen as a sector that does not respect the distinctive history and contribution of BME communities.

RECOMMENDATION 7.11: Popular events like those surrounding the bicentenary of the abolition of the transatlantic slave trade demonstrate that proactive promotion and collaborative projects can engender trust and connections between the historic environment sector and BME communities of the UK. Further opportunities to tell a different or richer historical narrative about the past should be fully exploited by all in the sector.

8   Conclusions

This report has identified that there are numerous barriers to diversifying the historic environment workforce. These affect the likelihood of peoplr from a BME background from entering the workforce at every stage in their life. Some of the recommendations in this report can be implemented very quickly, while others will require a collaborative effort on the part of the major organisations in the sector. There is a need for considered evidence-based policy formulation to address the lack of diversity in the historic environment sector. There needs to be increased levels of data collection, research and action that will eventually lead to a much-needed increase in the ethnic diversity of the historic environment workforce.

Further research is needed in the area of ethnic diversity and the historic environment. Clear gaps exist in our knowledge and these have hampered this research project and hold back progress in diversifying the workforce. Questions that need to be addressed include:

- Why do people choose to study historic environment courses (especially postgraduate courses)?
- How do other countries tackle issues of ethnic diversity in the historic environment sector?
- How do very young children from all backgrounds – but especially ethnic minorities – experience the historic environment?
- What is the experience of BME students, volunteers and employees in the historic environment sector?
- What is the exact ethnic profile of volunteers in the historic environment sector?
- What are the common educational choices and career trajectories of IHBC members and others in the built heritage sector?
- What does a detailed analysis of all relevant student data tell us about the ethnic and sociological background of those studying towards qualifications in the historic environment sector?

Volunteers excavating a medieval pottery site at Rainford, St Helens
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Only by understanding the true make-up of the workforce as a whole and the means of engagement with the historic environment workforce (and the different ways in which they are manifest in the various areas of the sector) will successful evidenced-based policies be formulated.

Many of the barriers and associated recommendations can be categorised according to the following headlines for consideration and action:

- Recognise that diversity is an important issue
- Collect data to monitor the situation and inform decision-making
- Recognise that perceptions of heritage vary but that this can also be a positive force
- Other issues affect levels of ethnic diversity in the historic environment sector
- The education sector has a key role to play
- Childhood experiences of heritage shape life-long perceptions
- Good careers advice, and work experience opportunities can change lives
- Raise the profile of Black and ethnic minorities in the historic environment sector
- Improve recruitment processes and professional practices
- Modernise the image of volunteering
- Volunteering need not be unprofessional.

Allied studies that have examined the issue of workforce diversity and come up with recommendations that are endorsed by this research are listed in Appendix 6.

It is the opinion of the authors of this report that the following five significant barriers can be quickly and simply addressed and should therefore be viewed as a priority for action in the next few years:

1 Collect data

BARRIER 2.2: The sector does not have the necessary data to make informed evidence-based policy decisions that would maximise Black and ethnic minority engagement with the sector and its workforce.

RECOMMENDATION 2.2: All employers should routinely collect data on applicants and employees using standardised equal opportunities monitoring forms. These data can be used to help identify barriers to engagement with the historic environment workforce.

2 Improve careers advice

BARRIER 4.6: The quality and breadth of careers advice which is offered through the state education system is highly variable. Children without well-connected parents who take a proactive interest in their child's professional development are unlikely to gain exposure to the historic environment professions.

RECOMMENDATION 4.6: Employers and national umbrella bodies in the historic environment sector should collaborate to produce a regularly updated information pack for schools careers advisers in the UK. They should also take any steps necessary to raise the profile of the historic environment sector amongst school-age children.

3 Articulate the value of volunteering

BARRIER 6.3: A fear of losing money by not working (or having one's benefits removed by the state) acts as a barrier to people volunteering.

RECOMMENDATION 6.3: All organisations in the historic environment sector should articulate the value of volunteering to potential volunteers. They should also make it clear to people in receipt of state benefits how to find out how volunteering will affect their income.

4 Make ethnic diversity a priority (from the top)

BARRIER 7.4: Since some people in the historic environment sector remain unconvinced by the economic case for an ethnically diverse workforce there is a lack of urgency to implement policies that might achieve this aim. Furthermore, each organisation looks to another to take the lead. As a result, the sector remains unclear as to the motivations for taking action and there is a lack of urgency to do so.

RECOMMENDATION 7.4: The chief executives of the leading private and public organisations in the historic environment sector must clearly articulate the value of increasing the ethnic diversity of the historic environment workforce.

5 Promote a richer historical narrative

BARRIER 7.11: The contemporary historic environment sector is associated with its historical attitude and traditions which have marginalised the voices of BME people in the past. It is sometimes seen as a sector that does not respect the distinctive history and contribution of BME communities.

RECOMMENDATION 7.11: Popular events like those surrounding the bicentenary of the abolition of the transatlantic slave trade demonstrate that proactive promotion and collaborative projects can engender trust and connections between the historic environment sector and BME communities of the UK. Further opportunities to tell a different or richer historical narrative about the past should be fully exploited by all in the sector.

9   Tables

The tables below are referred to throughout the report. They have been placed here so that the flow of the report is not interrupted by lots of large tables. For simplicity, all of the numbers have been rounded to the nearest whole number (after calculations have been made and in accordance with data protection and data supply conditions).[1]

Occupational Class / Ethnicity	White	% White	BME	%BME	Unknown	% Unknown	Total
Higher managerial & professional occupations	10525	94	565	5	145	1	**11235**
Lower managerial & professional occupations	14315	91	1150	7	260	2	**15725**
Intermediate occupations	7190	92	545	7	110	1	**7845**
Small employers & own account workers	3235	88	420	11	35	1	**3690**
Lower supervisory & technical occupations	2495	94	135	5	20	1	**2650**
Semi-routine occupations	4795	86	695	12	75	1	**5565**
Routine occupations	2325	88	295	11	35	1	**2655**
Never worked & long-term unemployed	60	69	25	30	0	1	**85**
Not known	67615	79	7910	9	9850	12	**85380**

Table 4.1: *Total historic environment student cohort from academic years 2002/03–2007/08 and their percentage of the total once 'Not known' had been discounted. Note: 63% of the 134831 individuals in the dataset had 'unknown' Occupational Class (meaning that no occupational class was identified by the person filling in the data)*
Source: Author's own calculations derived from data provided by HESA

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1   The main consequence of this is that some of the numbers in the tables do not add up exactly (for example, where 33.33% and 22.33% and 44.33% add up to 100% – in these tables the numbers are rounded so that 33% 22% and 44% [seemingly a total of 99%] add up to 100%). Additionally, in some of the tables 0% will also signify <0.5%. Numbers (not percentages) in the tables below have been rounded or suppressed in accordance with the preferred methodologies of the data suppliers. In short, for HESA data 0, 1 and 2 are rounded to 0 and all other numbers are rounded to the nearest 5 (this includes totals, full details can be found at http://www.hesa.ac.uk/index.php/content/view/1903/134/1/1/); for UCAS data all numbers below 3 are suppressed, these are represented as ** (full details can be found at http://www.ucas.ac.uk/about_us/stat_services)

Sum of Applications	Fee status						
Ethnicity	LA	Not Known	Other source	Private finance	Unknown	Grand Total	Percentage of total
Asian – Bangladeshi	307	40	**	3	18	**368**	**0**
Asian – Chinese	347	30	**	48	39	**465**	**1**
Asian – Indian	1852	170	**	65	116	**2203**	**2**
Asian – Other Asian background	408	62	4	65	43	**582**	**1**
Asian – Pakistani	960	132	**	29	70	**1191**	**1**
Black – African	1195	277	50	158	76	**1756**	**2**
Black – Caribbean	614	95	13	26	41	**788**	**1**
Black – Other Black background	160	8	5	**	12	**185**	**0**
Mixed – Other mixed background	458	73	5	16	37	**589**	**1**
Mixed – White and Asian	411	24	**	37	40	**513**	**1**
Mixed – White and Black African	157	9	**	10	12	**189**	**0**
Mixed – White and Black Caribbean	366	46	**	4	20	**436**	**0**
Other ethnic background	394	46	6	48	16	**511**	**1**
Unknown	1159	277	5	75	319	**1835**	**2**
White	61710	5048	92	2939	9274	**79062**	**87**
Total	70498	6336	181	3523	10134	**90672**	**100**

Table 4.2: *Breakdown of fee status of all applicants from UCAS dataset to courses F4, K4 and V4 combined, 2002–2008*
Source: Author's own calculations derived from data provided by UCAS

F4 – Forensic and Archaeological Science														
Ethnicity	2002 Appl	2002 Acc	2003 Appl	2003 Acc	2004 Appl	2004 Acc	2005 Appl	2005 Acc	2006 Appl	2006 Acc	2007 Appl	2007 Acc	2008 Appl	2008 Acc
White	4468	1008	5670	1231	6503	1383	6778	1461	6718	1453	6479	1347	5725	1368
Black – Caribbean	24	7	38	9	92	19	77	12	111	21	99	15	154	28
Black – African	38	12	71	20	134	25	158	37	163	25	210	36	261	51
Black – Other Black background	9	**	8	3	8	3	27	5	27	5	39	7	35	6
Asian – Indian	73	16	128	31	246	50	235	50	349	63	287	58	215	40
Asian – Pakistani	52	8	68	11	156	28	118	25	183	25	194	29	146	31
Asian – Bangladeshi	12	**	29	3	40	6	43	6	42	8	67	7	45	10
Asian – Chinese	15	**	27	3	39	9	75	16	40	10	56	10	45	9
Asian – Other Asian background	28	**	31	4	59	15	57	8	87	13	73	15	122	23
Mixed – White and Black Caribbean	7	3	32	3	47	7	65	11	68	10	54	13	43	6
Mixed – White and Black African	8	**	9	**	19	3	15	3	23	8	33	11	20	4
Mixed – White and Asian	14	**	17	**	40	8	51	12	55	12	54	8	46	8
Mixed – Other mixed background	29	4	33	5	52	10	50	18	91	18	80	13	64	12
Other ethnic background	12	**	24	9	57	11	70	15	85	17	65	8	54	13
Unknown	159	79	199	97	154	100	193	86	92	109	94	82	64	139
Overseas domicile	204	38	356	57	350	61	484	84	514	81	538	122	528	103
Total	**5152**	**1186**	**6740**	**1488**	**7996**	**1738**	**8496**	**1849**	**8648**	**1878**	**8422**	**1781**	**7567**	**1851**

Table 4.3: *Ethnicity of applicants and accepted students for undergraduate courses in F4 Forensic and archaeological science, 2002–2008*
Source: Author's own calculations derived from data provided by UCAS

Ethnicity	K4 – Planning (Urban, Rural and Regional)													
	2002 Appl	2002 Acc	2003 Appl	2003 Acc	2004 Appl	2004 Acc	2005 Appl	2005 Acc	2006 Appl	2006 Acc	2007 Appl	2007 Acc	2008 Appl	2008 Acc
White	2352	545	2538	632	2807	652	3192	767	3122	681	3635	804	3264	805
Black – Caribbean	17	7	20	6	36	8	24	9	35	10	39	14	45	13
Black – African	38	12	82	23	98	37	134	58	149	47	127	37	168	46
Black – Other Black background	3	**	3	**	12	4	9	6	9	8	9	4	9	5
Asian – Indian	29	15	43	12	81	29	93	28	138	41	136	35	112	32
Asian – Pakistani	12	5	20	15	48	11	52	12	64	23	42	13	50	16
Asian – Bangladeshi	6	**	10	6	14	**	10	**	19	5	26	7	27	**
Asian – Chinese	24	6	22	4	27	8	31	8	24	7	31	7	9	5
Asian – Other Asian background	4	**	13	5	28	5	19	5	10	**	17	7	20	8
Mixed – White and Black Caribbean	3	**	8	**	3	**	22	4	16	3	27	6	27	6
Mixed – White and Black African	4	**	4	**	3	**	6	**	5	4	13	4	11	3
Mixed – White and Asian	10	**	20	8	12	8	32	8	19	4	24	8	41	12
Mixed – Other mixed background	**	**	6	**	8	4	26	8	13	7	31	5	26	9
Other ethnic background	4	**	3	**	25	8	18	7	10	6	25	7	21	7
Unknown	94	69	92	76	144	90	80	45	29	67	35	80	23	72
Overseas domicile	239	41	340	73	458	78	420	87	401	80	439	96	413	99
Total	**2841**	**709**	**3224**	**868**	**3804**	**945**	**4168**	**1056**	**4063**	**995**	**4656**	**1134**	**4266**	**1140**

Table 4.4: *Ethnicity of applicants and accepted students for undergraduate courses in K4 Planning (urban, rural and regional), 2002–2008*
Source: Author's own calculations derived from data provided by UCAS

| | V4 – Archaeology | | | | | | | | | | | | | |
Ethnicity	2002 Appl	2002 Acc	2003 Appl	2003 Acc	2004 Appl	2004 Acc	2005 Appl	2005 Acc	2006 Appl	2006 Acc	2007 Appl	2007 Acc	2008 Appl	2008 Acc
White	2454	479	2277	484	2421	509	2611	598	2703	529	2095	464	1699	475
Black – Caribbean	**	**	**	**	4	**	6	**	3	**	**	**	**	**
Black – African	**	**	**	**	4	**	**	**	3	**	**	**	**	**
Black – Other Black background	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian – Indian	14	4	3	**	10	**	10	**	8	4	7	**	10	3
Asian – Pakistani	6	3	6	**	5	**	**	**	8	**	3	**	4	4
Asian – Bangladeshi	**	**	**	**	3	**	**	**	**	**	**	**	**	**
Asian – Chinese	**	4	8	**	5	**	**	**	**	**	4	**	**	**
Asian – Other Asian background	11	**	4	**	8	**	7	**	7	**	**	**	7	**
Mixed – White and Black Caribbean	10	**	4	**	**	**	8	**	7	**	4	**	**	**
Mixed – White and Black African	**	**	4	**	8	3	**	**	4	**	16	3	**	**
Mixed – White and Asian	16	5	13	3	12	**	12	**	23	5	18	3	7	**
Mixed – Other mixed background	8	**	15	**	11	**	11	4	22	5	25	4	14	6
Other ethnic background	**	**	6	**	8	**	21	3	11	3	14	4	6	**
Unknown	66	30	80	29	72	23	85	29	37	16	59	19	23	17
Overseas domicile	151	28	182	35	225	40	260	41	241	45	200	39	212	45
Total	**2744**	**557**	**2603**	**558**	**2796**	**586**	**3037**	**681**	**3078**	**614**	**2447**	**538**	**1988**	**558**

Table 4.5: *Ethnicity of applicants and accepted students for undergraduate courses in V4 Archaeology, 2002–2008*
Source: Author's own calculations derived from data provided by UCAS

K4 Planning (urban, rural and regional)						
Ethnicity	Other UG	% after removing unknown	First Degree	% after removing unknown	Total UG	% after removing unknown
White	5320	77	21720	87	**27040**	**85**
Black or Black British – Caribbean	440	6	440	2	**880**	**3**
Black or Black British – African	470	7	1020	4	**1490**	**5**
Other Black background	40	1	115	0	**155**	**0**
Asian or Asian British – Indian	155	2	575	2	**730**	**2**
Asian or Asian British – Pakistani	150	2	270	1	**425**	**1**
Asian or Asian British – Bangladeshi	65	1	115	0	**175**	**1**
Chinese	20	0	190	1	**215**	**1**
Other Asian background	30	0	110	0	**140**	**0**
Other (including mixed ethnicity)	180	3	500	2	**680**	**2**
Unknown	1515		915		**2425**	
Total	**8385**	**100**	**25970**	**100**	**34355**	**100**

Table 4.6: *Ethnicity of undergraduate students studying K4 Planning (urban, rural and regional), 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

F4 Forensic and archaeological science						
Ethnicity	Other UG	% after removing unknown	First Degree	% after removing unknown	Total UG	% after removing unknown
White	2810	92	24180	89	**26990**	**90**
Black or Black British – Caribbean	30	1	235	1	**260**	**1**
Black or Black British – African	25	1	350	1	**375**	**1**
Other Black background	10	0	65	0	**70**	**0**
Asian or Asian British – Indian	50	2	710	3	**760**	**3**
Asian or Asian British – Pakistani	25	1	475	2	**500**	**2**
Asian or Asian British – Bangladeshi	0	0	80	0	**80**	**0**
Chinese	10	0	140	1	**150**	**0**
Other Asian background	10	0	170	1	**180**	**1**
Other (including mixed ethnicity)	95	3	630	2	**725**	**2**
Unknown	330		695		**1030**	
Total	**3395**	**100**	**27725**	**100**	**31125**	**100**

Table 4.7: *Ethnicity of undergraduate students studying F4 Forensic and archaeological science, 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

V4 Archaeology						
Ethnicity	Other UG	% after removing unknown	First Degree	% after removing unknown	Total UG	% after removing unknown
White	11120	98	17625	97	**28745**	**97**
Black or Black British – Caribbean	20	0	35	0	**55**	**0**
Black or Black British – African	15	0	20	0	**35**	**0**
Other Black background	0	0	10	0	**10**	**0**
Asian or Asian British – Indian	50	0	75	0	**120**	**0**
Asian or Asian British – Pakistani	5	0	25	0	**30**	**0**
Asian or Asian British – Bangladeshi	0	0	10	0	**10**	**0**
Chinese	15	0	15	0	**30**	**0**
Other Asian background	30	0	35	0	**65**	**0**
Other (including mixed ethnicity)	100	1	360	2	**460**	**2**
Unknown	2835		530		**3365**	
Total	**14195**	**100**	**18740**	**100**	**32935**	**100**

Table 4.8: *Ethnicity of undergraduate students studying V4 Archaeology, 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

Ethnicity	K4 Planning (urban, rural and regional)									
	Other PG	% after removing unknown	Taught Masters	% after removing unknown	Masters Research	% after removing unknown	Doctorate research	% after removing unknown	Total PG	% after removing unknown
White	3330	89	14950	89	200	85	620	92	19095	89
Black or Black British – Caribbean	45	1	265	2	5	3	5	1	320	1
Black or Black British – African	125	3	555	3	0	1	0	0	685	3
Other Black background	10	0	75	0	0	1	0	0	90	0
Asian or Asian British – Indian	50	1	220	1	5	2	10	2	285	1
Asian or Asian British – Pakistani	55	1	190	1	0	0	5	1	250	1
Asian or Asian British – Bangladeshi	10	0	80	0	0	0	0	0	90	0
Chinese	30	1	115	1	10	4	5	0	155	1
Other Asian background	15	0	105	1	10	3	15	2	140	1
Other (including mixed ethnicity)	65	2	270	2	5	1	10	2	350	2
Unknown	480		1840		60		135		2505	
Total	**4210**	**100**	**18655**	**100**	**290**	**100**	**805**	**100**	**23965**	**100**

Table 4.9: *Ethnicity of postgraduate students studying K4 Planning (urban, rural and regional) 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

F4 Forensic and archaeological science										
Ethnicity	Other PG	% after removing unknown	Taught Masters	% after removing unknown	Masters Research	% after removing unknown	Doctorate research	% after removing unknown	Total PG	% after removing unknown
White	900	96	2810	91	395	94	490	95	4590	92
Black or Black British – Caribbean	5	0	20	1	0	0	0	0	30	1
Black or Black British – African	0	0	10	0	0	0	0	0	15	0
Other Black background	0	0	5	0	0	0	0	0	5	0
Asian or Asian British – Indian	5	1	70	2	0	0	0	0	80	2
Asian or Asian British – Pakistani	5	0	30	1	0	0	0	0	30	1
Asian or Asian British – Bangladeshi	0	0	5	0	0	0	0	0	5	0
Chinese	5	1	40	1	0	0	0	0	45	1
Other Asian background	5	1	20	1	15	3	5	1	45	1
Other (including mixed ethnicity)	10	1	80	3	10	3	15	3	120	2
Unknown	50		220		85		85		435	
Total	985	100	3305	100	505	100	600	100	5400	100

Table 4.10: *Ethnicity of postgraduate students studying F4 Forensic and archaeological science, 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

V4 Archaeology

Ethnicity	Other PG	% after removing unknown	Taught Masters	% after removing unknown	Masters Research	% after removing unknown	Doctorate research	% after removing unknown	Total PG	% after removing unknown
White	160	100	2625	97	455	97	1475	86	4715	97
Black or Black British – Caribbean	0	0	5	0	0	0	0	0	5	0
Black or Black British – African	0	0	0	0	0	0	0	0	0	0
Other Black background	0	0	0	0	5	1	0	0	5	0
Asian or Asian British – Indian	0	0	10	0	0	0	5	0	10	0
Asian or Asian British – Pakistani	0	0	5	0	0	0	5	0	5	0
Asian or Asian British – Bangladeshi	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	5	0	0	0
Other Asian background	0	0	5	0	0	0	5	0	10	0
Other (including mixed ethnicity)	0	0	50	2	10	2	30	2	85	2
Unknown	65		340		45		195	11	645	
Total	**225**	**100**	**3035**	**100**	**515**	**100**	**1715**	**100**	**5495**	**100**

Table 4.11: *Ethnicity of postgraduate students studying V4 Archaeology, 2002/03–2007/08. Source: Author's own calculations derived from data provided by HESA*

D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings

Ethnicity	Other PG	% after removing unknown	Taught Masters	% after removing unknown	Masters Research	% after removing unknown	Doctorate research	% after removing unknown	Total PG	% after removing unknown
White	230	99	1030	96	10	100	110	91	1380	96
Black or Black British – Caribbean	0	0	0	0	0	0	0	0	5	0
Black or Black British – African	0	0	30	3	0	0	0	0	30	2
Other Black background	0	0	5	0	0	0	0	0	5	0
Asian or Asian British – Indian	0	0	0	0	0	0	0	0	0	0
Asian or Asian British – Pakistani	0	0	0	0	0	0	0	0	0	0
Asian or Asian British – Bangladeshi	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Other Asian background	0	0	0	0	0	0	5	2	5	0
Other (including mixed ethnicity)	0	1	5	0	0	0	0	0	5	0
Unknown	35		80		0		5		120	5
Total	**265**	**100**	**1155**	**100**	**10**	**100**	**120**	**100**	**1550**	**100**

Table 4.12: *Ethnicity of postgraduate students studying D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings, 2002/03–2007/08. Source: Author's own calculations derived from data provided by HESA*

Course code and title	Ethnicity				
	White	% White after removing unknown	BME	Unknown	Total
D445 Heritage management	155	98	5	20	**180**
D447 Environmental conservation	820	94	55	75	**950**
K250 Conservation of buildings	400	99	5	25	**435**
Total	**1380**	**96**	**65**	**120**	**1565**

Table 4.13: *Ethnicity of postgraduate students studying D445 Heritage management, D447 Environmental conservation and K250 Conservation of buildings, 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

The changing ethnic profile of the historic environment student cohort						
	Academic Year of Study					
Ethnicity	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
White	14880	16135	17825	20705	21080	21930
Black or Black British – Caribbean	220	205	245	275	300	300
Black or Black British – African	310	340	400	500	530	550
Other Black background	60	50	40	60	70	65
Asian or Asian British – Indian	165	230	325	385	430	455
Asian or Asian British – Pakistani	110	170	195	220	260	280
Asian or Asian British – Bangladeshi	40	50	65	65	70	70
Chinese	60	80	95	115	120	125
Other Asian background	60	70	90	100	115	155
Other (including mixed ethnicity)	260	270	325	460	530	600
Unknown	2165	2260	1845	1660	1535	1065
Total	**18325**	**19860**	**21455**	**24545**	**25040**	**25600**

Table 4.14: *The changing ethnic profile of the historic environment student cohort, 2002/03–2007/08*
Source: Author's own calculations derived from data provided by HESA

Ethnicity	Black African	Black Caribbean	East Asian	South Asian	White	Other	Total
All staff	3 – 0.13%	3 – 0.13%	3 – 0.13%	2 – 0.09%	2248 – 99.25%	6 – 0.26%	**2265**
Archaeologists	2 – 0.09%	3 – 0.09%	3 – 0.14%	1 – 0.05%	2105 – 99.34%	6 – 0.28%	**2119**

Table 5.1: *IfA data for archaeology workforce diversity 2003 (Aitchison & Edwards 2003, 25)*

Ethnicity	Black African	Black Caribbean	East Asian	South Asian	White	Other	Total
All staff	3 – 0.13%	3 – 0.13%	3 – 0.13%	2 – 0.09%	2248 – 99.25%	6 – 0.26%	**2265**
Support staff	1 – 0.68%	1 – 0.68%	0 – 0.00%	1 – 0.68%	143 – 97.95%	0 – 0.00%	**146**

Table 5.2: *IfA data for archaeology support workforce diversity 2003 (Aitchison & Edwards 2003, 28)*

Ethnicity	Archaeologists:		All staff:	
	Number	%	Number	%
White	2539	98.99	2650	98.88
Mixed	4	0.16	4	0.15
Black or Black British	1	0.04	4	0.15
Asian or Asian British	10	0.39	11	0.41
Chinese	1	0.04	1	0.04
Other ethnic group	10	0.39	10	0.37
Total	**2565**	**100**	**2680**	**100**

Table 5.3: *IfA data for archaeology workforce diversity 2008 (Aitchison & Edwards 2008, 52)*

Ethnicity	Unpaid volunteers:	
	No.	%
White	40	95.24
Mixed	1	2.38
Black or Black British	0	0.00
Asian or Asian British	0	0.00
Chinese	1	2.38
Other ethnic group	0	0.00
Total	**42**	**100**

Table 5.4: *IfA data for archaeology voluntary workforce diversity 2008 (Aitchison & Edwards 2008, 61)*

Ethnicity	Support staff:		All staff:	
	No.	%	No.	%
White	111	96.52	2650	98.88
Mixed	0	0.00	4	0.15
Black or Black British	3	2.61	4	0.15
Asian or Asian British	1	0.87	11	0.41
Chinese	0	0.00	1	0.04
Other ethnic group	0	0.00	10	0.37
Total	**115**	**100**	**2680**	**100**

Table 5.5: *IfA data for archaeology support workforce diversity 2008 (Aitchison & Edwards 2008, 127)*

(F4) Forensic & archaeological science	FT paid work	PT paid work	Voluntary/ unpaid work	Work AND further study	Further study only	Assumed unemployed	Not available for employment	Other	Total	% Total after removing unknown
White	2225	325	25	280	710	250	150	45	**4010**	**93**
BME	140	35	5	25	65	30	10	5	**310**	**7**
Unknown	125	15	5	15	35	15	10	5	**230**	
Total	**2490**	**380**	**35**	**320**	**810**	**295**	**165**	**55**	**4550**	**100**

Table 5.6: *First destinations of people having studied F4 Forensic and archaeological science between 2002/03 and 20 07/08*
Source: Author's own calculations derived from data provided by HESA

(K4) Planning (urban, rural & regional)	FT paid work	PT paid work	Voluntary/ unpaid work	Work AND further study	Further study only	Assumed unemployed	Not available for employment	Other	Total	% Total after removing unknown
White	5010	215	20	1025	690	195	210	45	**7405**	**90**
BME	470	35	10	115	100	50	25	15	**815**	**10**
Unknown	495	20	0	80	40	20	25	5	**680**	
Total	**5975**	**265**	**30**	**1220**	**825**	**265**	**260**	**60**	**8905**	**100**

Table 5.7: *First destinations of people having studied K4 Planning (urban, rural, regional) between 2002/03 and 2007/08*
Source: Author's own calculations derived from data provided by HESA

V4 Archaeology	FT paid work	PT paid work	Voluntary/ unpaid work	Work AND further study	Further study only	Assumed unemployed	Not available for employment	Other	Total	% Total after removing unknown
White	1920	325	50	435	920	355	240	60	**4300**	**98**
BME	40	10	5	10	20	10	5	5	**100**	**2**
Unknown	120	15	5	35	35	15	25	5	**250**	
Total	**2080**	**345**	**60**	**475**	**975**	**380**	**270**	**65**	**4650**	**100**

Table 5.8: *First destinations of people having studied V4 Archaeology between 2002/03 and 2007/08*
Source: Author's own calculations derived from data provided by HESA

Organisation	Total Employees	White	BME	Unknown/ Refused	% White after unknown/refused discounted
CABE	130	109	9	12	92
Historic Scotland	1179	776	7	396	99
National Trust	5786	3532	338	1916	91
English Heritage	2501	2206	68	227	97
Cadw	253	211	0	41	100

Table 5.9: *Ethnic profiles of the workforce of the major employers in the historic environment sector collected by the project questionnaire. (NB: For data protection purposes 0, 1 and 2 are rounded to 0)*

Ethnic profile of the academic staff from cost centre 23 (Architecture, built environment and planning)

Ethnicity	Professors	% after removing unknown	Senior lecturers and researchers	% after removing unknown	Lecturers	% after removing unknown	Researchers	% after removing unknown	Other grades	% after removing unknown
White	1100	94	2450	95	3955	95	1320	96	1840	96
Black or Black British – Caribbean	0	0	10	0	20	0	0	0	15	1
Black or Black British – African	10	1	10	0	25	1	10	1	10	0
Other Black background	0	0	0	0	15	0	5	0	0	0
Asian or Asian British – Indian	0	0	5	0	30	1	5	1	20	1
Asian or Asian British – Pakistani	0	0	5	0	0	0	5	0	5	0
Asian or Asian British – Bangladeshi	0	0	0	0	0	0	0	0	0	0
Chinese	10	1	25	1	50	1	20	1	10	1
Other Asian background	20	2	20	1	20	1	0	0	10	0
Other (including mixed ethnicity)	25	2	50	2	60	1	20	1	15	1
Unknown	60		140		235		125		280	
Total	**1225**	**100**	**2715**	**100**	**4405**	**100**	**1505**	**100**	**2200**	**100**

Table 5.10: *Ethnic profile of the academic staff from cost centre 23 (Architecture, built environment and planning) between the academic years 2003/04 and 2007/08*

Source: Author's own calculations derived from data provided by HESA

Ethnic profile of the academic staff from cost centre 37 (Archaeology)

Ethnicity	Professors	% after removing unknown	Senior lecturers and researchers	% after removing unknown	Lecturers	% after removing unknown	Researchers	% after removing unknown	Other grades	% after removing unknown
White	305	99	400	99	570	98	650	98	125	98
Black or Black British – Caribbean	0	0	0	0	0	0	0	0	0	0
Black or Black British – African	0	0	0	0	0	0	0	0	0	0
Other Black background	0	0	0	0	0	0	0	0	0	0
Asian or Asian British – Indian	0	0	0	0	0	0	0	0	0	0
Asian or Asian British – Pakistani	0	0	0	0	0	0	5	1	0	0
Asian or Asian British – Bangladeshi	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	5	1	0	0	0	0
Other Asian background	0	0	0	0	0	0	0	0	0	0
Other (including mixed ethnicity)	5	1	5	1	5	1	5	1	5	2
Unknown	40		50		25		70		20	
Total	**350**	**100**	**450**	**100**	**605**	**100**	**735**	**100**	**145**	**100**

Table 5.11: *Ethnic profile of the academic staff from cost centre 37 (Archaeology) between the academic years 2003/04 and 2007/08*
Source: *Author's own calculations derived from data provided by HESA*

Ethnicity	2003/04	% after removing unknown	2004/05	% after removing unknown	2005/06	% after removing unknown	2006/07	% after removing unknown	2007/08	% after removing unknown
White	3185	96	3290	96	3385	96	3610	95	3745	95
Black or Black British – Caribbean	15	0	20	1	15	0	20	0	20	0
Black or Black British – African	10	0	15	0	15	0	20	0	25	1
Other Black background	5	0	5	0	5	0	5	0	5	0
Asian or Asian British – Indian	20	1	20	1	20	1	20	1	25	1
Asian or Asian British – Pakistani	5	0	5	0	10	0	10	0	10	0
Asian or Asian British – Bangladeshi	0	0	0	0	0	0	5	0	5	0
Chinese	20	1	20	1	25	1	30	1	25	1
Other Asian background	15	0	20	1	15	0	20	1	20	1
Other (including mixed ethnicity)	40	1	40	1	40	1	50	1	65	2
Unknown	285		245		280		220		240	
Total	**3600**	**100**	**3675**	**100**	**3810**	**100**	**4005**	**100**	**4190**	**100**

Ethnic profile of the historic environment academic workforce (from cost centres 23 and 37) for each academic year from 2003/04–2007/08

Table 5.12: *Ethnic profile of the historic environment academic workforce (from cost centres 23 and 37) for each academic year from 2003/04–2007/08*
Source: Author's own calculations derived from data provided by HESA

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Appendix 1   Survey questionnaire

CENTRE FOR APPLIED ARCHAEOLOGY

CAA

᭦**UCL**

QUESTIONNAIRE

1. Name of organisation* :

*If this is a section within a larger organisation, please specify the name of the section.

2. Total number of employees/members/volunteers (including part-time and temporary staff) :

3. Does your organisation hold or monitor data relating to the ethnicity of its employees/ volunteers/members?

Yes ☐

No ☐

Please complete the following question in as much detail as possible.

We are sensitive to issues surrounding individual and institutional confidentiality and data protection and we will comply with any conditions you may wish to place on the use of these data. The data will be held by English Heritage and the Centre for Applied Archaeology, UCL. The data will not be published in a way that allows the identification of individual organisations.

Does the following data apply to (please tick):

UK-wide ☐   England only ☐   Scotland only ☐

Wales only ☐   Northern Ireland only ☐

4. Please indicate the number of your employees/members/volunteers who describe their ethnic origin as…

White [ ]   Breakdown (if known):   White British [ ]   White Irish [ ]

Any other White background (please describe): [ ]

Mixed [ ]   Breakdown (if known):   White and Black Caribbean [ ]

White and Black African [ ]

White and Asian [ ]

Any other Mixed background (please describe): [ ]

Asian or Asian British [ ]   Breakdown (if known):   Indian [ ]

Pakistani [ ]

Bangladeshi [ ]

Any other Asian background (please describe): [ ]

Black or Black British [ ]   Breakdown (if known):   Caribbean [ ]

African [ ]

Any other Black background (please describe): [ ]

Chinese [ ]

Any other ethnic background, please describe and indicate numbers of each

[ ]

Individuals For Whom Data is Refused and Unknown [ ]

Breakdown (if known):   Refused [ ]

Unknown [ ]

5. Does your organisation currently have any initiatives to maximise ethnic diversity?

Yes ☐

No ☐

If yes, please give a brief description (feel free to attach any relevant promotional material):

If you have received this questionnaire by post, please return it to James Doeser at the Centre for Applied Archaeology, UCL using the enclosed pre-paid and pre-addressed envelope.

If you have completed this questionnaire electronically please attach the completed questionnaire to an email to j.doeser@ucl.ac.uk

If you have any questions about the questionnaire or the project in general then please feel free to contact the project manager:

James Doeser

Centre for Applied Archaeology
Institute of Archaeology
University College London
31-34 Gordon Square
London WC1H0PY

Tel. 020 76794745

Email. j.doeser@ucl.ac.uk

Thank you for your help.

Appendix 2   Explanatory note

CENTRE FOR APPLIED ARCHAEOLOGY

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BACKGROUND

Valuing our Heritage: the case for future investment in the historic environment (English Heritage, 2007) reflected the determination of various key historic environment organisations to broaden access to the historic environment, a part of which would be to "increase the diversity of those working in the heritage sector". This project, *Diversifying participation in the historic environment workforce*, represents an opportunity to move closer that objective.

The main objectives of the project are:

- To conduct a desk-based scoping research exercise to establish what relevant quantitative and qualitative data are already available on the diversity of the historic environment workforce.

- To examine these data in order to identify the current ethnic profile of the voluntary and professional (public and private sector) workforce in archaeology and building conservation in England or across the UK.

- To identify barriers at specific points in the career path, such as school careers advice, university entry, non-graduate paths to qualification, which contribute to under-representation of minority ethnic groups.

- To highlight organisations in the sector that are well-placed to address the barriers identified.

The project will produce a report that will examine in detail the scope and nature of existing data on diversity in the historic environment workforce, as well as those of allied or comparable fields. It will offer clear recommendations to organisations in the sector seeking to increase ethnic diversity.

All data gathered during the project will be held by English Heritage and the Centre for Applied Archaeology

About the CAA:

The Centre for Applied Archaeology (CAA) is a research and support division within the Institute of Archaeology at University College London, we are involved with archaeological work in over 87 countries.

The CAA encourages research and innovation in professional archaeological practice, building links between commercial practice, academic research, and local communities. We offer professional advice, support and training in cultural resource management, archaeology, conservation, interpretation and project management.

Appendix 3   Letter of introduction

CENTRE FOR APPLIED ARCHAEOLOGY

UCL

CAA

Centre for Applied Archaeology
Institute of Archaeology
University College London
31-34 Gordon Square
London WC1H 0PY

Tel. 020 76794745

Email. j.doeser@ucl.ac.uk

Dear

We are contacting you on behalf of an English Heritage Project called Diversifying participation in the historic environment workforce. This project is supported by the Council for British Archaeology, The Institute of Archaeology, UCL and the Institute of Historic Building Conservation.

Recent studies demonstrate that the historic environment fails to attract and retain staff and students from diverse ethnic backgrounds. People from different ethnic backgrounds have much to offer the sector. Conversely, the UK's historic environment has much to offer in terms of life and employment.

This project aims to identify what data currently exists relating to ethnic diversity in the historic environment workforce. Disparate collections of data are held by different organisations across our sector. This project will bring them together with the aim of identifying the main barriers to entry and progression for people from minority ethnic groups.

The project team is currently contacting all relevant organisations to ask whether you would be willing to provide data for the fulfilment of the project's aims. All we ask is that you:

· 	Bring to our attention any work that your organisation is doing to support ethnic diversity.
· 	Complete a very short questionnaire designed to capture any unpublished data on the historic environment workforce.

We are sensitive to issues surrounding individual and institutional confidentiality and data protection and we will comply with any conditions you may wish to place on the use of these data.

For more details of the project please contact James Doeser (project manager) at the Centre for Applied Archaeology, UCL using the details given above.

Your support for this project is greatly appreciated.

Yours Sincerely:

Dr Simon Thurley
(Chief Executive, English Heritage)

Prof Stephen Shennan
(Director, Institute of Archaeology, UCL)

Dr Mike Heyworth
(Director, Council for British Archaeology)

Dave Chetwyn
(Chair, Institute of Historic Building Conservation)

Appendix 4   Stakeholder questions

Basic questions asked in the semi-structured interviews with key stakeholders

1. Do you think that the historic environment sector workforce has a problem with ethnic diversity in a way that other sectors do not? If so, has this emerged as a result of the historical evolution of large elite institutions?

2. Is there an appetite to increase workforce diversity, and how can your organisation and others shape the policies of the historic environment sector in order to increase workforce diversity?

3. Is there an economic cost to working in the heritage sector that prevents young people from working class backgrounds from moving into the sector?

4. Is there anyway that barriers connected to 'perceptions' of an industry can be overcome? If so, how can the charges of tokenism, paternalism or essentialism be avoided?

5. Will a lack of ethnic diversity be less of a problem over time as a result of demographic and economic changes taking place in the UK, regardless of policies of employers or umbrella organisations?

Appendix 5   Original project brief

Diversifying participation in the historic environment workforce

Project Number: 5680

Project brief for invitations to tender

1 Background information

This brief has been developed by English Heritage to assist the submission of a Project Design for research and the preparation of a report for the Council for British Archaeology's Diversifying Participation Working Group (DPWG).

The aim of the DPWG is to identify practical means to engage a more diverse range of people with archaeology and building conservation. One specific area that has been identified is the lack of ethnic diversity in the profiles of the archaeology and building conservation workforces in England and across the UK. 'Profiling the Profession' research shows that 98% of members of the archaeology workforce are currently from White European groups. There is a concern that, without appropriate role models amongst the volunteer and professional workforce, under-represented minority ethnic groups may be further discouraged from participation.

Public bodies, such as English Heritage, have a legal duty to promote race equality through where possible. In order to act effectively, it is important to have a thorough understanding of the current position and of any barriers to volunteering or careers in archaeology that exist.

Therefore, English Heritage wishes to commission on behalf of the DPWG, through the Historic Environment Enabling Programme, scoping research to establish what relevant data are already available, what conclusions can be drawn from them, and to recommend any further research or action needed to establish effective partnerships to encourage a more diverse workforce right across the historic environment. The Institute of Historic Building Conservation is also involved in the project as a partner to ensure appropriate coverage across the sector's workforce.

The outcome of the project will be a published report, on behalf of the bodies represented in the DPWG, identifying key barriers to accessing careers and voluntary positions in the archaeology sector and which bodies are best placed to take responsibility for addressing them.

The report will be produced as a CBA Research Bulletin (www.britarch.ac.uk/research), with any detailed appendices made available through the CBA web site (www.britarch.ac.uk).

2 The aims and objectives of the project

a) To conduct scoping research to establish what relevant quantitative and qualitative data are already available that help to identify:

- the current ethnic profile of the voluntary and professional (public and private sector) workforce in archaeology and building conservation in England or across the U.K.
- barriers at specific points in the career path, such as school careers advice, university entry, non-graduate paths to qualification, which contribute to under-representation of minority ethnic groups.
- areas where lack of research data makes it difficult to identify effective action to promote workforce diversity.
- bodies in the sector which are well placed to address the barriers identified, either alone or in partnership.

b) To produce a report for publication as a CBA Research Bulletin identifying data sources and key findings and making recommendations for future action.

3 The task

The starting point will be to undertake desk research into the availability of relevant data on ethnicity in the historic environment workforce from research undertaken over the last decade by various bodies in the historic environment sector and allied sectors (eg museums).

For archaeology, relevant data are available from the Labour Market Intelligence surveys undertaken through various 'Profiling the Profession' projects published by the Institute of Field Archaeologists in 1999, 2003 and 2008. Further relevant qualitative information is available from the Council for British Archaeology, obtained as part of its 2003 survey on public participation in archaeology.

No directly comparable data currently exist for building conservation.

Colleagues within key bodies such as English Heritage, the National Trust, the Heritage Lottery Fund, Heritage Link, the Historic Houses Association, and the Black Environment Network will also need to be asked to give access to relevant data they have collected.

Other bodies which will need to be consulted include:

Learning and Skills Councils

Sector Skills Councils

Universities and other training providers

Schools careers advice bodies

Employers

Professional bodies (eg IfA, IHBC, RIBA, RTPI, RICS)

Volunteer managers

Relevant data will include both quantitative material on workforce profile and qualitative material on attitudes and barriers to engagement.

The data will need to be analysed to identify what it can tell us about particular groups which are most under-represented in the workforce, or about the specific barriers faced at different moments on the career or volunteering path.

A small number of interviews will need to be conducted with representatives of key sector bodies to provide an analysis of the current situation and to identify further research or action which is needed to establish effective partnerships to encourage a more diverse workforce in the historic environment sector.

4 Business case

In *Valuing our heritage: the case for future investment in the historic environment* (produced in 2007) a number of sectoral bodies (including English Heritage, the National Trust, Heritage Link, the Heritage Lottery Fund and the Historic Houses Association) made the case for broadening access to the historic environment as one of four key priorities for the next comprehensive spending review period. This included specific reference to the need to 'build capacity of priority groups to engage with the historic environment', and 'increase the diversity of those working within the heritage sector, including volunteers'.

This was backed up by the 'core script' for the heritage sector in 2008, agreed at the Heritage Forum meeting with the Department for Culture, Media and Sport Secretary of State

in April 2008. This included agreement to 'Broaden public support and engagement in the historic environment around us – involving people more closely, helping them share their passion and knowledge more widely and encouraging everyone to inform decisions about what matters and why'.

Within English Heritage's new Strategic Framework for Historic Environment Activities and Programmes (SHAPE 2008), Corporate Objective 5B is to 'Broaden access to the historic environment and engage with diverse communities'. Under this objective, Activity Type 1 is Research, with a proposed Research Programme C1, Opening Doors: understanding public participation in the historic environment. The relevant sub-programme is listed as 'Researching barriers to inclusion'. The Framework recognises that social, economic and cultural barriers exist which dissuade or deny some from enjoying the benefits of our heritage. The sub-programme seeks to understand the nature of those barriers, so that they can be removed.

5 Products required

The project will deliver:

A written report (number of pages/word count to be suggested by contractor in light of the timetable – see below).

A presentation to the CBA's DPWG.

6 The timescale

It is envisaged that this project will commence in December 2008 following the submission of a project design in response to this tender. The draft report will be delivered by the end of February 2009 and will be discussed with members of the CBA's DPWG at a meeting in London in early 2009. A final report, taking on board appropriate comments from the Working Group and from English Heritage, will be delivered by the end of March 2009.

7 Form of tender submissions – MoRPHE Project Designs

Tenders against this brief should be formulated as detailed Project Designs (please see guidance documents at http://www.english-heritage.org.uk/server/show/nav.1303) and will comprise the following sections:

- Background
- Aims an objectives
- Methods statement
- A draft report synopsis (please note English Heritage accept this may change in the light of the research)
- A task list
- Costing

The document should conform to the minimum standards for project designs set out in the *Historic Environment Enabling Programme Guidance for Applicants* (www.english-heritage. org.uk/server/show/nav.1305) and should include indicative costs calculated and presented as indicated there. *Prospective consultants should note the chargeable elements of the project, the overhead requirements and the need to provide costings in the requested format.*

For further advice on the scope of work, documentation and costings (if required) please contact:

Tim Cromack
E-mail: tim.cromack@english-heritage.org.uk
Tel: 020 7973 3106
Historic Environment Commissions
English Heritage
1 Waterhouse Square
138-142 Holborn
London
EC1N 2ST

8 Selection process

Tenders will be appraised at a formal tender board comprising two appropriate English Heritage officers, a representative from the Council for British Archaeology and a representative from the Institute of Historic Building Conservation.

9 Administration of the contract

The grant award will be administered via a standard EH HEEP contract. If the tender is a sole trader, rather than a limited company, association or partnership, then we would advise that early contact be made in order that an Employment Status Questionnaire (a requirement of EH rules) can be completed in advance of submission of a tender.

Payment will be made through our grants procedure and is therefore subject to the standard terms and conditions of the Historic Environment Enabling Programme. Payment will be by BACS in stages on confirmation that agreed project milestones have been reached. Final payment will be made on receipt of satisfactory products and formal closure of the project.

The terms and conditions that will apply to the project will be those used for English Heritage Historic Environment Commissions.

10 Monitoring and reporting arrangements

The project will be managed in accordance with the Management of Research Projects in the Historic Environment (MoRPHE) (www.english-heritage.org.uk/upload/pdf/MoRPHE-Project-Managers-Guide.pdf). A project officer will be appointed by English Heritage to monitor standards and progress.

11 Copyright

Copyright on all reports submitted will reside with English Heritage, although a third-party in-perpetuity licence will automatically be given for reproduction of the works by the originator, subject to agreement in writing from English Heritage.

October 2008

Appendix 6 Recommendations from previous reports

Recommendations from the 2005 CEMS Report

The recommendations from the 2005 Centre for Ethnic Minority Studies Report, *Black & Minority Ethnic Representation in the Built Environment Professions* (pp 83–8), are as follows:

Collection of data

1. Professional bodies and employers across the sector to be able to analyse the ethnic composition of their members and workforces in order to target action better to address under-representation.

2. Educational institutions to be able to access monitoring data for qualifiers and relate them to enrolments, and so use them to analyse retention and success rates by ethnicity.

Industry image

3. Sector organisations, professional bodies and employers to undertake a more coordinated and structured programme of marketing of the built environment professions to schools, colleges and universities.

Professional education and careers support

4. Universities and colleges (through tutors and careers advisers) to review the effectiveness of learning and teaching strategies used in built environment departments in meeting the needs of a diverse student body, including curriculum, access to work experience and advice, to guide future development.

Recruitment practices and entry to the industry

5. Employers to review their recruitment policies and procedures, building on existing best practice, with the aim of making the sector's recruitment processes more objective:

- raising awareness
- eliminating scope for discrimination
- promoting diversity.

Opportunities for progression and development

6. Employers to review mechanisms used to identify and support the development of the professionals they employ, particularly the effectiveness of those mechanisms in supporting career development of those from non- traditional backgrounds.

7. Sector organisations and professional bodies to evaluate the approaches and success of other sectors in championing the development needs of BME professionals (including support groups, networks, mentoring programmes), and assess the need for similar approaches in the built environment sector.

Sector leadership

8. Professional bodies and large employers to lead by example. Developing (where they don't already exist) clear policies on equality and diversity, with an action plan for implementation and arrangements for monitoring, and communicating them widely within the sector.

9. Professional bodies, large employers and sector organisations to take a lead in promoting discussion of the findings in this research and the development of a framework of action

which addresses the barriers and areas of under-representation identified (within the context of sector's particular structure and characteristics).

Recommendations from the 2009 MCAAH Report

The relevant recommendations for workforce diversity from the 2009 Mayor's Commission on African and Asian Heritage Report, *Embedding Shared Heritage: The Heritage Diversity Task Force Report* (pp 37–40) are as follows:

Proposed areas for action

The six proposed areas for action are:

1. Establishing equitable partnerships for advocacy and change

It is crucial to take a cross-sector approach, incorporating other relevant strategies that address workforce diversity, and in particular the existing workforce diversification action plans developed by the relevant sector skills councils.

In this regard, the sub-committee proposed that a London heritage sector agreement be drawn up and signed off by heritage organisations and their professional membership institutions in order to ensure closer co-operation in diversifying the workforce through the implementation of the sub-committee recommendations.

This written agreement should reflect the respective roles and shared responsibilities of the partners, including the co-ordination and alignment of regional strategies for diversifying the workforce.

Heritage partners should develop links on workforce-related issues with organisations such as the London Skills and Employment Board, the London Development Agency's *Diversity Works for London* programme and the London Cultural Strategy Group. These organisations can contribute towards enhancing the advocacy role of the agreement partnership.

2. Changing organisational culture

The biggest challenge identified by the sub-committee is that not all heritage organisations are taking ownership of diversifying their workforce. Despite the priority rightly given to diversity across the sector in recent years, it seems the business case is still not fully understood. The sector needs to be accountable for change by embedding diversity in business plans and linking senior management appraisals to monitoring improvements in workforce diversity. Diversity competencies should be part of appraisal systems and there should be diversity awareness training for all staff including volunteers and trustees.

The sub-committee proposed that the agreement partnership commissions a structured advocacy campaign, targeted at London's heritage sector, to advocate the business case for a diverse workforce. Another proposal is that MLA Partnership's *Workforce Diversity Action Plans* guidance, or a similar model, be adopted by all London heritage institutions. We note in recommending this that the support of London Councils will be important in assuring action by London boroughs in their archives, libraries and museums.

3. Workforces' learning, training and development

The sub-committee believed that the lack of a widespread learning culture in the sector is a major barrier to diversifying the workforce. Everyone working in or for the heritage sector should have access to quality development and training opportunities, including diversity awareness training, which are fundamental and non-negotiable. The sub-committee recommended that agreement partners consider developing an appropriate sector-wide diversity training programme.

As a minimum, cultural institutions should follow best practice in the use of positive performance management systems and individual, team and organisational development plans, which should be linked to and evaluated against service objectives. The sub-committee recommended that diversity targets be linked to performance management and appraisal processes, with clearly defined objectives for improvement at individual, team and organisational level.

It is also important to consider how to include local authority archives, libraries and museums appropriately. Many of these institutions are obliged to work to corporate policies and targets of their parent authorities.

4. Recruitment, retention and career progression

Heritage sector organisations tend to recruit from too narrow a pool of talent. There is an over reliance on academic qualifications and more employers should support new entry routes such as apprenticeships, internships and foundation degrees. These approaches can help challenge discrimination on the grounds of race but also on other grounds.

More attention needs to be paid to recruiting non-graduates and developing their skills and experience for career progression. There should be a greater emphasis on skills as opposed to academic qualifications and a move towards competence-based recruitment.

The sub-committee also expressed concerns about the backgrounds of the volunteers working in London's heritage institutions. Currently, volunteers do not reflect London's cultural diversity.

Recommendations

The sub-committee agreed that:

Heritage and cultural sector agencies should consider delivering employer workshops on competence-based recruitment, showcasing existing good practice.

Creative and Cultural Skills, Lifelong Learning UK and MLA should further develop and promote the take up of apprenticeships and foundation degrees with London employers.

The overarching recommendation is to form an alliance of key strategic partners in the heritage sector to take forward the development of the proposed areas for action noted in this paper through a comprehensive partnership approach. The imperative is for the key heritage sector organisations to come together as partners to sign a sector agreement with a shared commitment to diversifying the workforce.

The agreement will:

Demonstrate that the partnership stakeholders and employers can speak with one voice and are committed to delivering a workforce diversification agenda in London.

Be informed by the realities of 21st-century 'constant change' through the provision of new career paths for recruiting, training and developing individuals from under-represented groups.

Provide clarity about the heritage sector's aspirations and strategic priorities to diversify the workforce in order to widen the pool of talent, intelligence and expertise that informs the sector.

Operate as a body of equitable partners through co-operation in the process of implementing strategies, policies and delivery mechanisms for workforce diversification in London.

Through commitment to the Workforce Agreement and the subsequent joint delivery of the diversifying workforce programme, significant strides can be made that will yield far-reaching benefits for heritage organisations, audiences and the sector at large.

Appendix 7 Race equality workforce declaration and guidance

Heritage diversity task force cultural and heritage sector – race equality workforce declaration

We, as representatives of both national and regional cultural and heritage organisations, which work in London, agree to work together across organisational boundaries to improve the sector's employment practices through the creation of a shared programme of development activities.

We recognise and celebrate the multi-faceted nature of London and the heterogeneity of its people, which make it one of the most diverse metropolises in the world. But we are aware that the excellence of our cultural and heritage services must be complemented by exemplary employment policies and practices, which realise the full potential of this diversity. Having a more diverse workforce will improve the cultural and heritage sector's capacity to meet the needs of all London's citizens, and achieving this is helped by the UK's equality framework – one of the best developed in Europe. However, organisations are conscious that the under-representation of Black, Asian and minority ethnic people in their workforce is an indicator that much still has to be done. Equality responsibilities should be fully integrated with employment practices, so that the latter really are the best.

The cultural and heritage sector organisations therefore resolve:

That they aim to have a workforce that by 2015 better reflects the diversity profile of the working population of London and the regions in which they are based;

That their employment policies and practices, particularly those relating to recruitment, selection and retention, will be reviewed and attuned to achieving that goal;

and

That the spirit of this resolution will be expressed wherever possible through public programmes and partnerships.

Organisations in the cultural and heritage sector realise that the achievement of these aims will be enabled through the participation of all who are affected, particularly the Black, Asian and minority ethnic communities.

As signatories to this Declaration, we commit our organisations to these aims and to follow, as appropriate, the guidelines set out to help implement and support these changes.

Cultural and heritage sector – race equality workforce declaration guidelines

To reflect better the profile of London's working population by 2015 by:

The establishment of this objective as one of the main focal points for employment practice and workforce planning for this period

The sharing of this objective through all levels of management within cultural and heritage sector organisations

The pursuit of this through monitoring and performance evaluation

The active participation in a Workforce Declaration Network (or similarly named group) to oversee the development and implementation of the Declaration.

Review and attune employment polices and practices

In relation to recruitment and selection of staff:

Create a cost-shared, sector-wide 'travelling road-show' linked to community and outreach programmes to promote the equality based benefits of working for the cultural and heritage sector (with career paths and entry points) which can be taken into community centres, schools, colleges and universities

Review and evaluate recruitment and selection processes, focusing on equality enhancement of the person specification (especially avoiding over-inflation of the minimum essential criteria), the content of advertisements, and the interview process

Undertake equality impact assessments on the use of outside recruitment agencies in the recruitment and selection processes for senior management posts

Feed in and feed back on employment equality monitoring data within key management (and sector-wide) groups and publicising the results

Ensure that all appointment panel members, and appointing managers, are properly trained in equality and recruitment and selection processes

Develop innovative ideas and actions, within equality responsibilities and legislation, which enhance the recruitment and selection of visible minorities

Create positive action and special training programmes only where evidence from recruitment processes and from the skills' levels of the target under-represented group in relation to a specific area of work justify such action

Develop comprehensive, properly structured induction programmes, robust enough to pick up on the needs of new Black, Asian and minority ethnic employees.

In relation to retention of staff:

Establish the sector as one that creates learning organisations with communication processes which enable visible minority voices to be heard and issues to be acted upon

Review employee development policies and programmes to ensure that the deployment and distribution of learning and training resources properly match the needs of all employees, particularly those from under-represented groups

Develop appropriate equality based coaching and mentoring programmes inclusive of all groups

Ensure, within the framework of supporting evidence and the law, that learning and training resources can target and support visible minority employees to enable them to apply for specialist or higher levels of work where there is under-representation

Constantly review and evaluate the equality data on the allocation of learning and training resources and publicise the results

Develop a comprehensive road map of entry paths and career routes – linking between organisations – across the cultural and heritage sector

Ensure that the requirements for a safe working environment and the duty of care to employees includes explicit policies and procedures for dealing with harassment and associated complaints

Develop a supportive working environment through flexible working practices and options for work/life balance which are broad enough to encompass different cultural and religious needs.

In relation to learning from those leaving employment:

Ensure an explicit race equality dimension to all employment policies and staff procedures such as grievance and disciplinary

Review exit interviews for all staff, as an evaluative tool for equality and workforce planning

Ensure that all proposed staffing reorganisations are assessed for equality impact before final decisions are taken, bearing in mind the priority of addressing under-representation in the workforce

Develop all redeployment and redundancy processes with explicit reference to lawful equality responsibilities and the under-representation priority.

Public programmes and partnerships

Pursuing these aims for the improvement of race equality strategies will, wherever possible, be expressed through partnerships and public programmes

These aims will also be pursued, as far as the law allows, in the procurement activities of all participating cultural and heritage sector organisations.

Organisations working together

Create a Workforce Declaration Network (or similarly named group) to oversee the development and implementation of the Race Equality Workforce Declaration, comprised of cultural and heritage sector organisations, Black, Asian and minority ethnic community groups and regional, or national, support organisations

Establish a sector-wide 'low shared cost/no cost' learning development programme which would be based on:

Rotating and sharing the hosting of the Network

Shared data and information on an ongoing basis

Offering secondment or exchange opportunities for staff between different organisations

Creating the means to evaluate, learn from and share best practice, including creating 'low cost/no cost' equality e-learning resources

Identifying other exemplary and innovative practices.