

Thriving communities,
affordable homes



SKILLS AND KNOWLEDGE

Employment and skills guidance

Guidance and toolkit for developers



Foreword
Sir Bob Kerslake

At any time, maintaining and creating jobs is a priority. Against the backdrop of the current economic downturn, now more than ever it is absolutely vital.

As the national housing and regeneration agency, we have an important role to play in maximising employment opportunities, as well as helping to ensure that industry has the necessary skills to build the homes and communities the country needs.

We believe that homes and jobs should go hand in hand and we're working hard to safeguard and create employment and skills opportunities for local people through our investment in housing. That is why we are embedding employment and skills initiatives in our operations and encouraging our partners to do the same.

We're committed to providing practical advice to support this work. So in partnership with legal and procurement experts, we've developed an employment and skills guidance and toolkit for registered providers.

This guidance will help our partners to develop and implement robust employment and skills strategies and build requirements into the procurement processes of construction projects. It provides a framework for registered providers, contractors and the supply chain and includes tender documentation, templates for procurement and contract clauses, benchmarks that set outputs required per scheme and best practice examples of successful employment and skills initiatives sourced from across the country.

This guidance builds on government and local authority guidance previously commissioned by ConstructionSkills.

We are reliant on the commitment and efforts of our partners and we hope that this new guidance will support our collective bid to safeguard and create employment opportunities for local people.

For further information about our employment and skills initiatives please contact Gill Taylor, Director of Skills and Knowledge at the HCA:

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Contents

1	Introduction	1
2	Background	2
3	Overview of the employment and skills strategy	3
4	Guide to the inclusion of employment and skills requirements into the procurement process	7

Appendices:

- A** Template for employment and skills plan for tender and ESP for reporting
- B** Summary of employment and skills areas
- C** Template procurement and contract clauses
- D** Issues relating to delivery of the employment and skills areas
- E** Benchmarks
- F** Employment and skills strategy workbook
- G** Template monitoring form
- H** Best practice examples

1 Introduction

Developers and contractors have long been at the forefront of creating and implementing employment and skills opportunities across a range of construction trades and support services, which in turn, has provided significant opportunities for the communities that they work in.

Section 1 Introduction

Housing and regeneration play a huge role in the country's economy by offering a source of employment and contributing our gross domestic product.

As the national housing and regeneration agency for England, we will invest £17.3 billion in the industry between 2008-2011.

We are committed to creating and maintaining thriving communities. And we achieve this by providing funding for affordable housing, bringing land back into productive use and improving quality of life by raising standards for the physical and social environment. We also play an important role in ensuring that employment and skills opportunities are created for local people through our investment in housing.

To support our work around employment and skills, we are focusing on three priorities:

- Procurement – embedding employment and skills initiatives in our operations and encouraging our partners to do the same
- Partnering – influencing partners to promote skills and employment initiatives by sharing examples of best practice and providing practical guidance
- Leadership – leading by example by signing up to the Local Employment Partnership and providing our own graduate training schemes and other employment and skills initiatives.

As part of our commitment to the employment and skills agenda, we have now made it a condition of our capital investment, including the sale or use of land, for delivery partners to provide apprenticeships, employment and skills opportunities.

To support our registered provider partners we've produced this guidance and toolkit that provides practical information on how to develop and implement robust employment and skills strategies.

The guidance and toolkit includes:

- Best practice information on the use and development of employment and skills strategies
- An example of an employment and skills plan
- Workbook to assist in the creation of an employment and skills strategy
- A guide about how to introduce employment and skills requirements into procurement processes
- Template benchmarks that set minimum employment and skills outputs required per scheme
- A template procurement and contract clauses
- Guidance for small and medium enterprises (SMEs) and supply diversity

The purpose of this guidance and toolkit is to share what is fast becoming the standard industry delivery approach across housing and regeneration and to provide our

registered provider partners with the tools to play their part in creating employment and skills opportunities, adding value and creating social and economic benefits for the communities and neighbourhoods in which they work.

This guidance and toolkit provides practical information on how registered providers can develop their own employment and skills strategies, include opportunities for employment and skills initiatives through their procurement practices and discusses how this can be evaluated and used as an incentive throughout the project itself.

The guidance and toolkit is based on lessons learned from the National Skills Academy for Construction (NSAFC) programme, which integrates skills development with major construction projects, including a number of housing projects. The programme has been established since 2007 and involves 40 major construction projects throughout the UK. It includes the delivery of an employment and skills plan (ESP) which is developed to reflect the profile of the individual construction projects. Although, the guidance and toolkit is based on a construction model, the principles can also be applied to procurement of non-construction works and services.

We are preparing a separate document that will set out the employment and skills requirements we expect all our investment partners to comply with. This document will outline what investment partners need to commit, deliver, monitor and report on employment and skills if they receive funding including the sale or use of HCA land.

Section 2 Background

The HCA has appointed Trowers and Hamlins LLP solicitors, working with ConstructionSkills Limited and The Skills Project Limited, as lead consultants to provide this guidance to assist developers and contractors to develop and implement client-led employment and skills strategies on construction projects. Separate guidance has been commissioned by the HCA for registered providers.

Equivalent guidance has been created by the same team of consultants for the development and implementation of client-led employment and skills strategies by local authorities and central government departments and agencies and a summary of these is available at www.cskills.org.

2 **Overview of the employment and skills strategy**

The employment and skills strategy sets out the process by which developers and contractors can ensure that skills development and employment initiatives are integrated within their organisations and throughout their construction schemes. This is achieved through creating and implementing an employment and skills plan (**ESP**) (see paragraph 3.3), in order to implement the targets set out in the employment and skills strategy. The starting point for the developer/contractor is the development of an employment and skills strategy appropriate to the scheme and relevant procurement process.

2.1 **Developing an employment & skills strategy**

Whether in response to a project initiated by a third party or when formulating proposals for a project that it is initiating itself, the developer/contractor firstly needs to identify the employment and skills areas which they would like to support. If working with a local authority in relation to a particular scheme, the developer/contractor should also (on a voluntary basis) seek to incorporate the priorities of that local authority's Sustainable Communities Plan but within the 12 employment and skills areas. In the National Skills Academy for Construction framework, which is becoming the industry adopted approach, employment and skills areas come under three headings; i) new entrants, ii) existing workforce and iii) skills culture and infrastructure. See appendix B for examples of these employment and skills areas.

An example of an outline employment & skills workbook has been included at appendix F to highlight a number of the considerations to be taken into account by a developer/contractor when developing its own employment & skills strategy.

2.2 **Gauging the impact of the strategy**

In order to understand the level of employment and skills outputs that can be achieved for given levels of construction activity, benchmarks can be incorporated into the employment and skills strategy, which help to gauge the potential impact of the Strategy.

The minimum benchmarks provided in appendix E for new build and refurbishment schemes respectively have been taken from experience gained from existing National Skills Academy for Construction schemes and an analysis of labour patterns within the industry. The benchmarks have been prepared across a range of different value bands reflecting the differing level of potential in terms of outputs and scope of employment and skills areas that they can support.

In practice, the potential outputs from the implementation of the ESP will vary between schemes of a similar size due to differences in the form of construction and nature of the construction process.

Another key variable will be the capability and effectiveness of supply chain members in contributing to the employment & skills strategy. This can be best managed by the developer/contractor through procurement and contract monitoring processes.

Table 1 illustrates the degree to which schemes may be able to support certain employment and skills areas depending on their size.

Table 1 £000's	Band1 £1-100	Band2 £100 - 500	Band3 £500 - 1,000	Band4 £1,000- 3,500	Band5 £3,500- 10,000	Band6 £10,000+
New entrants						
1. School / College / University site visits					X	X
2. School / College workshops				X	X	X
3. Research projects					X	X
4. Work experience 14 – 16 years					X	X
5. Work experience 16+ years	X	X	X	X	X	X
6. Apprentices – existing (safeguarded)	X	X	X	X	X	X
7. Apprentices – project initiated (created)				X	X	X
Existing workforce						
8. Health & safety training	X	X	X	X	X	X
9. Vocational Qualifications				X	X	X
10. Construction Skills Certification Scheme (CSCS) skills card			X	X	X	X
Skills culture						
11. Short courses			X	X	X	X
12a. Progression into employment (under 6 months)			X	X	X	X
12b. Progression into employment (over 6 months)				X	X	X

Please see appendix B for details of these employment and skills areas.

2.3 Delivery issues for the employment and skills plan

The ESP sets out the output figures for each of the employment and skills areas for the duration of the scheme.

It is recognised that the implementation and management of the agreed ESP can be complex and that they will need input from the developer/contractor and its' supply chain.

The successful implementation of an ESP will require the following:

- i) development of the method statement;
- ii) provision of guidance on delivery issues;
- iii) review of supply chain order details; and
- iv) monitoring and support from the developer/contractor including the provision of standard documentation; and
- v) in cases where there is more than one developer/contractor, individual ESPs that contribute to the overarching scheme ESP.

2.3.1 Development of the method statement

A method statement for the implementation of the ESP will be a requirement during the tender process for grant funding (the **method statement**).

Prior to entering into a scheme-specific contract or framework agreement, the developer/contractor should confirm or produce a more detailed method statement setting out how each of the areas in the ESP will be implemented. When using a framework agreement, a scheme-specific ESP and method statement should be produced for each individual scheme, which will be derived from a generic method statement developed for the entire framework programme.

2.3.2 Provision of guidance on delivery issues

Delivery of the ESP will require considerable collaboration between a large number of agencies and organisations. The developer/contractor may be in a position to assist with identifying suitable delivery partners. Many sector skills councils such as ConstructionSkills, Asset Skills and LANTRA (the sector skills council for the environment and land based services) and others such as the National Apprenticeship Service, through their network of advisors, may also be able to support main contractors and their supply chain partners with delivery matters.

An outline of key issues relating to delivery of a number of major employment & skills areas is set out in appendix D.

2.3.3 Review of supply chain order details

Supply chain partners working on ESP schemes and frameworks should be involved with the development of the ESP at the earliest opportunity. An appendix in the supply chain order should set out the level of involvement which will be required from supply chain partners. This should also be reviewed by the developer/contractor with its supply chain partners during any pre-commencement meeting.

2.3.4 Monitoring and support from the developer/contractor

The developer's/contractor's ESP should set out on a monthly basis the anticipated outputs against each of the employment & skills areas. Please see appendix A for a template ESP.

A template monitoring form has been provided at appendix G, which would set out the ESP forecast figures against what has been achieved within that month or quarter. This could be complemented by a qualitative report explaining the outputs and setting out other achievements within that period. The developer/contractor should acknowledge the amount of work and effort that will have been provided by its supply chain in the successful delivery of a challenging ESP.

2.4 Site-based facilities and setting up a skills centre

Some site-based facilities will be required for implementing an ESP. These would be used for accommodating school visits, on site assessment inductions, skills audits etc. On small and medium sized schemes an existing meeting room could be used for these purposes.

A dedicated skills centre could be appropriate for large schemes of, say, over £25m. This could be a site cabin fitted out with tables and chairs, a white board and computer. Some regeneration schemes may already have similar facilities and developers/contractors should be encouraged to make use of these facilities rather than duplicate effort and work collaboratively across projects.

2.5 Personnel responsible for delivery

The method statement will set out how the developer/contractor intends to manage the implementation of the ESP. On small and medium sized schemes this could be the responsibility of the site manager with head-office support. Some developers/contractors may have internal personnel who have responsibility within the company for coordinating and facilitating training and school engagement activities.

For larger schemes or framework programmes of over £50m, there could be a case for having a dedicated project skills coordinator. Their role would be to coordinate and facilitate the range of employment & skills areas. This would involve liaising with the site team, trade contractors, schools, colleges and training agencies. For National Skills Academy accredited skills centres, funding may be made available for this purpose from ConstructionSkills.

2.6 Costings

The delivery of an ESP does have certain costs associated with it. However, best practice demonstrated on a number of National Skills Academy for Construction schemes shows that costs, as a proportion of construction value, can be relatively small. The main cost is that associated with the management of and delivery of the ESP. For the larger schemes this could include the role of a dedicated project skills coordinator together with a site based skills centre. On smaller schemes, which do not justify a dedicated skills coordinator, this management role may be undertaken by a part-time skills coordinator, the cost of which will form part of the developer's/contractor's overheads for the scheme. As developers/contractors become more practiced at delivering ESPs, it is likely that they will increasingly employ specialist staff to assist with this requirement.

Other costs such as wages of apprentices are often able to be absorbed by the supply chain companies who employ them. Wage costs can often be significantly off-set against the productivity of the apprentice together with grants, which may be drawn down by the company employing them.

3 Guide to inclusion of employment and skills requirements into the procurement process

3.1 Template tender documentation

To provide guidance to developers/contractors, appendix C includes explanatory paragraphs which could be included into supply chain tender documentation to describe the employment and skills requirements for tenderers.

3.2 Contract clauses

Appendix C includes template contract clauses, which can be incorporated at each stage of the supply chain procurement process and in standard construction contracts such as the ACA Standard Form of Contract for Project Partnering, PPC2000, NEC3 Engineering and Construction Contract 2005, JCT Design and Build Contract 2005 and a bespoke framework agreement and project contract. It is appreciated that in many cases developers/contractors will not be appointing separate main contractors and, in such circumstances, it is envisaged that developers/contractors can adapt the template wording as appropriate for use in their other supply chain contracts.

Developer/Contractors should seek own legal advice on their procurement processes and contracts.

Appendices

Appendix A	Template for employment & skills plan for tender
Appendix B	Summary of the employment and skills areas
Appendix C	Template procurement and contract clauses
Appendix D	Issues relating to the delivery of the employment and skills areas
Appendix E	Benchmarks
Appendix F	Employment and skills strategy workbook
Appendix G	Template monitoring form
Appendix H	Best practice examples

Appendix A – Template for employment and skills plan for tender

Employment and skills areas	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Target
New entrants													
1. School / College / University site visits – no. of students													
2. School / College workshops – no. of students													
3. Research projects – no.													
4. Work experience 14 – 16 years - no. of persons													
5. Work experience 16+ years – no. of persons													
6. Apprentices – existing (safeguarded) – no. of persons													
7. Apprentices – project initiated – starts (created) - no. of persons													
Existing workforce													
8. Health & safety training – no. of persons													
9. Vocational Qualifications – no.													
10. Construction Skills Certification Scheme (CSCS) skills card – no.													
Skills culture													
11. Short courses – no. of persons													
12a. Progression into employment (under 6 months) – no. of persons													
12b. Progression into employment (over 6 months) – no. of persons													

Appendix B – Summary of the employment and skills areas

The purpose of this section is to provide outline details of the employment and skills areas that are contained within the employment and skills plan (ESP). It also provides guidance on completing the output figures covering both monthly anticipated outputs and summary information. Please refer to appendix A for the ESP template.

<u>New entrants</u>	
<p>1. School / College / University site visits – visits by students to the site to support their learning.</p> <p>1. <i>ESP monthly outputs</i> – number of students</p> <p>1a. <i>ESP monthly outputs</i> - number of visits</p> <p>1. <i>ESP summary information</i> – total number of students</p> <p>1a. <i>ESP summary information</i> - total number of visits</p>	<p>2. School workshops – educational workshop activities that are delivered by the contractor or their supply chain within the school or college, or on site. This is to support the Construction & Build Environment Diploma and other relevant areas of the educational curriculum.</p> <p>2. <i>ESP monthly outputs</i> – number of students</p> <p>2a. <i>ESP monthly outputs</i> - number of workshops</p> <p>2. <i>ESP summary information</i> – total number of students</p> <p>2a. <i>ESP summary information</i> – total number of workshops</p>
<p>3. Research projects - supporting schools, colleges and higher education with provision of information, resources and access</p> <p>3a. <i>ESP monthly outputs</i> – number of research projects</p> <p>3b. <i>ESP summary information</i> – total number of research projects that have been undertaken on the scheme</p>	<p>4. Work experience - 14-16 years – work experience placements with the site team or trade contractors. This can include block placements of one week or more, or one / two days per week. A work experience placement is to be a minimum of 5 days in total.</p> <p>4. <i>ESP monthly outputs</i> - number of persons</p> <p>4a. <i>ESP monthly outputs</i> – total number of person days in the month of work experience (i.e. 2 people for 5 days is 10 person days)</p> <p>4. <i>ESP Summary information</i> - total number of persons</p> <p>4a. <i>ESP Summary information</i> – total number of person days</p>

<p>5. Work experience 16+ years – work experience placements with the site team or trade contractors. This can include block placements of one week or more, or one / two days per week. Can also include Entry to Employment and University Student placements which will be particularly relevant for the larger projects. A work experience placement is to be a minimum of 20 days</p> <p>5. <i>ESP monthly outputs</i> - number of persons</p> <p>5a. <i>ESP monthly outputs</i> – total number of person in the month of work experience</p> <p>5. <i>ESP summary information</i> – total number of persons</p> <p>5a. <i>ESP summary information</i> – total number of person days of work experience</p>	<p>6. Apprentices – existing (safeguarded) individuals who are employed on an apprenticeship programme recognised by the relevant sector skills council and who were already an apprentice prior to starting on the scheme.</p> <p>6. <i>ESP monthly outputs</i> – number of persons (existing apprentices) starting on site</p> <p>6a. <i>ESP monthly outputs</i> - number of apprentices expressed in person weeks (i.e. 2 apprentices on site for 4 weeks, each is equal to 8 person weeks).</p> <p>6. <i>ESP summary information</i> – total number of persons (existing apprenticeships starting on site)</p> <p>6a. <i>ESP summary information</i> - total number of apprentices expressed in person weeks divided by 52. (ie 380 person days divided by 52 equals 7.3 apprentices on a full-time equivalent basis)</p>
<p>7. Project initiated apprentices (created) - an individual who has been recruited as part of the scheme and is employed on an apprenticeship programme recognised by the relevant sector skills council.</p> <p>7. <i>ESP monthly outputs</i> – number of starts in month for project initiated apprentices</p> <p>7a. <i>ESP monthly outputs</i> - number of apprentices expressed in person weeks (ie 2 apprentices on site for 4 weeks each is equal to 8 person weeks).</p> <p>7. <i>ESP summary information</i> – total number of project initiated apprentice starts</p> <p>7a. <i>ESP summary information</i> - total number of apprentices expressed in person weeks divided by 52</p>	

Existing workforce - skills development

8. Health & safety training – workers taking certified and industry recognised training courses. These could include NEBOSH, SMSTS, PASMA, abrasive wheels etc.

8. ESP monthly outputs – number of people receiving health and safety training

8a. ESP monthly outputs - total number of person days of health & safety training (ie 8 hours of training is one day. 8 people receiving 2 hours of training is equivalent to 2 person days)

8. ESP summary information – total number of people receiving health and safety training

8a. ESP summary information – total number of person days of health & safety training

9. National Vocational Qualifications and other vocational qualifications – workers undertaking on site assessments to achieve a National Vocational Qualification levels 2 – 5. Further and higher education qualifications such as National Certificates, Higher National Certificates and Foundation Degrees can also be included in this section.

9. ESP monthly outputs – number of workers inducted on an NVQ or starting a further or higher education qualification

9a. ESP monthly outputs – total number of workers completing NVQs or other vocational qualifications

9. ESP summary information – number of workers inducted on an NVQ or starting a further or higher education qualification

9a. ESP summary information – total number of workers completing NVQs or other vocational qualifications

10. Construction Skills Certification Scheme (CSCS) skills card - A skills card demonstrate that the holder is competent in their respective role. Workers will need to have the appropriate NVQ or equivalent qualification and have passed the appropriate health & safety test. Details can be found on <http://www.cskills.org/supportbusiness/cardschemes/index.aspx>

10. ESP monthly outputs – number of workers in the month who have been issued with a CSCS skills card with the appropriate vocational qualification (this excludes cards which have been issued as renewals)

10a. ESP monthly outputs - percentage of worker on site who hold an appropriate skills card.

10. ESP summary information – total number of workers who have been issued with a CSCS skills card with the appropriate vocational qualification

10a. ESP summary information – average of the monthly percentage figures for workers on site who held an appropriate skills card.

Development of a skills culture and infrastructure

11. Short courses – covering topics such as leadership and management, basic skills, English for Speakers of Other Languages (ESOL), waste management, work-based recorder training etc. One person is equivalent to 1 day of training.

11. ESP monthly outputs – number of individuals undertaking training

11a. ESP monthly outputs - total number of person days of training (ie 8 hours training is one day. 2 people receiving 2 hours of training is equivalent to 0.5 person days)

11. ESP summary information – total number of individuals undertaking training

11a. ESP summary information - total number of person days of training

12a. Progression into employment – people who have been registered unemployed for up to six months being offered work lasting at least 13 weeks. This does not include apprenticeships.

12b. Progression into employment – people who have been registered unemployed for more than six months being offered work lasting at least 13 weeks. This does not include apprenticeships.

12.a and b ESP monthly outputs – number of individuals who have started employment

12.a and b ESP summary information – total number of individuals who have been supported into employment with employment lasting 13 weeks or more.

Appendix C - Template Procurement and Contract Clauses for:

- 1 Pre-qualification questionnaire;
- 2 Invitation to tender;
- 3 Building contracts
 - 3.1 ACA Standard Form of Contract for Partnering - PPC2000 (amended 2008);
 - 3.2 NEC3 Engineering and Construction Contract (3rd edition June 2005);
 - 3.3 JCT Design and Build Contract 2005 (Revision 2 2009);
 - 3.4 Bespoke framework agreement;
 - 3.5 Bespoke project contract

1 Pre-qualification questionnaire

The following questions can be inserted in the developer's/contractor's pre-qualification questionnaire issued to supply chain members. These should assist in assessing the supply chain member's technical capacity and experience in relation to skills development training and apprenticeship schemes.

Pre-qualification questionnaire template clauses

"Please detail your previous experience in implementing skills development, employment, apprenticeship or training schemes on similar programmes or projects (in terms of value and scope of works/services to the proposed programme/project).

Please also indicate if on previous contracts you have provided any of the following:

- support towards securing a college place for workforce operatives;*
- financial support towards studies for workforce operatives;*
- financial support for provision of professional qualifications or equipment;*
- National Vocational Qualifications (NVQs) through on site assessment (or national equivalent);*
- work experience placements for full-time students;*
- scheme/project or programme - led/apprenticeships;*

- support for existing apprenticeships and/or recruitment of scheme initiated apprenticeships;
- school engagement activities;
- provision of "pay as you learn" opportunities within your organisation;
- training to achieve Construction Skills Certification Scheme (CSCS) card qualification (or national equivalent);
- professional advice, guidance and support; and/or
- employment and training events;

and provide brief details of how you have achieved and implemented each initiative on a project specific basis whether pursuant to contractual commitments or otherwise. Have you failed to meet any agreed targets or commitments relating to any of the above and, if so, why?"

2 Invitation to tender template clauses

Please note below the template clauses for completion and subsequent inclusion in an invitation(s) to tender are as follows:

These clauses are based on the requirements set out in the employment and skills strategy. The appendices to this guidance can be used in an invitation to tender to provide further guidance, benchmarks and template employment and skills plans (**ESPs**) and method statements.

"[The Developer/Contractor] will require the successful [sub-contractor] [supplier] to work with it, as part of the delivery of the [works] [services] [supplies] in transforming the community [in a real and sustainable manner.]

*To this end, tenderers are required to complete an Employment and Skills Plan (**ESP**) and Method Statement as outlined below and in accordance with the guidance in Appendices [] and [] of this Invitation to Tender.*

Tender action point 1: employment and skills plan

Tenderers are required to complete an ESP in relation to the works/services/supplies covering the following employment and skills areas from the table below:

New entrants – skills development
1. School/University/College site visits
2. School workshops
3. Research projects
4. Work experience 14-16 years
5. Work experience 16+ years

6. Apprentices – existing (safeguarded)
7. Apprentices – project initiated (created)
Existing workforce - skills development
8. Health and safety training
9. Vocational Qualifications
10. ConstructionSkills Certification Scheme (CSCS Cards)
Skills culture
11. Short courses
12a. Progression into employment (under 6 months)
12b. Progression into employment (over 6 months)

Benchmarks are provided in Appendix [] to this Invitation to Tender for the minimum outputs for the ESPs. These are based on the project values as indicated. Tenderers are to use their own judgement as to what additional outputs over and above the Benchmarks they consider are achievable in relation to the Project.

The template for the ESP is contained in Appendix [] to this Invitation to Tender. [Additional template sheets should be used for contracts that will exceed 12 months duration.]

The output figures for the ESP are to indicate the minimum outputs for each month against the relevant employment and skills areas. The 'Target' column is also to be completed showing the overall project target output figures.. Guidance on the employment and skills areas is also included within Appendix [].

Tenderers are requested to provide an unequivocal statement in the ESP that, if appointed, they will meet all of the above requirements in relation to the works/services/supplies in accordance with the terms and conditions set out in the [contract].

Tender action point 2: employment and skills plan method statement

Tenderers are required to provide a detailed Method Statement setting out how they intend to implement the employment and training requirements of [developer/contractor] and to deliver the ESP. The Method Statement should be restricted to [] words and clearly set out the proposed approach for delivering skills development against the Employment and Skills Areas, covering the following:

- i) who in the organisation will be responsible for managing the training scheme and overseeing the proposals?
- ii) how will the target outputs as set out in the ESP be delivered? and
- iii) how will all and any health & safety issues be managed?

[Additional tender action point to include in the [price framework][pricing document]: Tenderers are required to include a 'training and apprenticeship figure' in the price framework to cover the contribution to the wages, costs of the trainees and apprentices and associated costs in supporting the training and apprenticeship arrangements set out in the ESP and Method Statement and full details of how that sum has been calculated.]"

- 3 **Template contract clauses (for adaptation and use by developers/contractors in their relevant supply chain contracts)**
- 3.1 **ACA Standard Form of Contract for Project Partnering - PPC2000 (Amended 2008)**

For inclusion as a Special Term in the Project Partnering Agreement by reference to clause 28 of PPC2000 (amended 2008).

"Clause **Employment and skills**
28.1

In Appendix 1, the following definitions shall be inserted:

"Employment and Skills Strategy – the Client's Employment and Skills Strategy forming part of the Project Brief;

ESP - the Project-specific Employment and Skills Plan produced by the Constructor and forming part of the Project Proposals to be complied with and implemented by the Constructor in order to execute the Employment and Skills Strategy;

Method Statement - the Project-specific method statement produced by the Constructor and forming part of the Project Proposals which sets out in detail how the Constructor shall implement the ESP";

Clause 28.2 *Clause 14.1 of the Partnering Terms shall be amended by the insertion of the following at the end of the clause:*

"(xiii) development and finalisation by the Constructor of the ESP and the Method Statement"

Clause 28.3 *Pursuant to clause 7.6 the Constructor shall comply with and implement the ESP and Method Statement in accordance with the Employment and Skills Strategy.*

Clause 28.4 *The Constructor shall nominate an individual to liaise with the Client Representative and provide the Client Representative with information as required to demonstrate the Constructor's compliance with the ESP and Method Statement.*

Clause 28.5 *The Client Representative shall provide to the Constructor information it has available to enable the Constructor to comply with and implement the ESP and Method Statement, including the*

details listed in the *Employment and Skills Strategy*¹.

Clause 28.6 *The Constructor shall provide to the Client Representative on a monthly basis, in accordance with the Partnering Timetable and the Project Timetable², a report (in a format to be agreed with the Client) outlining the achievements during the previous month against the ESP and Method Statement and the employment and skills KPI and Targets contained in Appendix 8, and provide details of the various employment and skills activities delivered in the month. The Client Representative shall be responsible for monitoring the Constructor's compliance with and implementation of the ESP and Method Statement, and such monitoring shall form part of the Client's assessment of the employment and skills KPI and Targets.³*

Clause 28.7 *Insert in clause 23.6 (Post-Project Completion review), after the words, "KPI and Targets," the following words: "(including the employment and skills KPI and Targets), and its compliance with and implementation of the ESP and the Method Statement".*

Clause 28.8 *Any and all costs relating to compliance with and implementation of the ESP and Method Statement by the Constructor are included in the Price Framework⁴.*

3.2 **NEC3 Engineering and Construction Contract 2005**

Option Z clause for inclusion in the NEC3 Engineering and Construction Contract 2005.

"Z1 Employment and Skills"

Z1.1 The following new definitions shall be added to Core Clause 11:

"11.20 The Employment and Skills Strategy is the Employer's Employment and Skills Strategy forming part of the Works Information;

11.21 The ESP is the works-specific Employment and Skills Plan produced by the Contractor and forming

¹ (PPC2000) The Client should ensure that the Project-specific information to assist the Constructor with the implementation of the ESP and Method Statement is contained in the Employment and Skills Strategy within the Project Brief.

² (PPC2000) To ensure regular monitoring of the Constructor's achievement of the ESP, Method Statement, KPIs and Targets, dates for submission of progress reports should be included in the Partnering Timetable (in the form appended to the PPC2000 at Appendix 6) and in the Project Timetable annexed to the Commencement Agreement.

³ (PPC2000) In order to effectively monitor and continually incentivise the Constructor's achievement of the ESP and Method Statement, a suitable KPI and relevant Targets directly referring to both should be inserted into Appendix 8 ('KPIs and Targets'). Achievement of a KPI and Targets can be linked to a share of Profit in order to motivate the Constructor towards full implementation. Any KPI linked to termination must be referred to in the termination provisions at clause 26 of the Partnering Terms.

⁴ (PPC2000) The Client should be satisfied that the Constructor has included in the Price Framework all costs in relation to the implementation of the ESP and Method Statement.

part of the Works Information to be complied with and implemented by the Contractor in order to execute the Employment and Skills Strategy;

- 11.22 *The Method Statement is the works-specific method statement produced by the Contractor and forming part of the Works Information which sets out in detail how the Contractor shall implement the ESP;*".
- Z1.2 *The Contractor complies with and implements the ESP and Method Statement in accordance with the Employment and Skills Strategy.*
- Z1.3 *The Contractor nominates an individual to liaise with the Project Manager and provides the Project Manager with information as required to demonstrate the Contractor's compliance with the ESP and Method Statement.*
- Z1.4 *The Project Manager provides to the Contractor information it has available to enable the Contractor to comply with and implement the ESP and Method Statement, including the details listed in the Employment and Skills Strategy*⁵.
- Z1.5 *The Contractor provides to the Project Manager on a monthly basis, in accordance with the relevant Key Dates*⁶, *a report (in a format to be agreed with the Employer) outlining the achievements during the previous month against the ESP and Method Statement and the employment and skills Key Performance Indicator contained in the [Schedule of Partners][Incentive Schedule*⁷], *and provides details of the various employment and skills activities delivered in the month. The Project Manager is responsible for monitoring the Contractor's compliance with and implementation of the ESP and Method Statement, and such monitoring forms part of the Employer's assessment of the employment and skills Key Performance Indicator.*⁸
- Z1.6 *The Contractor and the Project Manager attend a meeting (convened by the Project Manager) after Completion to review the completed works and the Contractor's performance against*

⁵ (NEC3) The Employer should ensure that the works-specific information to assist the Contractor with the implementation of the ESP and Method Statement is contained in the Employment and Skills Strategy forming part of the Works Information.

⁶ (NEC3) To ensure regular monitoring of the Contractor's achievement of the ESP and Method Statement, dates for reviews should be included as Key Dates.

⁷ (NEC3) The conditions are drafted in the anticipation that a Key Performance Indicator to cover employment and skills is included in relation to either Option X12 (Partnering) or Option X20 (Key Performance Indicators). The Key Performance Indicator should be set out either in the Schedule of Partners (in relation to Option X12) or the Incentive Schedule (in relation to Option X20).

⁸ (NEC3) In order to effectively monitor and continually incentivise the Contractor's achievement of the ESP and Method Statement, a relevant Key Performance Indicator should be inserted into either the 'Schedule of Partners' (in relation to Option X-12) or the 'Incentive Schedule' (in relation to Option X-20). Achievement of Key Performance Indicator and targets can be linked to share of profit in order to motivate the Contractor towards full implementation. Any Key Performance Indicators linked to termination must be referred to in the termination provisions in the contract.

the Key Performance Indicators (including performance against the employment and skills Key Performance Indicator), and its compliance with and implementation of the ESP and Method Statement, and to consider the scope for further improvement on future projects.

Z1.7 *Any and all costs relating to compliance with and implementation of the ESP and Method Statement by the Contractor are included in the [relevant contract pricing Option]⁹.*

3.3 JCT Design and Build Contract 2005 (Revision 2)

Supplemental Provision 13 for inclusion in Part 2 of Schedule 2 of the JCT Design and Build Contract 2005 (Revision 2).

"13 Employment and Skills"

13.1 *Insert in clause 1.1:*

"Employment and Skills Strategy : the Employer's Employment and Skills Strategy forming part of the Employer's Requirements;

ESP : the Works-specific Employment and Skills Plan produced by the Contractor and forming part of the Contractor's Proposals to be complied with and implemented by the Contractor in order to execute the Employment and Skills Strategy;

Method Statement : the Works-specific method statement produced by the Contractor and forming part of the Contractor's Proposals which sets out in detail how the Contractor shall implement the ESP;"

13.2 *The Contractor shall comply with and implement the ESP and Method Statement in accordance with the Employment and Skills Strategy.*

13.3 *The Contractor shall nominate an individual to liaise with the Employer's Agent and provide the Employer's Agent with information as required to demonstrate the Contractor's compliance with the ESP and Method Statement.*

13.4 *The Employer's Agent shall provide to the Contractor information it has available to enable the Contractor to comply with and implement the ESP and Method Statement, including*

⁹ (NEC3) The Employer should be satisfied that the Contractor has included in the relevant NEC 3 contract pricing Option all costs in relation to the implementation of the ESP and Method Statement.

the details listed in the Employment and Skills Strategy¹⁰.

- 13.5 *Pursuant to Paragraph 11 of Part 2 of Schedule 2, the Contractor shall provide to the Employer's Agent on a monthly basis, in accordance with the relevant dates set out in the Employment and Skills Strategy¹¹, a report (in a format to be agreed with the Employer) outlining the achievements during the previous month against the ESP and Method Statement and the employment and skills performance indicator contained in the Contract Documents, and provide details of the various employment and skills activities delivered in the month. The Employer's Agent shall be responsible for monitoring the Contractor's compliance with and implementation of the ESP and the Method Statement and such monitoring shall form part of the Employer's assessment of the employment and skills performance indicator¹².*
- 13.6 *The Contractor and the Employer's Agent shall attend a meeting (to be convened by the Employer's Agent) after Practical Completion of the Works to review the completed Works and the Contractor's performance against the performance indicators (including performance against the employment and skills performance indicator) and its compliance with and implementation of the ESP and Method Statement, and to consider the scope for further improvement on future projects.*
- 13.7 *Any and all costs relating to compliance with and implementation of the ESP and Method Statement by the Contractor are included in the Contract Sum Analysis¹³."*

3.4 Bespoke framework agreement

Note: defined terms such as "Client", "Contractor", "Employment and Skills Manager", "KPI", "Practical Completion", "Programme", "Project" and "Site" may need to be amended to use the appropriate defined terms in the framework agreement.

¹⁰ (JCT) The Employer should ensure that the Works-specific information to assist the Contractor with the implementation of the ESP and Method Statement is contained in the Employment and Skills Strategy forming part of the Employer's Requirements.

¹¹ (JCT) To ensure regular monitoring of the Contractor's achievement of the ESP and Method Statement, dates for reviews should be included in the Employer's Requirements.

¹² (JCT) The contract provides for the use of performance indicators to measure the Contractor's performance against relevant targets at Paragraph 11 of Part 2 of Schedule 2 (Supplemental Provisions). The Employer should be satisfied the Employer's Requirements contain employment and skills performance indicators and any relevant incentives or consequences of not achieving the stated targets. Any performance indicators linked to termination must be referred to in the termination provisions in the contract.

¹³ (JCT) The Employer should be satisfied that the Contractor has included in the relevant Contract Sum Analysis all costs in relation to compliance with and implementation of the ESP.

"Definitions

<i>Employment and Skills Manager</i>	<i>means [details of Employment and Skills Manager] nominated by the Client who shall assist with the release of opportunities by the Contractor into the labour and supplier market and whose role shall include the promotion of employment and skills opportunities within the local market of [contract area];</i>
<i>Employment and Skills Strategy</i>	<i>means the Client's Employment and Skills Strategy as set out in Schedule [] to this Agreement;</i>
<i>KPIs</i>	<i>means the key performance indicators as set out in Schedule [] to this Agreement;</i>
<i>Programme</i>	<i>means the programme of Projects governed by this Agreement comprising [];</i>
<i>Programme-Specific ESP</i>	<i>means the Employment and Skills Plan produced by the Contractor relating to the entire Programme as set out in Schedule [] to this Agreement to be complied with and implemented by the Contractor in order to execute the Employment and Skills Strategy;¹⁴</i>
<i>Programme-Specific Method Statement</i>	<i>means the Programme-specific method statement produced by the Contractor relating to the entire Programme as set out in Schedule [] to this Agreement to be developed by the Contractor into Project-specific Method Statements, which sets out in detail how the Contractor shall implement each Project-specific ESP;</i>
<i>Project</i>	<i>means a project forming part of the Programme;</i>
<i>Project Contract</i>	<i>means a contract entered into between the Client and Contractor for the carrying out of each Project pursuant to this Agreement;</i>
<i>Project-Specific ESP</i>	<i>means the Employment and Skills Plan relating to each Project, to be developed by the Contractor based on the Programme-specific ESP to be complied with and implemented by the Contractor in order to execute the Employment and Skills Strategy throughout that Project;</i>
<i>Project-Specific Method Statement</i>	<i>means the Method Statement relating to each Project to be developed by the Contractor based on the Programme-specific Method Statement which sets out in detail how the Contractor shall implement the ESP throughout that Project;"</i>

¹⁴ (Framework) These template Framework Agreement clauses are drafted on the assumption that the ESP and Method Statement have been developed by the Contractor on the basis of a fully scoped Programme. The Client's Employment and Skills Strategy, the key performance indicators (KPIs) and the Contractor's ESP and Method Statement should be appended as schedules to the Agreement.

Operative clauses

- 1 *Prior to commencement of a Project on Site, the Employment and Skills Manager shall be satisfied that the Programme-specific ESP and Programme-specific Method Statement have been sufficiently developed into a Project-specific ESP and Project-specific Method Statement respectively, to enable effective implementation on Site, including provision for monthly monitoring in accordance with clause [5].¹⁵*
- 2 *The Contractor shall comply with and implement the Project-specific ESP and the Project-specific Method Statement in accordance with the Employment and Skills Strategy.*
- 3 *The Contractor shall nominate an individual to liaise with the Employment and Skills Manager and provide the Employment and Skills Manager with information as required to demonstrate the Contractor's compliance with the Programme-specific ESP, the Programme-specific Method Statement, each Project-specific ESP and each Project-specific Method Statement.*
- 4 *The Employment and Skills Manager shall provide to the Contractor information it has available to enable the Contractor to comply with and implement the Project-specific ESP and Project-specific Method Statement, including the details listed in the Employment and Skills Strategy.*
- 5 *The Contractor shall provide to the Employment and Skills Manager on a monthly basis¹⁶, in accordance with the dates set out in the Employment and Skills Strategy a report (in a format to be agreed with the Client) outlining the achievements during the previous month against the Programme-specific ESP and Programme-specific Method Statement and the employment and skills KPI, and provide details of the various employment and skills activities delivered in the month. The Employment and Skills Manager shall be responsible for monitoring the Contractor's compliance with and implementation of the Programme-specific ESP and Programme-specific Method Statement, and such monitoring shall form part of the Client's assessment of the employment and skills KPI].¹⁷*
- 6 *The Contractor and the Employment and Skills Manager shall attend a meeting (to be convened by the Employment and Skills*

¹⁵ (Framework) This is a pre-condition to start on Site that the ESP and Method Statement are developed to the Employment and Skills Manager's satisfaction. If the agreement contains other pre-conditions, this can be added to them rather than as a stand alone clause.

¹⁶ (Framework) To ensure regular monitoring of the Contractor's achievement of the ESP, Method Statement, KPIs, targets and dates for reviews should be included in the Employment and Skills Strategy.

¹⁷ (Framework) In order to effectively monitor and continually incentivise the Contractor's achievement of the ESP and Method Statement, a Key Performance Indicator (KPI) should be inserted into an appended schedule of KPIs. Achievement of KPIs and targets can be linked to share of profit/award of further Projects in order to motivate the Contractor towards full implementation.

Manager) after Practical Completion of each Project to review the completed Project and the Contractor's performance against the KPIs (including performance against the employment and skills KPI) and its compliance with and implementation of the relevant Project-specific ESP and Project-specific Method Statement, and to consider the scope for further improvement on future Projects.

- 7 Any and all costs relating to compliance with and implementation of the Programme-specific ESP and Programme-specific Method Statement by the Contractor over the duration of the Programme¹⁸ and any and all amounts relating to the implementation of the Project-specific ESP and Project-specific Method Statement must be included in [Project pricing documents]."

3.5 Bespoke project contract

Note: defined terms such as "Client", "Client's Representative", "Completion", "Contractor", "Contractor's Proposals", "Key Performance Indicator", "Project", "Project Brief" and "Project Programme" may need to be amended to use the appropriate defined terms in the Project Contract.

"Definitions

Employment and Skills Strategy means the Client's Employment and Skills Strategy forming part of the Project Brief;

ESP means the Project-specific Employment and Skills Plan produced by the Contractor and forming part of the Contractor's Proposals to be complied with and implemented by the Contractor in order to execute the Employment and Skills Strategy;

Key Performance Indicators means the key performance indicators as set out in Schedule [] to this Contract;

Method Statement means the Project-specific method statement produced by the Contractor and forming part of the Contractor's Proposals which sets out in detail how the Contractor shall implement the ESP;

Clause 1 Employment and Skills

- 1.1 The Contractor shall comply with and implement the ESP and Method Statement in accordance with the Employment and Skills Strategy.

¹⁸ (Framework) The Client should be satisfied that the Contractor has included in the relevant contract pricing document all costs in relation to the implementation of the ESPs and Method Statements.

- 1.2 *The Contractor shall nominate an individual to liaise with the Client's Representative and provide the Client's Representative with information as required to demonstrate the Contractor's compliance with the ESP and Method Statement.*
- 1.3 *The Client's Representative shall provide to the Contractor information it has available to enable the Contractor to comply with and implement the ESP and Method Statement, including the details listed in the Employment and Skills Strategy¹⁹:*
- 1.4 *The Contractor shall provide to the Client's Representative on a monthly basis, in accordance with the relevant dates set out in the Project Programme²⁰, a report (in a format to be agreed with the Client) outlining the achievements during the previous month against the ESP and Method Statement and the employment and skills Key Performance Indicator, and provide details of the various employment and skills activities delivered in the month. The Client's Representative shall be responsible for monitoring the Contractor's compliance with and implementation of the ESP and the Method Statement and such monitoring shall form part of the Client's assessment of the employment and skills Key Performance Indicator²¹.*
- 1.5 *The Contractor and the Client's Representative shall attend a meeting (to be convened by the Client's Representative) after Completion of the Project to review the completed Project and the Contractor's performance against the Key Performance Indicators (including performance against the employment and skills Key Performance Indicator) and its compliance with and implementation of the ESP and Method Statement, and to consider the scope for further improvement on future projects.*
- 1.6 *Any and all costs relating to the compliance with and implementation of the ESP and Method Statement by the Contractor are included in the [pricing document]²²."*

¹⁹ The Client should ensure that the project-specific information to assist the Contractor with the implementation of the ESP and Method Statement is contained in the Employment and Skills Strategy forming part of the Client's Project Brief.

²⁰ To ensure regular monitoring of the Contractor's achievement of the ESP and Method Statement, dates for reviews should be included in the Project Programme.

²¹ The Project Contract should provide for the use of Key Performance Indicators to measure the Contractor's performance against relevant targets. It is anticipated that these Key Performance Indicators and targets will be contained in a schedule to the Project Contract. The Client should be satisfied that its Project Brief contains employment and skills Key Performance Indicators and any relevant incentives or consequences of not achieving the stated targets. Any Key Performance Indicators linked to termination must be referred to in the termination provisions in the contract.

²² The Client should be satisfied that the Contractor has included in the relevant pricing document all costs in relation to compliance with and implementation of the ESP.

Appendix D – Issues relating to the delivery of the employment and skills areas

The purpose of this section is to provide an outline of the issues relating to delivery of the employment & skills areas. It covers three specific areas: A) New entrants, B) Existing workforce and C) Development of a skills culture and infrastructure. Each employment and skills area includes a definition and a key issues section.

A. New entrants: people wishing to enter the industry from education or as a change in career.

1. School/College/University site visits – visits by students to the site to support their learning.

Key issues: *coordination with site team; risk assessment and method statement; site safety induction*

1.1 Coordination with the site team – a review should be carried out covering the objective of the visit and identification of key learning points, timing of the site visit, location for assembly and induction, route of the visit, and identification of person with responsibility for leading the visit.

1.2 Risk assessment and method statement – should be carried out by a competent person and the risk assessment should take into account the following items: trips and falls, contact with chemicals, contact with moving vehicles, noise and dust. The method statement should cover assembly, inductions, routes including a diagram, standards of behaviour, process for dealing with an accident, evacuation arrangements.

1.3 Site safety induction – this should include introduction to the scheme, supervision and assembly, requirements for PPE, welfare facilities eg. toilet and refreshments, routes for site visit, procedure for dealing with moving plant & vehicles, rules of conduct, hazards and control measures, reporting accidents, fire and evacuation procedures.

2. School workshops – educational workshop activities that are delivered by the contractor or their supply chain within the school or college, or on site in a meeting room or suitable open area.

Key issues: *preparation of engaging material; delivery of workshops: supporting the Construction and Built Environment Diploma*

2.1 Preparation of engaging material – the school should be asked to indicate what aspect of the curriculum they would like to be covered by the workshop. The contractor should then provide suitable material to cover this aspect and making it appropriate for the age group. The material could include a work-book setting out challenges and exercises, or a project for the students to work on including appropriate supporting material.

2.2 Delivery of the workshop – ideally this would include involvement by a member of the site team, and perhaps also a trade contractor.

2.3 Supporting the Construction & Built Environment Diploma – the new diploma supports students in gaining a comprehensive understanding of construction as a preparation for entry into the industry. Support for this diploma through the provision for

workshops addressing key elements of the curriculum will be of considerable benefit for the students and for the industry.

3. Research projects

Key issues: *research topic*

3.1 Research topic – universities, colleges and schools are generally keen to work with contractors to undertake research related to a scheme. The research could either be to support an ongoing research project being undertaken by the university, school or college, or alternatively to research an area that the contractor has an interest in.

4. Work experience - 14-16 years – work experience placements with the site team or trade contractors. This can include block placements on site of one week or more or weekly placements of one or two days.

Key issues: *child protection; parental consent; risk assessment; method statement; supervision, engagement with work experience agency*

4.1 Child protection – child protection issues need to be addressed for both the benefit of the young person and also for the person supervising the work experience placement. An induction session with the supervisor and the young person should include a review of child protection measures that need to be observed.

4.2 Parental consent – parental consent will need to be obtained for the work experience placement. This should include a copy of the risk assessment and method statement. In addition a medical consent form should also be included which identifies any medical conditions and also includes for consent for the young person to be offered treatment in an emergency.

4.3 Risk assessment – a trade specific risk assessment will need to be prepared for each placement. This should take into account any particular issues relating to the type of work that will be undertaken and also any specific issues relating to the individual.

4.4 Method statement – this will list out particular actions to minimise risk taking into account the age and experience of young person

4.5 Supervision – a competent person will be required to provide one-to-one continuous supervision of the young person throughout their time in the work place. Arrangements need to be agreed with parents and guardians about drop-off and pick-up.

4.6 Engagement with work experience agency – work experience placements will generally be arranged through the school or specialist agency. Appropriate guidance should be obtained from them on how to ensure that the work experience placement conforms to best practice for dealing with children and young people.

5. Work experience 16+ years – individuals who are engaged in full-time further education and also include Entry to Employment and university student placements. Parental consent is needed for any young person under the age of 18. Child protection measures should also be included for any person under the age of 18.

Key issues: *child protection, parental consent, risk assessment; method statement; supervision, engagement with work experience agency*

5.1 Risk assessment – considerations for dealing with young people below the age of 16 years to be same for 14 – 16 year age group. An appropriate risk assessment, method

statement and supervision should be provided for all work experience placements irrespective of age. Detailed guidance should be obtained from specialists.

5.2 Method statement – as above

5.3 Supervision – appropriate supervision will be required at all times while in the work-place.

6. Apprentices – individuals who are employed by a company and enrolled on a relevant apprenticeship framework.

Key issues: types of apprenticeships

6.1 Types of apprenticeships – apprenticeships can include i) traditional apprentices, ii) programme-led apprentices and iii) adult apprentices. Further information on apprenticeships including the grants available can be found on <http://www.cskills.org/levy-grant/grant/index.aspx>

7. Project initiated apprenticeships (created) – individuals who are taken on as apprentices specifically as part of the scheme, which can include traditional, programme led and adult apprentices.

Key issues: employment; progression; range of experience

7.1 Employment - this may involve the main contractor employing the apprentices as a “host” client and placing them with their trade contractors for the duration of the works on the scheme.

7.2 Progression – not all schemes can provide continuous employment sufficient for an apprentice to complete his or her apprenticeship. A programme-led apprenticeship typically requires less time e.g. 1 year compared to a traditional apprenticeship which is generally 2 years. Where time on site will not be sufficient for completion of an apprenticeship then the contractor / trade contractor will need to make arrangements to provide follow-on work where necessary, which could be through a group training association. Group training associations (GTAs) are often developed within large organisations or between a number of organisations, which provide the opportunity, once an apprentice finishes a contract, for other teams or organisations with the GTA to offer further work opportunities, so that the apprentice can continue their apprenticeship.

7.3 Range of experience – not all schemes will be able to offer the full range of experience that an apprentice will need to complete their apprenticeship. In these situations the contractor or trade contractor should seek to identify opportunities elsewhere for the necessary experience to be obtained.

B. Existing workforce – *this section reviews skills development opportunities for those already working in the industry*

8. Health & safety training – workers trained in some aspect of health and safety and delivered by a recognised health and safety trainer.

Key issues: Duration of test, type of training

8.1 Duration of the training – the duration should be minimum of half a day.

8.2 Type of training – the training must be from an industry recognised health and safety course.

9. Vocational Qualifications – assessments of competence which provide the primary evidence for a CSCS Skills Card.

Key issues: NVQ levels, form of assessment, grant funding

9.1 NVQ levels - National Vocational Qualification range from levels 2 craft, level 3 advanced craft or supervisor, level 4 manager and level 5 senior manager.

9.2 Form of assessment – assessment is generally through on site assessment where an approved assessor visits the candidate at the place of work to carry out the competency assessment. Some assessments also require a portfolio of evidence to be provided by the candidate.

9.3 Grant funding – funding to cover the cost of the on site assessment may be available through Train to Gain, subject to the status of the candidate. In addition grants may be available from ConstructionSkills (www.cskills.org) subject to the status of the company.

10. Construction Skills Certification Scheme (CSCS) Skills Cards - Skills cards demonstrate that the holder is competent in their respective role. Details can be found on <http://www.cskills.org/supportbusiness/cardschemes/index.aspx>

Key issues: requirements for a CSCS card;

10.1 Requirements for a CSCS card - workers will need to have the appropriate NVQ or equivalent qualification and have passed the appropriate health & safety test.

C. Development of a skills culture and infrastructure

11. Short courses – includes courses on a range of subjects related to supervision, health & safety, new methods and technology, and operational issues.

Key issues – accreditation, supporting leadership and management training

11.1 Accreditation – courses that are accredited means that they are recognised by an awarding body. It is not a requirement that all courses delivered are accredited. However, in this instance the course should have a clear set of learning objectives and be capable of assessment.

11.2 Supporting leadership and management training - leadership and management training is seen as a crucial element in raising standards in the industry. This training can be directed at all levels of the workforce,

12. Progression into employment - people who have been unemployed and are offered and accept employment opportunities which are expected to last 13 weeks or more..

Key issues – supporting progression into employment

12.1 supporting progression into employment – this includes a range of JobCentre Plus and Connexions initiatives including Entry to Employment, Pre-employment Training and Pathways to Work. This initiative involves work trials, guaranteed interviews and potentially subsidised employment. Further information can be found on www.jobcentreplus.gov.uk and www.connexions-direct.com.

Appendix E part 1 – benchmarks for development schemes - employment and skills area – up to £20m

These are the guide benchmarks for the median value of projects within each band.

£000's	Band 1 £1-100	Band 2 £100 – 500	Band 3 £500 – 1,000	Band 4 £1,000-3,500	Band 5 £3,500 – 10,000	Band 6 £10,000 - £20,000
New entrants						
1. School / College / University site visits – no. of students	0	0	0	0	33	45
2. School / College workshops – no. students	0	0	0	18	31	36
3. Research projects – no.	0	0	0	0	1	1
4. Work experience 14 – 16 years - no. of persons	0	0	0	0	2	3
5. Work experience 16+ years – no. of persons	0	0	2	3	5	8
6. Apprentices – existing (safeguarded) – no. of persons	1	1	1	2	3	5
7. Apprentices – project initiated – starts (created) - no. of persons	0	0	0	1	2	6
Existing workforce						
8. Health & safety training – no. of persons	2	4	6	9	13	30
9. Vocational Qualifications – no.	0	0	0	2	7	15
10. Construction Skills Certification Scheme (CSCS) skills card – no.	0	0	1	2	5	12
Skills culture						
11. Short courses – no. of persons	0	0	5	11	20	30
12a. Progression into employment (under 6 months) – no. of persons	0	0	1	2	2	3
12b. Progression into employment (over 6 months) – no. of persons	0	0	0	1	1	2

Appendix E part 2 - benchmark multipliers for development schemes – employment and skills area – up to £20m

This is the methodology to calculate the exact employment & skills target outputs. Multiply the benchmark multiplier for the appropriate band below by the value of the contract e.g. Item 6 apprentices – existing, for an £9m scheme = $9 \times 0.3 = 2.7$ rounded up to 3 apprentices on a full time equivalent basis. (note - figures should be rounded to nearest whole number for the purposes of setting the target outputs)

£000's	Band 1 £1-100	Band 2 £100 – 500	Band 3 £500 – 1,000	Band 4 £1,000-3,500	Band 5 £3,500 – 10,000	Band 6 £10,000 - £20,000
New entrants						
1. School / College / University site visits – no. of students	0	0	0	0	5.0	3.0
2. School / College workshops – no. students	0	0	0	8.0	4.8	2.4
3. Research projects – no.	0	0	0	0	1.0	1.0
4. Work experience 14 – 16 years - no. of persons	0	0	0	0	0.3	0.2
5. Work experience 16+ years – no. of persons	0	0	3.0	1.5	0.8	0.5
6. Apprentices – existing (safeguarded) – no. of persons	0	2.5	1.3	0.9	0.5	0.3
7. Apprentices – project initiated – starts (created) - no. of persons	0	0	0	0.4	0.3	0.4
Existing workforce						
8. Health & safety training – no. of persons	0	12	8.0	4.0	2.0	2.0
9. Vocational Qualifications – no.	0	0	0	1.0	1.0	1.0
10. Construction Skills Certification Scheme (CSCS) skills card – no.	0	0	1.0	1.0	0.7	0.8
Skills culture						
11. Short courses – no. of persons	0	0	6.0	5.0	3.0	2.0
12a. Progression into employment (under 6 months) – no. of persons	0	0	1.3	0.9	0.3	0.2

12b. Progression into employment (over 6 months) – no. of persons	0	0	0	0.5	0.2	0.13
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Appendix E part 3 - benchmark multipliers for development schemes – employment and skills area - £10m - £100m

These are the guide benchmarks for the median value of projects within each band

£m's	Band 1 £10 - 20	Band 2 £20 – 30	Band 3 £30 - 40	Band 4 £40 – 50	Band 5 £50 – 60	Band 6 £60 - £70	Band 7 £70 – 80	Band 8 £80 – 90	Band 9 £90 - £100+
New entrants									
1. School / College / University site visits – no. of students	45	63	77	90	99	98	105	128	190
2. School / College workshops – no. of students	36	55	70	81	88	91	98	102	105
3. Research projects – no.	1	1	2	2	2	2	2	2	1
4. Work experience 14 – 16 years – no. of persons	3	4	5	5	6	7	7	7	18
5. Work experience 16+ years – no. of persons	8	13	16	18	19	20	20	21	21
6. Apprentices – existing (safeguarded) – no. of persons	5	6	8	9	10	10	11	11	11
7. Apprentices – project initiated – starts (created) - no. of persons	6	9	11	13	14	16	17	19	20
Existing workforce									
8. Health & safety training – no. of persons	30	38	49	59	66	72	75	77	81
9. Vocational Qualifications – no.	15	20	25	27	28	29	30	31	33
10. Construction Skills Certification Scheme (CSCS) skills card – no.	12	18	21	25	29	33	34	37	38
Skills culture									
11. Short courses – no. of persons	30	38	49	59	66	72	75	77	81
12a. Progression into employment (under 6 months) – no. of persons	3	4	6	7	8	8	9	9	10
12b. Progression into employment (over 6 months) - no. of persons	2	2	4	5	5	5	5	6	6

Appendix E part 4 - benchmark multipliers for development schemes – employment and skills area - £10m - £100+m

This is the methodology to calculate the exact employment & skills target outputs. Multiply the benchmark multiplier for the appropriate band below by the value of the contract as represented in the bandings e.g. Item 8 – health & safety training for a £25m scheme = 25 x 0.85 = 21 people receiving 1 day of training.

£m's	Band 1 £10 - 20	Band 2 £20 – 30	Band 3 £30 - 40	Band 4 £40 – 50	Band 5 £50 – 60	Band 6 £60 - £70	Band 7 £70 – 80	Band 8 £80 – 90	Band 9 £90 - £100
New entrants									
1. School / College / University site visits – no. of students	3	2.5	2.2	2	1.8	1.5	1.4	1.5	2
2. School / College workshops – no. students	2.4	2.2	2	1.8	1.6	1.4	1.3	1.2	1.1
3. Research projects – no.	1	1	2	2	2	2	2	2	2
4. Work experience 14 – 16 years - no. of persons	0.2	0.15	0.13	0.12	0.11	0.1	0.09	0.08	0.19
5. Work experience 16+ years – no. of persons	0.50	0.45	0.40	0.35	0.30	0.27	0.25	0.22	0.22
6. Apprentices – existing (safeguarded) – no. of persons	0.3	0.25	0.22	0.2	0.18	0.16	0.14	0.13	0.12
7. Apprentices – project initiated – starts (created) - no. of persons	0.40	0.35	0.30	0.28	0.26	0.24	0.23	0.22	0.21
Existing workforce									
8. Health & safety training – no. of persons	2	1.5	1.4	1.3	1.2	1.1	1	0.9	0.85
9. Vocational Qualifications – no.	1	0.8	0.7	0.6	0.5	0.45	0.4	0.37	0.35
10. Construction Skills Certification Scheme (CSCS) skills card – no.	0.8	0.7	0.6	0.55	0.53	0.5	0.45	0.43	0.4
Skills culture									
11. Short courses – no. of persons	2	1.5	1.4	1.3	1.2	1.1	1	0.9	0.85
12a. Progression into employment (under 6 months) – no. of persons	0.20	0.17	0.16	0.15	0.14	0.13	0.12	0.11	0.10

12b. Progression into employment (over 6 months) – no. of persons	0.130	0.090	0.110	0.100	0.090	0.080	0.070	0.067	0.065
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Appendix E – part 5 – benchmarks for refurbishment schemes

Refurbishment programmes involve the upgrading of existing properties, which often includes working with residents in occupation. The work typically includes internal improvements covering new kitchens and bathrooms, upgrading to heating systems and electrical rewiring. External improvement works cover items such as roof replacement/repairs, new windows and repairs to brick and concrete elevations.

Such schemes offer significant opportunities for including employment and skills requirements as part of the project. The scope of these opportunities will be determined by the profile of the work and the size of the construction spend.

The key factors relating to the profile of the works will be i) the number of trades that are involved, ii) the nature of the work being undertaken and iii) the ability of the scheme to accommodate visits and other forms of engagement with schools and college groups.

i) number of trades - a typical refurbishment scheme might involve 3 to 5 traditional trades such as electrical, plumbing, carpentry, painting and decorating and roofing. A significant element of the works are likely to be carried out by multi-trade gangs or specialists such as kitchen fitters, window fitters and brickwork / concrete repairers.

ii) the nature of the works – the works are generally limited in their nature to improvement works and do not include the range of works that would typically be found on a new build project of a comparable value.

iii) ability of the scheme to accommodate visits and other forms of engagement – due to the restricted nature of the works and the fact that these are generally undertaken within occupied properties there is likely to be restrictions on the ability to arrange a wide range of educational engagement activities.

iv) size and continuity – these schemes tend to be very large in terms of capital spend e.g. in the order of £10m to £50m per year. They also tend to run for between 2 and 10 years which provides significant continuity of work, which in turn supports apprenticeships and skills development. It should be noted that there can be considerable variation in construction spend between years and this would need to be taken into account when setting employment and skills targets. The below benchmarks have been developed to assist with this process of setting target outputs.

Overview of the benchmarks

The categories within the benchmarks are based on key employment and skills areas used within National Skills Academy for Construction accredited projects. The benchmark figures have been based on the profile of refurbishment work and on an annual construction spend and so they can be used to generate a profile of potential employment and skills outputs for the life of the scheme.

The following issues have been taken into account when setting the benchmarks:

- The level of outputs for the educational engagement are generally quite low reflecting the logistical restrictions of conducting site visits and workshops on an occupied site.
- The age group for work experience starts at 16 rather than 14 years old which would be expected on a new build schemes. This reflects the sensitive nature of working in occupied areas and health and safety implications associated with refurbishment type works.

- Opportunities for apprenticeships are likely to be more restricted than in a new build scheme due to the limited number of trades that are generally engaged on this type of work.
- Work experience opportunities and progression into employment opportunities will be higher than on new build schemes reflecting the opportunities that are available from the greater presence of non-traditional trades which do not generally support apprenticeships.
- Skills development for the existing workforce such as health and safety training, and CSCS achievements will be broadly similar to comparable new build projects. NVQs would be expected to be less given the greater continuity of work that is normal on these schemes leading to fewer workers being engaged on the project overall.

Benchmarks for refurbishment schemes - £10m - £60m+ per year construction spend

The benchmark figures are based on the mid-point figure for each of the value bands

£m's	Band 1 £10 - 20	Band 2 £20 – 30	Band 3 £30 - 40	Band 4 £40 – 50	Band 5 £50 - £60+
New entrants					
1. School / College / University site visits – no. of students	7	11	14	17	20
2. School / College workshops – no. of students	12	19	25	29	33
3. Research projects – no.	1	1	1	1	1
4. Work experience 14 – 16 years - no. of persons	2	2	3	3	3
5. Work experience 16+ years – no. of persons	3	5	6	6	7
6. Apprentices – existing (safeguarded) – no. of persons	2	2	3	3	3
7. Apprentices – project initiated – starts (created) - no. of persons	2	3	3	4	4
Existing workforce					
8. Health & safety training – no. of persons	15	23	30	36	41
9. Vocational Qualifications – no.	9	13	14	16	17
10. Construction Skills Certification Scheme (CSCS) skills card – no.	12	18	21	23	25
Skills culture					
11. Short courses – no. of persons	30	38	49	59	66
12a. Progression into employment (under 6 months) – no. of persons	6	9	11	12	14
12b. Progression into employment (over 6 months) – no. of persons	3	4	5	6	7

Appendix F - Employment and skills strategy workbook

WORKBOOK

For the development and implementation of an employment and skills strategy

1. Objectives – *define the goal that the developer/contractor would like to achieve in relation to implementing an employment and skills strategy*

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2. Value added contribution to delivering an employment and skills plan – *set out how the developer/contractor can add value to implementing the areas defined in the employment and skills plan for a project and any specific measures that it would take*

<i>New entrants</i>	
<i>Employment and skills area</i>	<i>Contribution to added value and specific measures</i>
<i>New entrants – skills development</i>	
1. School / College / University site visits	
2. School / College workshops	
3. Research project	
4. Work experience 14 – 16 Years	

5. Work experience 16+ years	
6. Apprentices – existing (safeguarded)	
7. Apprentices – project initiated (created)	
Existing workforce	
8. Health & safety training	
9. NVQs – commencements	
10. (CSCS) cards	
Skills culture	
11. Short courses	
12.a Progression into employment (1-6 months)	
12.b Progression into employment (6 months +)	

<p>3. Development and implementation team – identifies who will be involved in developing and implementing the employment and skills strategy, including roles and responsibilities.</p>		
<i>Individual</i>	<i>Role</i>	<i>Responsibility</i>

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4. Development and implementation plan – sets out key stages in the development and implementation of the employment & skills plan (ESP) e.g. review of benchmarks, contact with local authority and key agencies i.e. ConstructionSkills, JobCentre Plus, review of work packages and programme, agreements with specialist trade contractors, allocation of resource, etc.

Stage 1 -

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6

5. Potential obstacles and potential solutions – *define potential obstacles to the successful development and the implementation of the employment and skills strategy. Then propose potential solutions*

5.1 Development of an employment and skills strategy

Potential obstacles

Potential solutions

5.2 Implementation of an employment and skills strategy

Potential obstacles

Potential solutions

Appendix G – Template monitoring form

Employment and skills areas	Month 1		Month 2		Month 3		Month 4		Month 5		Summary	
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual
New entrants												
1. School / College / University site visits – no of students												
1a. site visits – no. of visits												
2. School / college workshops – no. of students												
2a. Workshops – no. of workshops												
3. Research projects – no.												
4. Work experience 14 – 16 years - no. of persons												
4a. Work experience 14 – 16 years – persons												
5. Work experience 16+ years – p/e												
5a. Work experience 16+ years – no. of persons												
6. Apprentices – existing (Safeguarded) – persons												
6a. Apprentices – existing (Safeguarded) – person weeks												
7. Apprentices – project initiated (created) – no. of starts												
7a. Apprentices - project initiated (Created) - no. person weeks												

Employment and skills areas	Month 1		Month 2		Month 3		Month 4		Month 5		Summary	
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual
Existing workforce												
8. Health & safety training - no. of persons												
8a. Health & safety training - person days												
9. Vocational Qualifications – commencements												
9a. Vocational Qualifications – completions												
10 (CSCS) cards - no. issued												
10a. Percentage of workforce with CSCS cards												
Skills culture												
11. Short courses - persons												
11a. Short courses - person days												
12a. Progression into employment (under 6 months) - starts												
12b. Progression into employment (over 6 months) - starts												

Stanhope Regeneration - Ashford, Kent

The employment and skills plan (ESP) at Stanhope has been entered into on a voluntary basis as part of the regeneration programme on a major housing estate in Ashford. It is delivered through a site-based skills centre established and run by the main contractor, Denne. This is the first National Skills Academy for Construction accredited skills centre in the UK to receive funding by ConstructionSkills, as well as being the first of its type on a housing project.

The key outputs of the ESP are set out in the box below. These figures relate period from the establishment of the skills centre in November 2007 to February 2010. Other activities include supervisor training, health trainer visits, activities for young unemployed people, and a Young Builders Club. English for Speakers of Other Language courses have been delivered on the scheme, which has helped some of the migrant workers with obtaining a CSCS card.

Delivery arrangements

The skills programme is managed by a dedicated project training coordinator. This role includes coordinating activities, delivering health & safety tests, and liaising with the site team, the trade contractors, colleges, schools, accredited training providers / assessors and the trainees. The centre is run from a site-based cabin fitted-out with desks, a white board and a tea-point. It also operates as an accredited CSCS health & safety testing centre.

Contractual arrangements

The contract for the scheme is bespoke and developed for the PFI delivery model. There is no contractual requirement to deliver the ESP. However, the contractor has included a requirement to deliver the employment & skills outputs in all its sub-contract orders.

Arrangements for apprenticeships

Two routes into apprenticeships have been successfully used on this scheme. The first starts with work experience placements for full-time college students. This is initially for 2 weeks but they have generally been extended for the duration of the trainee's first year at college. Subject to performance, the trainee is then taken on as an apprentice, which enables them to start and complete their Vocational Qualification. This approach is known as a programme led apprenticeship.

The other approach has been through direct recruitment as an apprentice. This has included school leavers at sixteen and also individuals who have been long-term unemployed. Three residents from the area were recently taken on by the groundwork contractor and scaffolder under a ConstructionSkills managing agency.

Another local resident was permitted by the further education college to start an electrical course without the required qualifications because a trade contractor from the scheme agreed to employ him. Additional assistance was given with numeracy and literacy training to bring him up to the required standard.

In addition to these "project initiated" apprentices, a number of trade contractors also have existing apprentices who have worked on the project.

Profile of the Stanhope development project

The construction element of the project is valued £65m and involves the development of 450 new dwellings and the improvement of 332 existing properties.

The scheme is a PFI project and commenced in the Spring of 2007. It is due for completion in 2012.

The client is Ashford Borough Council and the delivery partners are Moat, Gleeson Capital Solutions and Denne, part of the Leadbitter Group

Employment and skills outputs*

- School visits – 56
- Curriculum workshops – 39
- Work experience
 - 14-16 years - 20
 - 16+ years - 32
- 12 project initiated Apprentices
- 13 existing Apprentices
- 4 Other Skills Centre trainees
- 195 CSCS H&S tests
- 165 On Site Assessed NVQs
- 5 progression into employment

* Outputs are based on approximately £20m new build activity

Registered provider housing scheme – Simmonds Court, Tonbridge, Kent

Town & Country Housing Group see the development of apprenticeships as a key part of its employment and skills strategy. This also directly links in with the Agency's requirement for providing apprentices on their development programme. They reached a voluntary agreement with their selected contractor on a new build sheltered housing scheme when it was in the process of starting on site. The agreement includes for all the employment and skills areas as set-out in the HCA Employment and Skills Guidance. This arrangement also supports the 2012 Commitments.

The scheme is a £3.6m development consisting of 33 flats contained in one block. The contract duration is 50 weeks and the project commenced with site clearance taking place in January 2010. The scheme incorporates a biomass boiler and one of the areas that the client is particularly interested in exploring is the development of skills in renewable energy installation.

Set out in the side box are the target outputs that were agreed with the contractor.

The approach to delivering the employment and skills plan (ESP) adopted by the contractor is as follows:

- Assign a skills coordinator employed within the company to visit site one day per week to coordinate the employment and skills activities.
- Include a requirement for apprenticeships, CSCS cards, the provision of work experience placements etc within all sub-contractor orders.
- Equip the existing site-based meeting room as a skills centre. Tables and chairs, a computer and tea-point were already provided within the meeting room. The only additional items that were added were a white board and two extra computer stations.
- Set up an accredited health & safety testing centre. This was again based in the meeting room and required a lockable storage cabinet and various administrative systems to be put in place to satisfy the accreditation process. This enables the contractor to run health & safety testing from the site. The alternative would be to sign-post site operatives to the nearest CSCS health & safety testing centre.
- Establish a protocol with West Kent College to provide them with work experience placements and site visits, and for College to identify appropriate candidates for apprenticeships, to undertake a research project and to deliver a series of short courses on site.
- Identify training providers to deliver on site assessments for Vocational Qualifications.
- Work with JobCentre Plus and Connexions to identify long-term unemployed candidates that could be taken on as trainees or site operatives

Target outputs

- Site visits – 5
- Workshops - 4
- Research project - 1
- Work experience
 - 14-16 years – 6
 - 16+ years – 5
 - Existing apprentices - 2
- Project initiated apprentices - 3
- Health & safety training - 5
- Vocational Qualifications - 6
- CSCS cards - 6
- Short courses – persons – 11
- Progression into employment – 3

One of the issues for a relatively small project is the capacity of the scheme to provide apprenticeship placements. The solution to this issue is agreeing with a number of key trade contractors that they would employ an apprentice as part of this scheme and continue their employment on other projects. Using locally based trade contractors and ones which are used on a regular basis by the main contractor ensures the necessary commitment on their part. The

other element of the approach is to recruit students who were already studying on a recognised college-based course. This means that they will be close to completing the technical element required under the apprenticeship framework and that the site-based element can be completed within a year.