

**Client-Based Approach** to developing and implementing an Employment and Skills Strategy on construction projects.



Contractor and Developer Guidance

May 2012

## Forward



Mark Farrar

Recent years have witnessed significant political and economic change in the UK. We have seen tremendous innovations in technology and perhaps, most significantly, a shift in the political landscape towards a more localised model of Government, with local authorities becoming more responsible than ever for facilitating economic development in England.



Jeremy Galpin

Projects across the built environment now need to deliver more for less, adding value with jobs, skills development and longer term investment in the local employment landscape.

To facilitate this process, the National Skills Academy for Construction, delivered by CITB-ConstructionSkills, has developed end-to-end guidance for public sector bodies and anyone who has a responsibility for procuring construction work. Known as the Client-Based Approach, it is designed to be used for construction procurement to aid the creation of employment and skills interventions, including apprenticeships, S/NVQs, and work placements that are relevant and proportional to the construction activity being procured.

The Client-Based Approach ensures that all tiers of the construction and built environment supply chain can grow their business through engaging in supporting employment, skills and apprenticeships. The approach includes employer led benchmarks for employment, skills and apprenticeship delivery against procurement lot sizes of £100,000 upwards making engagement in this agenda directly accessible to small, medium, enterprises (SME's), as well as larger contractors and their supply chains. The approach also covers early contractor procurement and the re-engineering of long-term contracts which gives further scope for dialogue between the client and the contractor to achieve the best outcomes.

Covering all areas of construction, such as housing and infrastructure, our construction industry-backed guidance, already tried, tested and endorsed by local authorities in England and Scotland, offers a genuine opportunity to work in partnership with employers in the industry and training providers to set relevant and proportionate targets to increase the volume and quality of employment and skills interventions through construction procurement – meeting your communities' specific needs in a fair, measurable and sustainable way.

Co-signatories

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## Contents

- 1 Introduction
- 2 The National Skills Academy for Construction Programme
- 3 CITB–ConstructionSkills
- 4 What requirements to expect from a local or central government client's tender
- 5 Development of the building contract or framework agreement
- 6 Engaging the supply chain
- 7 Employment and Skills Plan (ESP) delivery issues

## Appendices

- A Summary of employment and skills areas
- B Issues regarding delivery of the employment and skills areas
- C Benchmarks
- D Template Employment and Skills Plan (ESP)
- E Template subcontract clauses
- F Case study – London Borough of Barking and Dagenham
- G Glossary
- H Authors

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## 1.0 Introduction

**Many public sector clients, including local authorities, registered providers and central Government departments are playing their part to ensure that we invest in our nation's construction skills during the current downturn and beyond. That means utilising the huge power of public procurement to address the industry's skills requirements now and in the future and to support young people, adults and the businesses of this country.**

The Coalition Government has already stated that it is committed to enhancing the delivery of apprenticeships and workplace training. This means using procurement to promote investment in skills both when letting new contracts and working with existing contractors where contracts have been awarded on a voluntary basis.

They are using the opportunity provided by the Client-Based Approach to leverage a significant amount of training and employment opportunities through their capital works programmes and through their powers under planning policy and development control.

Client-Based Approach guidance documents for local authorities and central Government have been commissioned by CITB-ConstructionSkills to provide information to clients on how to incorporate employment, skills and training requirements into the planning and procurement of construction projects, and include legal advice, good practice information and template clauses for tenders and construction contracts.

This guide has also been commissioned by CITB-ConstructionSkills to assist contractors and developers to respond to the employment and skills requirements in local and central Government clients' procurements and development obligations (where applicable). CITB-ConstructionSkills has appointed Trowers & Hamlins LLP as consultants in the production of this guide (**of whom further details are set out in Appendix H**). **A glossary of commonly used terms is set out in Appendix G.**

### **This guide includes:**

- what to expect from a local or central Government client's tender documents;
- the documents required to respond to such tenders;
- early contractor procurement and suggested methods of ensuring that employment and skills requirements are flowed through the supply chain;
- template clauses for use in subcontracts;
- advice on engagement with the client and supply chain, including early contractor procurement, reengineering the supply chain under long-term contracts, inclusion of small and medium enterprises (SMEs) and supply chain diversity;
- practical advice on the implementation during construction; and
- ongoing monitoring of the employment and skills requirements.

Reference is made throughout this guide to its use by contractors, although it will apply equally to developers, whether they are undertaking works themselves or subcontracting to a main contractor.

## 2.0 The National Skills Academy for Construction Programme

**This guide is based on the National Skills Academy for Construction programme, which integrates skills development with major construction projects. It has been established since 2007 and involves over 40 major construction projects throughout Great Britain.**

The Client-Based Approach requires the creation by a client of an Employment and Skills Strategy, which forms the basis of an Employment and Skills Plan (an **ESP**), developed to include the minimum employment skills outputs (**benchmarks**) specific to an individual construction project or framework of projects. The Employment and Skills Strategy and a template ESP will be included in a client's tender documents and a contractor will be required to commit to the minimum benchmarks and exceed them, where possible. The contractor will also need to create an employment and skills method statement to explain how the ESP will be implemented throughout the project or framework (**a Method Statement**).

## 3.0 CITB-ConstructionSkills

**It is recommended that in the first instance a contractor should contact CITB-ConstructionSkills regarding its intended approach to employment and skills.**

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CITB-ConstructionSkills is the Construction Industry Training Board, and in partnership with CITB-Northern Ireland and the Construction Industry Council also constitutes the Sector Skills Council for construction. We have a clear focus – to work to ensure that the construction industry has the right skills in the right place, at the right time. The Local Sector Strategy Team is the department of CITB-ConstructionSkills that works closely with clients, developers and contractors and is conversant in the development and implementation of Employment and Skills Strategies and ESPs. CITB- ConstructionSkills covers the whole of Great Britain and can provide support to clients, developers and contractors in how best to utilise this guide in conjunction with existing good practice.

CITB-ConstructionSkills facilitates and supports the contractor-led National Skills Academy for Construction. The Client-Based Approach is a product of the Academy and presents an industry solution to imbedding employment, skills and apprenticeships into the procurement of construction works.

CITB-ConstructionSkills is uniquely positioned to improve the skills base and productivity of the UK's construction industry. Through its ConstructionSkills Network, CITB-ConstructionSkills provides the authoritative picture of the skills requirements to support the construction industry moving forward. It also aims to inform Government at a national and local level planning to meet future employment and skills requirements by providing sector intelligence based upon

robust data and analysing capability, productivity and skills. In its role as an Industry Training Board, CITB-ConstructionSkills uses this evidence to develop sector-specific solutions to meet emerging and identified needs.

CITB-ConstructionSkills has an electronic Management Information System, the "Skills Plan and Outcomes of the National Skills Academy" (**SPONSA**), which can capture details from agreed ESPs and compare proposed outcomes against other projects of a similar value and duration. This also assists in ensuring an appropriate employment and skills value return rate from proposed projects.

Over 40 National Skills Academy for Construction projects have already been supported across Great Britain and the Strategy Team are working with local authorities, registered providers and central government to embed employment and skills into their procurement/planning strategies, to develop ESPs and to engage with their supply chains. For example, the London Borough of Barking and Dagenham worked with CITB-ConstructionSkills to embed the client-based approach into their procurement framework ([see Appendix F for further details](#)).

**CITB-ConstructionSkills has also developed the following Client-based Approach guidance:**

- Client-based Approach for use by clients (such as local authorities and registered providers)
- Client-based Approach for use by contractors and developers
- Client-based Approach for use by procuring clients in Scotland
- Client-based Approach for use by contractors and developers in Scotland
- Early Contractor Procurement – an effective model for improved employment and skills outputs combined with savings and efficiencies
- Reengineering Long-term Contracts – an effective model for improved employment and skills outputs combined with savings and efficiencies
- Case studies on the application of Early Contractor Procurement and Reengineering Long-term Contracts

## 4.1 What requirements to expect in a local or central Government client's tender

**This section sets out the employment and skills-related documents that a contractor should expect to receive from a local or central Government client using the Client-Based Approach at each stage during an EU-compliant procurement process.**

## 4.2 Pre-qualification questionnaire

A client's pre-qualification questionnaire should request details of the contractor's previous experience in implementing skills development, employment, apprenticeships or training schemes on similar projects or programmes (in terms of value and scope of works or services). It may also require details of where the contractor has failed to meet employment and skills targets, and why.

### 4.3 Invitation to Tender

As described briefly in the Introduction, a client using the Client-Based Approach will have created an Employment and Skills Strategy, which will set out its employment and skills policies applicable to each of its construction projects. This should be included as part of the client's tender documentation and should cover the following areas: objectives and priorities; employment and skills areas; benchmarks; implementation; roles and responsibilities; monitoring; reporting and review.

The client should include in its Employment and Skills Strategy a template ESP ([see Appendix D](#)) with the "Summary" column on the far right populated with the client's minimum benchmarks to be met by the contractor over the duration of the contract or framework ([see Section 4.3 and Appendix C](#)). As part of its tender return, each bidding contractor should complete the remainder of the ESP, showing how the minimum requirements will be achieved and/or exceeded on a month by month basis. This structured approach provides the client and the contractor with a clear idea of what will be achieved and when, helping to reduce the number of misunderstandings and assist with measuring performance.

The bidders should also create a Method Statement setting out in detail how the outcomes in the ESP will be implemented on site. This again provides the client with transparency as to how and when the outcomes will be achieved.

A contractor should be unequivocally required to commit to the implementation of the Employment and Skills Strategy, the ESP and the Method Statement in accordance with the terms of the building contract or framework agreement.

Where the value and type of the programme of projects are likely to be consistent, the client may require the contractor to create an indicative ESP and Method Statement at tender stage, based on a model project. Where this is not possible, the contractor should be asked to create a general ESP and Method Statement covering the total employment and skills outputs over the duration of the framework agreement. For each individual project, a more detailed ESP and Method Statement can be agreed between the parties as a pre-condition to the construction phase of that project.

Some contracts, such as PPC 2000, have a pre-commencement phase built into their programme. These are referred to as "two-stage" contracts and enable the contractor to create a more detailed Method Statement during the pre-commencement phase. [This is discussed in more detail in Section 6.](#)

### 4.4 Overview of employment and skills benchmarks

**The benchmarks to be included in the client's Employment and Skills Strategy and "Summary" column of the ESP provide target outputs against fourteen (14) employment and skills areas. These areas cover apprenticeships, support for schools and colleges, skills development for the existing workforce and entry into employment. Please see Appendix A for details of these employment and skills areas.**

The benchmarks are the cornerstone of the Client-Based Approach and have been ratified by the National Construction Skills Academy Group (**NCSAG**), the established body of contractor representatives which form the core part of the CITB-ConstructionSkills governance structure. Benchmarks led and approved by

the construction industry provide confidence to clients and contractors that the requirements are reasonable, proportionate and achievable.

The benchmarks have been developed to reflect the ability of various categories of construction projects to support employment and skills development. **The categories are set out in Section 4.4 and cover both new build construction and repairs and maintenance.**

The benchmarks should be used as minimum requirements for bidders to meet and/or exceed, and have been created to provide proportionality against the size and type of the projects on which they are to be used.

The size of the project is taken into account by the value bandings. For construction projects these range from £1 million to £100 million in terms of overall construction spend. In the case of housing projects (public and private), additional value bands have been included for projects below £1 million in construction value. In the case of repairs and maintenance projects, the value bands are based on annual spend.

CITB-ConstructionSkills is able to develop bespoke benchmarks for projects that exceed these values or are of a particular specialist nature.

A range of factors has been taken into account when developing the benchmarks. These include the typical labour content of the work type, the nature of the workforce in terms of skills and trade categories, the availability of apprenticeship frameworks within the sector, and typical project durations. This work has been based on the experience gained by CITB-ConstructionSkills from employment and skills implementation on a range of construction projects and draws extensively on the work of the National Skills Academy for Construction in this area.

The benchmarks have been set at a level that reflects the possibility that contractors and their supply chain may be involved on numerous projects requiring employment and skills targets. It is recognised that there must be a balance struck between creating opportunities for people to develop skills and the ability of the industry to accommodate skills development within challenging project environments.

It is also recognised that many contractors, clients and their advisers already have the ability to deliver employment and skills programmes on construction projects, whereas others will need to develop the appropriate procedures and methods for implementation.

The benchmark figures will be reviewed by CITB-ConstructionSkills on a regular basis as additional performance information becomes available. This will enable the benchmarks to be refined to reflect the capability of contractors and clients as they become more familiar with implementing the Client-Based Approach.

It may be the case that following contract award, the scope of the works is varied, so that the contract sum and the number of personnel required are substantially increased or decreased. In this event, the outputs in the ESP and any key performance indicators may be proportionately amended by agreement, where the building contract allows.



## 4.5 Categories of projects covered by the benchmarks

Benchmarks have been developed for the following thirteen (13) categories of construction projects and four (4) maintenance sectors.

### Construction projects:

1. Residential - public and private sector housing
2. Retail, sports, leisure, entertainment - theatres, restaurants, public swimming baths, works and buildings such as sports grounds, stadiums and racecourses etc
3. Highways and roads
4. Infrastructure (excluding highways) - water, sewerage, electricity, gas, communications, air transport, railways and harbours
5. Factories and warehouses (including garages)
6. Education - schools, colleges and universities
7. Health - hospitals including medical schools, clinics and welfare centres
8. Offices and commercial
9. Regeneration – new build involving existing communities
10. Refurbishment/Decent Homes
11. Water supply and waste disposal
12. Off-site structures
13. Courts, young offenders institutes and prisons

### Maintenance projects:

14. Housing repairs and maintenance
15. Non-housing repairs and maintenance
16. Highways
  - Structural maintenance
  - Routine cyclical maintenance
  - Routine structures
17. Courts, young offenders institutes and prisons refurbishment

## 4.6 Key performance indicators (KPIs)

**The client's draft construction contract included in the tender documents may contain a set of KPIs and targets, some of which may relate to employment and skills. If so, it is likely that the achievement of the contractor's ESP and Method Statement for each of the employment and skills areas will form the basis of the employment and skills KPIs and the monthly targets to be attained.**

In order to incentivise the achievement of the KPIs and targets, the client may link failure or attainment to:

- a breach of contract giving rise to a claim for damages;
- the level of profit payable to the contractor – this approach can be a powerful incentive which needs to be integrated in the pricing structure used for payment of the contractor in relation to each project; and/or
- the award of future projects pursuant to a framework agreement – this is another powerful incentive for contractors to treat the KPIs and targets seriously.

Equivalent provisions should be included in the contractor's supply chain subcontracts, proportionate to that subcontractor's contribution towards the ESP.

## 4.7 Costing employment and skills requirements

Clients should recognise that the delivery of an ESP involves certain costs. However, best practice demonstrated on a number of National Skills Academy for Construction schemes shows that although costs as a proportion of construction value should be relatively small, that figure can be considerable. It is vital therefore that the client and bidding contractor understand how the funding of these outcomes will be sourced.

An additional cost is 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 contractor's preliminaries or overheads for the scheme. As contractors become more practised at delivering ESPs, it is likely that they will increasingly employ specialist staff to assist with this requirement.

**NB: Wage costs of apprentices can often be significantly off-set against the productivity of the apprentices and by grants from CITB-ConstructionSkills which may be drawn down by the company employing them (conditions apply).**



## 5.0 Development of the building contract or framework agreement

**The EU Public Contracts Regulations 2006 (the EU Regulations) impose constraints on local and central Government clients which limit their ability to negotiate contract terms during the procurement and after contract award. It is therefore very important that as much information as possible is obtained from any supply chain members at the earliest opportunity to support an accurate tender submitted by the contractor.**



Under the Open and Restricted EU Procedures there is no opportunity to negotiate the bidder's financial submissions during the procurement itself and under those procedures the client may choose to adopt a two-stage process ([explained in Section 6](#)) in order to finalise its requirements with the selected bidder.

The Competitive Dialogue procedure does allow some scope for structured negotiation with tenderers and it may be that the client will finalise its requirements and the bidder's related proposals during the dialogue phase of the procurement procedure. This means final bids are obtained on the basis of a well-developed ESP and Method Statement that will be subject only to fine-tuning or minor clarification post-tender. However, this procedure is only appropriate in respect of complex procurements.

The finalised ESP and Method Statement should be included as contract documents forming the building contract or framework agreement with contractual obligations on the contractor, including monthly reviews of progress against the ESP and KPIs, and a final review at the end of the project or at the end of each project under a framework.



## 6.1 Engaging the supply chain

**The client will seek to achieve the best value from the contractor and its supply chain, not only in terms of prices but also in the creation of the best employment and skills opportunities. Local unemployment and skills deficits are likely to be high on any local or central Government client's agenda, and procurement of construction projects is an effective method of working towards their targets. The client's Employment and Skills Strategy will set out the priority of employment and skills areas to be addressed and the benchmarked outputs that the client expects to be achieved for projects of certain types and values.**

## 6.2 Early contractor procurement

In addition to the employment and skills outputs obtained through the EU procurement process, a methodical approach to early contractor procurement can achieve further contractor, subcontractor and supplier contributions in the delivery of employment and skills. A number of public body clients have already achieved significant results through use of this approach, including local employment and training opportunities and other community benefits.

Early contractor procurement is a relatively new procurement strategy which has its origins in two stage tendering, but adopts a more systematic approach with clear conditionality and binding deadlines. It is based on a series of post-award processes undertaken after contractor selection but prior to mobilisation on site and involves activities in which the contractor and its key supply chain members are directly involved.

### 6.2.1 What is early contractor procurement

**Early contractor procurement is a "two stage" process whereby the client undertakes a procurement exercise and then enters into a conditional contract with a contractor, which will not become unconditional or permit start on site until a set of pre-conditions have been met during a pre-mobilisation phase. Such pre-conditions may include clarification and enhancement of the contractor's ESP and Method Statement. This approach can be applied to an individual project, a framework agreement or a long-term contract.**

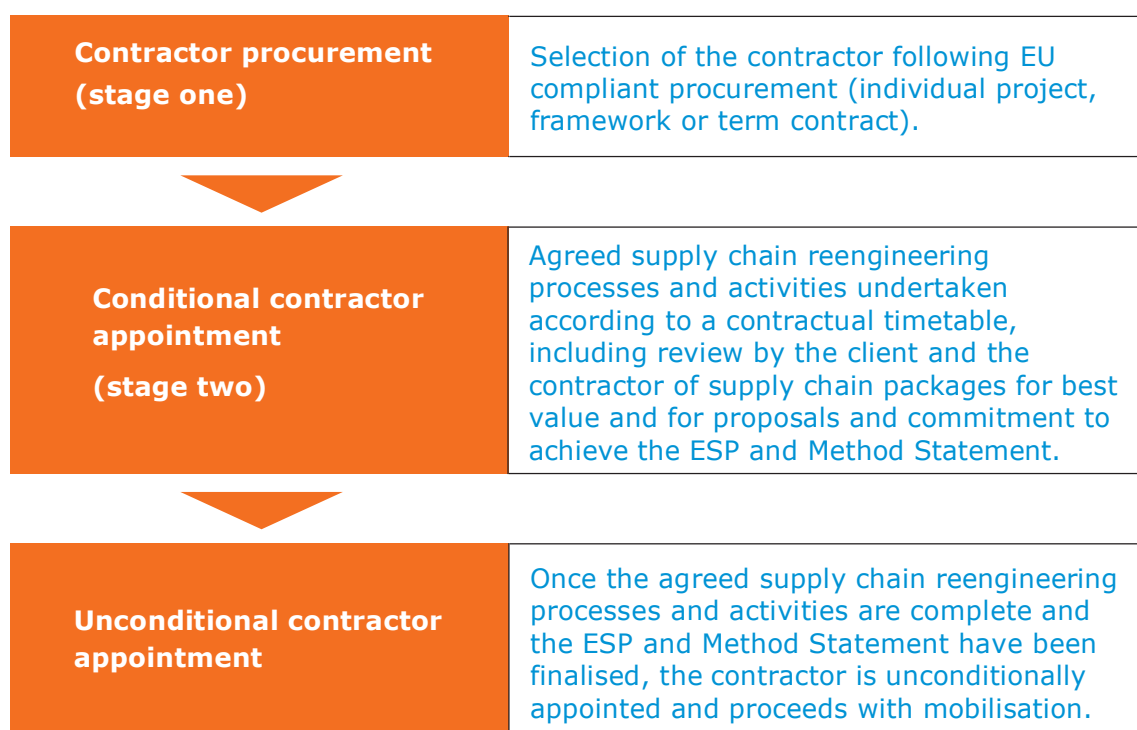


The terms of the conditional appointment under a two stage process should set out contractual mechanisms by which the client works with the contractor to review and reengineer its proposals for direct labour, subcontractors and supply contracts in order to establish whether better value options are available that will deliver enhanced and refined employment and skills outputs. These processes should not involve client nomination of subcontractors or suppliers but provide a transparent means by which the client can ensure that the contractor tests its proposals in detail and alters them if better value and better employment and skill commitments can be achieved.

Without early contractor procurement, a client undertakes a procurement exercise and then enters straight into an unconditional contract with a contractor, which starts on site without a clear pre-mobilisation phase. The limited time and opportunities created by the constraints of a single stage tender exercise lead to the risk of contractors not pursuing detailed reviews with their potential supply chain members to address employment and skills requirements, thereby depriving them of an opportunity to obtain fully developed and thought through proposals from team members.

The Client-Based Approach guidance is designed to assist clients and contractors with the creation of clear expectations and commitments at the procurement stage and can be used whether a client is undertaking a single-stage procurement with immediate start on site or a two-stage procurement under early contractor procurement.

## 6.2.2 How does early contractor procurement work



The benefits of the two-stage approach are:

- a period of thinking time post-award during which the contractor can engage with the client and the supply chain members to clarify and enhance the ESP and Method Statement and improve on costs;
- an opportunity for the contractor and the supply chain members to offer innovative solutions; and

- a period for the client to assist the contractor by liaising with employment and skills intermediaries and signposting the use of local training providers, employment agencies and education facilities.

### 6.2.3 Early contractor procurement and the EU Regulations

The EU Regulations prohibit clients from making material changes to contract conditions once the procurement process has completed. Clients may therefore be concerned that, when using the Open or Restricted Procedures, dialogue with the contractor and supply chain post-award may give rise to a challenge from unsuccessful bidders. In order to minimise the risk of challenge, the client must ensure that the pre-mobilisation activities are clearly provided for in the contract conditions at tender stage and the contractor is not permitted to reduce or depart materially from the proposals in its original tender.

### 6.2.4 Early contractor procurement and standard form contracts

**Early contractor procurement is dealt with in relatively few published contract forms.**

For clients implementing a single project in line with this guidance, early contractor procurement processes are set out in detail in the PPC2000 form of contract, which describes a series of preconstruction activities and links these to objectives that include employment and skills. These processes have been successfully tested on a wide range of projects over the last ten years.

The NEC3 suite of contracts does not expressly describe the processes of early contractor procurement, although its guidance supports and endorses these processes. NEC3 contracts can be amended to incorporate such supply chain reengineering provisions.

JCT produced in 2009 a Pre-Construction Agreement, which is suitable for early contractor procurement but requires clarification of the specific preconstruction phase activities and processes and creation of a timetable governing their completion. It also needs clearer links between the procurement of the Pre-Construction Agreement and procurement of the construction phase Building Contract. JCT contracts can be amended to include early contractor procurement provisions.

There are no published forms of Framework Agreement that deal expressly with early contractor procurement.

For long-term contracts early contractor procurement is provided for only in the TPC2005 form of contract. Other forms of long-term contract such as the NEC3 Term Service Contract or the JCT Measured Term Contract would require adaptation to create the conditional appointments described in this guidance.

**CITB-ConstructionSkills has developed separate guidance explaining the use of early contractor procurement in further detail.**

## 6.2 Suggested subcontract procurement procedure

### 6.2.1 Pre-qualification of subcontractors

**A pre-qualification questionnaire (a PQQ) may be dispatched to subcontractors who have expressed an interest in tendering for the subcontract. At this stage, the PQQ should consider information relating to each subcontractor's financial or economic standing, technical or professional ability and other issues that provide the contractor with grounds for rejection.**

Contractors should carefully consider the wording of any employment and skills questions at this stage to ensure that they will not prejudice small or medium enterprises (**SMEs**) or new start-up companies who do not have the requisite experience but who may nevertheless be competent to deliver outputs including employment, skills, and apprenticeship requirements under the proposed contract.

For the purposes of the selection stage, a clause could be included within the PQQ requiring prospective subcontractors to indicate their experience of implementing employment, skills development and training on previous projects or frameworks similar to the level required by the contractor and the client. Prospective subcontractors should also be required to set out a short method statement as to how they have achieved this on previous projects or frameworks, indicating what levels of training, including apprenticeships, have been historically offered.

### 6.2.2 Subcontractor tendering and award

**Once the short-list of subcontractors has been compiled, an Invitation to Tender (ITT) should be prepared that obtains the short-listed subcontractors' proposals for the contract.**

The contractor will have produced an ESP and Method Statement in response to the Employment and Skills Strategy requirements in the client's tender documentation. A copy of the contractor's ESP and Method Statement should be included in each sub-contract ITT to make clear the contractor's obligations to the client.

The contractor should consider how each subcontractor can contribute to the contractor's achievement of the ESP and should set out in its evaluation criteria exactly what the subcontractor's contribution is to be. It is suggested that the contractor's requirements from each subcontractor are a minimum standard linked to the minimum requirements of the client, creating a "bottom line" for future contracts or framework agreement programmes.

Setting out the subcontractor's employment and skills requirements in the ITT ensures that there is no ambiguity as to what is expected, whilst still allowing a degree of flexibility to "add value" or go over and above such requirements.

A method statement outlining how the subcontractor's requirements will be implemented on site should also be requested within ITT in order for bidding subcontractors to show how they intend to ensure delivery.

The subcontractors' responses to each ITT should state their commitment to deliver the requirements and any related costs. Contractors should provide as much information as possible to ensure that the subcontractors are costing the implementation of the minimum requirements as accurately as they can.

Each subcontractor's response to the employment and skills requirements can be scored and evaluated so as to ensure that the contractor is receiving best value.

The ITT should contain the contractor's standard form of subcontract, including the employment and skills minimum requirements. **Template subcontract clauses are set out in Appendix E.**



### 6.3 Subcontract requirements

In order to obtain commitment from the supply chain in achieving the ESP targets and Method Statement, the contractor should make clear the subcontractor's minimum obligations in each subcontract tender. Subcontractors should be encouraged to exceed the contractor's requirements, in order to provide added value to the contractor and ultimately the client.

Where possible, the contractor's employment and skills requirements should be flowed through into relevant supply chain subcontracts, so that they become a contractual requirement and more easily enforceable.

The obligations and level of involvement should be plainly set out in the subcontract. **Appendix E to this guidance contains template subcontract clauses for use with:**

- SPC2000 Specialist Contract for Project Partnering (amended 2008);
- JCT Standard Building Sub-Contract (SBCSub/A) (2005 Edition) Articles of Agreement; JCT Standard Building Sub-Contract with Sub-Contractor's Design (SBCSub/D/A) (2005 Edition) Articles of Agreement; or JCT Design and Build Sub-Contract (DBSub) (2005 Edition) Articles of Agreement; and
- NEC3 Engineering and Construction Subcontract (3rd Edition).

The detail of the clauses will have to be adapted to suit the requirements particular to each project. They have been drafted to reflect equivalent provisions under the forms of building contract and framework agreements which have been provided as templates in the public sector client and central government Client-Based Approach guidance.



## 6.4 Subcontract key performance indicators (KPIs)

**It is likely that the client will have linked the contractor's achievement of the ESP and Method Statement to KPIs and targets contained in the building contract or framework agreement.**

In order to incentivise the contributions of the contractor's supply chain towards those KPIs and targets, the contractor may wish to include a set of employment and skills KPIs in its subcontracts. The assessment of a supply chain member's previous performance against the KPIs could influence the award of future subcontracts and this is a powerful incentive for supply chain members to treat the KPIs and targets seriously.

**In all cases, contractors should consider what is proportionate and reasonable to expect from a supply chain member. It is important that they take their subcontract responsibilities seriously, but it is also important that they are not dissuaded from tendering or encouraged to quote a risk premium.**



## 6.5 Supply chain review during the pre-construction phase

Although the EU Regulations prevent negotiation of contract terms between the client and contractor post award, an element of clarification is permissible. It is likely that the contractor's ESP and Method Statement will require amplification once the project parameters become more defined. So that the contractor's employment and skills responsibilities are clear before start on site, it is useful to conduct a review procedure during a pre-construction phase, if one has been built into the contract. **See Section 6.1 for further information on two-stage contracts and early engagement.**

Local and central Government clients cannot nominate alternative supply chain partners and any post-award review of the supply chain has to be undertaken on a consensual basis. The first step will be for the contractor to confirm its supply chain to establish which members can provide the best prices and value in order to achieve additional savings, including employment and skills outputs. It is possible for the contractor to retender works and/or supply packages, in consultation with the client, in order to determine which can offer the best value, including imposed employment and skills benchmarks.

Once the preferred supply chain members have been identified, added value can be realised through facilitated discussions identifying the client's particular employment and skills requirements and clarifying the ESP and Method Statement. The success of a pre-construction supply chain review is dependent on all parties knowing what is expected of them. This is best set out in a pre-construction timetable.

## 6.6 Reengineering Long-term Contracts

The guidance focuses on procurement of single projects, but there are far greater opportunities for clients to maximise employment and skills outputs where they are in a position to appoint contractors to long-term contracts. These can comprise:

- **Framework Agreements; and/or**
- **Term Contracts.**

### 6.6.1 Use of long-term contracts

Any long-term contract can contain contractual mechanisms for the client to review the main contractor's proposals for direct labour, subcontractors and supply contracts in order to establish better value options which also deliver enhanced employment and skills outputs.

Without adoption of these processes it will be difficult to revisit the employment and skills commitments originally tendered even though, over the life of the long-term contract, circumstances will change causing the client to expect improvements. These expectations would be reasonable in circumstances where:

- the contractor is receiving more work than originally anticipated;
- the contractor becomes more familiar with the client's estate and objectives;
- the contractor can place more confidence in data provided by the client;
- greater availability of local subcontractors and suppliers;
- changes in the marketplace are resulting in more economically advantageous subcontract terms; and
- the main contractor's increased confidence in the work available under the long-term contract translates into more opportunities for subcontractors and suppliers.

### 6.6.2 Framework Agreements and Call-Off Contracts

Long-term contracts fall into one of the following types:

Under a **Framework Agreement**, the client may not guarantee work to the main contractor, but project contracts will be awarded (over a period up to four years) either directly against agreed prices or by mini-competition among a number of contractors to which Framework Agreement(s) have been awarded.

A **Term Contract** is a commitment to a scope of work, subject to the ordering of particular quantities being called off. In order for a long-term contract to operate as a Term Contract rather than a Framework Agreement, it must have sufficient

clarity as to the brief and the pricing for the client to be able to call-off as if from a "shopping list".

### 6.6.3 How does supply chain reengineering work under long-term contracts

The supply chain reengineering machinery in any long-term contract should set out in clear contractual commitments events which will trigger supply chain reengineering; the steps to implement the process and the timing of each of the activities.

The benefits of supply chain reengineering are the opportunities:

- for the main contractor to revisit supply chain arrangements;
- for subcontractors and suppliers to understand the full extent of the opportunities available to the main contractor and thereby to themselves;
- for a limited list of subcontractors and suppliers to provide proposals to the main contractor with full visibility to the client; and
- to assess the employment and skills outputs available from local contractors.

### 6.6.4 How are long-term contracts relevant to employment and skills

When the client invited tenders for the long-term contract, it will have stated its employment and skills expectations, which will have been reflected in the main contractor's ESP and Method Statement. However, at this time the main contractor will have had little scope to engage with subcontractors and suppliers, especially on a local basis.

A controlled process of supply chain reviews under long-term contracts allows the main contractor to enhance its employment and skills commitments as well as other added value for the client.

### 6.6.5 Long-term contracts and the EU regulations

The systems for supply chain reengineering do not conflict with the EU Regulations or any other aspect of EU procurement law. They are predicated on the assumption that any accepted proposals will include lower prices and enhanced value as well as enhanced employment and skills commitments.

### 6.6.6 Is there a commercial incentive for the supply chain

Supply chain reengineering also creates a commercial incentive for subcontractors and suppliers. Put simply, a subcontractor/supplier bidding to a conditionally appointed main contractor (allowing for 3 subcontractor/supplier bidders) has a 1

in 3 chance of appointment, whereas a subcontractor/supplier bidding to a main contractor that itself remains a bidder in relation to the original long-term contract (allowing for 6 main contractor bidders) has a 1 in 18 chance of success.

For the main contractor, it is possible to create significant incentives by linking improved prices and enhanced employment and skills outputs to the extension of a long-term contract, contract award in a mini-competition or payments upon achievement of key performance indicators.

### 6.6.7 Consortia

Where clients are working in a consortium or in an integrated alliance of clients and/or main contractors delivering related works, there are opportunities for the enhanced outputs to be benchmarked and for best practice to be agreed and implemented.

**CITB-Construction Skills has developed separate guidance explaining the use of long-term contracts in further detail.**



## 7.1 Employment and Skills Plan (ESP) delivery issues

The "Summary" column in the client's ESP will contain benchmarks for each of the employment and skills areas for the duration of the project.

**It is recognised that the implementation of the ESP can be complex and that it may need management input from the client, the contractor and its supply chain.**

The successful implementation of an ESP will require the following:

- development of the contractor's Method Statement for implementation of the ESP (as outlined above);
- review of sub-contract order requirements; and
- monitoring and support from the client.

## 7.2 Support with delivery

Delivery of the ESP may require collaboration between a number of agencies and organisations. The client may be in a position to assist with identifying suitable delivery partners. CITB-ConstructionSkills, through their network of Sector Strategy Managers and delivery teams, may also be able to support contractors and their supply chain partners with delivery matters. This support can be identified through a gap analysis report prepared by CITB-ConstructionSkills to meet the specific needs of a client, the contractor and its supply chain.

**An outline of key issues relating to delivery of the employment and skills areas is set out in Appendix B.**

## 7.3 Monitoring and support from the client

The contractor's ESP should set out, on a monthly basis, the anticipated outputs against each of the employment and skills areas (**please see Appendix D for a template ESP**). This document can be used as the main monitoring tool for both the main contractor and the client to review progress.

CITB-ConstructionSkills' Management Information System SPONSA allows tracking of critical key performance indicators on a real time basis. It is recommended that clients review the working of the SPONSA system as it provides many benefits including best practice sharing and benchmarking against other clients and projects. The use of SPONSA is not a pre-requisite to the implementation of the Client-Based Approach but it is sanctioned by NCSAG and is highly recommended to ensure key performance information can be captured.

## 7.4 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 and skills audits. On small and medium-sized projects an existing meeting room could potentially be used.**

A dedicated Skills Centre could be appropriate for large projects of, say, over £25 million. This could be a site cabin fitted out with tables and chairs, a white board and computer. Establishing facilities on site, such as a skills centre, is not a requirement for the Client-Based Approach, but should be considered according to the requirements of individual projects.

## 7.5 Personnel responsible for delivery

**The contractor's Method Statement will set out how it intends to manage the implementation of the ESP.**

On small and medium-sized projects this could be the responsibility of the site manager with head-office support. Some contractors may have their own personnel who have responsibility within the company for coordinating and facilitating activities such as training and school engagement activities.

For larger projects or framework programmes of over £50 million there could be a case for having a dedicated project skills coordinator. Their role would be to coordinate and facilitate the range of employment and skills areas. This would involve liaising with the site team, trade contractors, schools, colleges and training agencies. The cost for this post could be shared between the client and the contractor. Regardless, there is a recommendation that the client would wish to see provision for a dedicated resource costed in any submissions. This will ensure that there is a greater chance of ESP outcomes being achieved.

## 7.6 Project implementation and review

**The project manager working on behalf of the client should ensure that it reviews the performance of employment and skills outputs throughout the project or framework against the ESP and Method Statement.**

Continuing support and interest by the client in the employment and skills programme will play an important role in ensuring its success. Success should be acknowledged and celebrated. Failure to deliver against the ESP may be taken into account when awarding future projects or additional work under a framework.

## 7.7 Inclusion of SMEs and supply diversity

**SMEs form the core of the construction industry and are likely to employ a higher percentage of trainees and apprentices than their larger competitors. However, clients and contractors alike are at risk of inadvertently excluding such small and diverse businesses by opting for a "bulk-buy" or a framework approach for their procurement needs and including increased skills and training requirements in respect of which SMEs are (by their nature) too small to compare favourably against larger competitors with established track records and more resources.**

Furthermore, many SMEs will not have the available resources and experience of tendering for work under structured, formal procedures and as pre-set evaluation criteria often concentrate on capacity and effectiveness requirements, the results tend to lead to the appointment of larger firms.

Supplier diversity via the inclusion of SMEs in a contractor's supply chain can benefit the local community and increase opportunities for employment, skills development and apprenticeships. Therefore, supplier diversity in procurement is central to the delivery of sustainable communities and, to overcome the potential problems arising in relation to the inclusion of SMEs, contractors should seek to open up their procurement processes to SMEs in a number of ways including:

- Improving access to tender opportunities by advertising in the local and trade press and the contractor's website;
- Simplifying the administrative processes (i.e. what questions are asked in the PQQ), and present documents in clear and concise language;
- Offering coaching or guidance notes to all bidders on how to complete the documentation and how the process will run, and consider increasing the time-scales so they are long enough for the SMEs (who often have little or no administrative bid support) to respond;
- Encouraging alternative routes into the market (i.e. SMEs acting as sub-contractors to larger firms); and
- Encouraging SMEs to bid for larger contracts as part of a consortium.

## Appendices

- A** Summary of the employment and skills areas
- B** Issues relating to delivery of the employment and skills areas
- C** Benchmarks
- D** Template Employment and Skills Plan (ESP)
- E** Template subcontract clauses
- F** Case study – London Borough of Barking and Dagenham
- G** Glossary
- H** Authors



## Appendix A – 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) and the definitions for measuring outputs. Please refer to Appendix D for a template ESP.

<p><b>1.0 Work Experience Placement (16 plus years)</b></p> <p>The work experience placements are to support young people in full-time further education or seeking employment to gain experience in the construction industry. Work placements can support those undertaking the CBE Diplomas, BTEC and full-time craft courses. The minimum duration of a work experience placement should be 5 working days.</p> <p><b>Evidence:</b> Offer letter from either the project or employer detailing activity, plus attendance record and evaluation form</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>2.0 Work Experience Placement (14-16 years)</b></p> <p>The work experience placements are to support young people during their school education in years 10 and 11. This can include block placements as part of their statutory work experience placement or CBE diploma or BTEC courses. It can also include one day a week placement as part of a young apprenticeship or alternative curriculum. The minimum period is 5 days.</p> <p><b>Evidence:</b> Offer letter from either the project or employer detailing activity, plus attendance record and evaluation form</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>3.0 Construction Curriculum Support Activities</b></p> <p>This relates to curriculum support for construction specific courses. This includes carrying out workshops within schools or on site with students from schools or colleges, enabling the student to understand the practical applications of their studies.</p> <p><b>Evidence:</b> Confirmation from education establishment of individual employee contribution to classroom-based or site-based workshop activity</p> <p><b>Outcome:</b> 1 individual involved in delivering a workshop activity represents 1 outcome</p>	<p><b>4.0 Graduates</b></p> <p>This target describes employment opportunities in relation to the project for university students who have graduated within 3 years of the start of their employment. A search for courses can be made on <b>www.bconstructive.co.uk</b> and contact with higher education institutions offering the courses can be made through <b>www.ucas.ac.uk</b>.</p> <p><b>Evidence:</b> Copy of offer of employment from employer</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>5.0 Apprentice Starts</b></p> <p>This target describes recruitment of either traditional, specialist, displaced or adult apprentices to the project workforce. An apprenticeship outcome is defined as an individual pursuing a</p>	<p><b>6.0 Existing Apprentices</b></p> <p>An apprentice who is working on the project who is already employed by a trade contractor or main contractor.</p>

<p>formal apprenticeship framework incorporating either S/NVQ level 2 or 3.</p> <p><b>Evidence:</b> Apprenticeship registration documents</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>Evidence:</b> Apprenticeship registration number</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>7.0 Apprentice Completions</b></p> <p>This target describes completion of a formal apprenticeship framework incorporating either S/NVQ level 2 or 3.</p> <p><b>Evidence:</b> completion certificates</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>8.0 Jobs created on construction projects</b></p> <p>This target describes the employment of individuals by the main contractor or supply chain. The target relates to those who are employed as trainees, or those previously unemployed. Individuals must be in employment for at least 12 weeks before they can be registered as an outcome.</p> <p><b>Evidence:</b> Copy of offer of employment. Confirmation letter from employer of 12 weeks employment.</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>9.0 S/NVQ Starts for Subcontractors</b></p> <p>This target describes S/NVQ starts at levels 2, 3, 4 or 5 for individuals working in the project supply chain, not directly employed by the main contractor.</p> <p><b>Evidence:</b> S/NVQ registration documents</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>10.0 S/NVQ Completions for Subcontractors</b></p> <p>This target describes S/NVQ completions at levels 2, 3, 4 or 5 for individuals working in the project supply chain, not directly employed by the main contractor.</p> <p><b>Evidence:</b> S/NVQ completion certificates</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>

<p><b>11.0 Training Plans for Subcontractors</b></p> <p>This target describes each instance of the creation of a supply chain company training plan. Assistance with compiling a company training plan can be given by both Business Link and CITB-ConstructionSkills.</p> <p><b>Evidence:</b> Company Training Plan</p> <p><b>Outcome:</b> 1 Company Training Plan represents 1 outcome</p>	<p><b>12.0 Supervisor Training for Subcontractors</b></p> <p>This target describes training activity leading to formal accreditation such as Institute of Leadership and Management (ILM) qualifications. Detailed information on ILM courses is available at <a href="http://www.i-l-m.com">www.i-l-m.com</a>. Courses delivered against this target must be at least one day in duration.</p> <p><b>Evidence:</b> Completion certificate</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>13.0 Leadership and Management Training for Subcontractors</b></p> <p>This target describes outputs involving individuals who wish to develop their leadership and management skills. Generic courses could include those linked with the Institute of Leadership and Management, Chartered Management Institute or alternatively training could be occupation specific. Courses delivered against this target must be at least a half day in duration.</p> <p><b>Evidence:</b> Completion certificate</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>14.0 Advanced Health and Safety Training for Subcontractors</b></p> <p>Training which can be delivered against this target include SMSTS (5 day and refresher), SSSTS (2 day), NEBOSH (National Examination Board in Occupational Safety and Health) or IOSH courses (Institute of Occupational Safety and Health).</p> <p><b>Evidence:</b> Completion certificate</p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>

## Appendix B - Outcomes and Issues relating to delivery of the employment and skills areas

**The purpose of this section is to review key issues associated with the delivery of the employment and skills areas. Not all have key issues associated with them.**

### 1.0 Work experience placement (16 plus years)

The work experience placements are to support young people in full-time further education or who are seeking employment the opportunity to gain experience in the construction industry. This includes CBE Diplomas, BTEC and full-time craft courses. The minimum duration of a work experience placement should be five working days.

**Key issues: coordination with site team; risk assessment and method statement; insurance; site safety induction; child protection; parental consent; supervision**

**Coordination with the site team** – a review should be carried out covering the potential opportunities that are available on the site for work experience placements regarding the trades and their timings on site.

**Risk assessment and method statement** – a trade-specific risk assessment will need to be prepared by a competent person 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.

**Insurance** – the contractor's insurance company should be notified of any work placement for young people taking place on site. The sub-contractor should also be required to notify their insurance company.

**Site safety induction** – this should include the normal site safety induction and include a review of the individual work experience risk assessment with the work experience supervisor in attendance.

**Child protection** – for students under 18 years 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.

**Parental consent** – parental consent will need to be obtained for the work experience placements for students under 18 years. 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.

**Supervision** – a competent person will be required to provide one-to-one continuous supervision of young persons under the age of 18 throughout their time in the work place. Arrangements need to be agreed with parents and guardians about drop-off and pick-up.

## 2.0 Work experience placement (14-16 years)

The work experience placements are to support young people during their school education in years 10 and 11. This can include block placements as part of their statutory work experience placement or CBE diploma or BTEC courses. It can also include one day a week placement as part of a young apprenticeship or alternative curriculum. The minimum length is five days.

**Key issues: coordination with site team; risk assessment and method statement; insurance; site safety induction; child protection; parental consent; supervision**

All the issues for work experience placements for any person under 18 years old apply. See comments for item 1 above.

## 3.0 Construction curriculum support activities

This relates to curriculum support for construction specific courses. This includes carrying out workshops within schools or on site with students from schools or colleges enabling the student to understand the practical applications of their studies.

**Key issues: preparation of engaging material; delivery of workshops**

**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 make 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.

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

## 4.0 Graduates

This target describes employment opportunities for university students who have graduated within three years of the start of their employment. A search for courses can be made on **[www.bconstructive.co.uk](http://www.bconstructive.co.uk)** and contact with higher education institutions offering the courses can be made through **[www.ucas.ac.uk](http://www.ucas.ac.uk)**.

**No specific key issues.**

## 5.0 Apprentice starts

This target describes recruitment of either traditional, specialist, displaced or adult apprentices to the project workforce. An apprenticeship outcome is defined as an individual pursuing a formal apprenticeship framework incorporating either S/NVQ level 2 or 3.

**Key issues: employment; progression; range of experience**

**Employment** - this may involve the contractor employing the apprentices as a "host" employer and placing them with their sub- contractors for the duration of the works on the project.

**Progression** – not all projects can provide continuous employment sufficient for an apprentice to complete his or her apprenticeship. Where a individual already has a technical certificate from a college the final elements of the apprenticeship typically requires less time, i.e., one year compared to a traditional apprenticeship which is generally two years. Where time on site will not be sufficient for completion of an apprenticeship then the contractor or sub-contractor will need to make arrangements to provide follow-on work as appropriate.

**Range of experience** – not all projects 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 sub-contractor should seek to identify opportunities elsewhere for the necessary experience to be obtained.

Further information on apprenticeships including the grants available can be found on <http://www.cskills.org/levy-grant/grant/index.aspx>

For a details of apprenticeships available please see [http://www.cskills.org/uploads/apprenticeship-guide\\_tcm17-13782.pdf](http://www.cskills.org/uploads/apprenticeship-guide_tcm17-13782.pdf)

## 6.0 Existing apprentices

An apprentice who is working on the project who is already employed by a contractor or sub-contractor.

### **Key issues: progression**

It is recognised that continuity of employment is critical for an apprentice's progression to achieving their apprenticeship.

## 7.0 Apprentice completions

This target describes completion of a formal apprenticeship framework incorporating either S/NVQ level 2 or 3.

### **Key issues: Duration of apprenticeships**

Apprenticeships typically last between two and three years. Therefore it is expected that an apprentice will complete the apprenticeship on a different project that the one they started on.

## 8.0 Jobs created on construction projects

This target describes the employment of individuals by the main contractor or supply chain. The target relates to those who are employed as trainees, or those previously unemployed. Individuals must be in employment for at least 12 weeks before they can be registered as an outcome.

## **Key issues: employment, upskilling**

**Employment** – It is recognised that the employer must be able to offer sustainable employment, possibly beyond the scope of the project.

**Upskilling** – It is highly likely as assessment of ability may result in skill gaps which may be addressed through upskilling.

## **9.0 S/NVQ Starts for subcontractors**

This target describes S/NVQ starts at levels 2, 3, 4 or 5 for individuals working in the project supply chain, not directly employed by the contractor.

### **Key issues: S/NVQ levels, form of assessment, grant funding**

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

**Form of assessment** – assessment is generally on-site, where an approved assessor visits the candidate at the place of work to carry out the competency assessment. Assessments usually require a portfolio of evidence to be provided by the candidate.

**Grant funding** – funding to cover some of 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 CITB-ConstructionSkills, subject to the status of the company.

## **10.0 S/NVQ completions for subcontractors**

This target describes S/NVQ completions at levels 2, 3, 4 or 5 for individuals working in the project supply chain, not directly employed by the contractor.

**No specific key issues.**

## **11.0 Training plans for subcontractors**

This target describes each creation of a sub-contractor's Company Training Plan. Assistance with compiling a Company Training Plan can be given by both Business Link and CITB-ConstructionSkills.

**No specific key issues.**

## **12.0 Supervisor training for subcontractors**

This target describes training activities leading to formal accreditation, such as Institute of Leadership and Management (ILM) qualifications. Detailed information on ILM courses is available at [www.i-l-m.com](http://www.i-l-m.com). Courses delivered against this target must be at least one day in duration.

**No specific key issues.**

## 13.0 Leadership and management training for subcontractors

This target describes outputs involving individuals who wish to develop their leadership and management skills. Generic courses could include those linked with the ILM or Chartered Management Institute, or alternatively training could be occupation- specific. Courses delivered against this target must be at least a half day in duration.

**No specific key issues.**

## 14.0 Advanced health and safety training for subcontractors

Training which can be delivered against this target include SMSTS (5 day and refresher), SSSTS (2 day), NEBOSH (National Examination Board in Occupational Safety and Health) or IOSH courses (Institute of Occupational Safety and Health).

**No specific key issues.**



## Appendix C – Benchmarks

1.0 Residential		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13	band 14	band 15	band 16
		£1k-100k	£100k – 500k	£500k – 1m	£1-3.5m	£3.5 – 6m	£6 – 10m	£10 – £15m	£15 – £20m	£20 – 30m	£30 – 40m	£40 – 50m	£50 – 60m	£60 – £70m	£70 – 80m	£80 – 90m	£90 – £100m
1.	Work Placement (16 plus years) - persons	0	1	2	3	5	7	9	11	13	16	18	19	20	20	21	21
2.	Work Placement (14-16 years) - persons	0	0	0	0	1	1	2	3	3	4	4	4	5	5	5	5
3.	Construction Curriculum Support Activities - individual engagement	0	0	0	1	2	4	5	6	7	9	10	11	12	12	13	14
4.	Graduates - persons	0	0	0	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	0	0	0	2	4	6	7	8	9	10	11	12	13	14	15
6.	Existing apprentices - persons	0	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14
7.	Apprentice Completions - persons	0	0	0	0	0	2	3	4	5	5	6	6	6	7	7	7
8.	Jobs created on construction projects - number	0	0	0	1	2	3	5	6	7	8	8	9	9	10	10	11
9.	S/NVQ Starts for Subcontractors - persons	0	0	0	1	2	3	6	8	10	13	15	17	19	21	23	24
10.	S/NVQ Completions for Subcontractors - persons	0	0	0	1	2	3	5	7	8	11	12	14	16	17	19	20
11.	Training Plans for Subcontractors - no	1	2	3	4	4	5	5	5	6	6	6	7	7	7	8	8
12.	Supervisor Training for Subcontractors - persons	0	0	0	2	3	4	5	5	6	6	6	7	7	7	8	8
13.	Leadership and Management Training for Subcontractors - persons	0	0	0	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	1	1	1	2	3	4	4	5	6	6	7	7	8	8	9	9

2.0 Retail, sports, leisure and entertainment		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	Band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	2	3	4	5	6	7	8	9	10	10	10	11	11
2.	Work Placement (14-16 years) - persons	0	1	1	1	2	2	2	2	2	3	3	3	3
3.	Construction Curriculum Support Activities - individual engagement	1	1	3	3	4	5	6	7	7	8	8	8	9
4.	Graduates - persons	0	0	0	1	1	1	1	1	1	1	1	1	1
5.	Apprentice Starts - persons	0	1	3	4	5	5	6	7	7	8	8	9	10
6.	Existing apprentices - persons	1	1	1	2	2	2	3	3	4	4	4	5	5
7.	Apprentice Completions - persons	0	0	1	1	1	1	1	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	1	2	2	3	3	3	3	4	4	4	4
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	4	5	6	8	9	10	11	13	14	14
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	5	7	7	8	10	10	11	12
11.	Training Plans for Subcontractors - no	2	2	3	3	3	4	4	4	4	4	4	5	5
12.	Supervisor Training for Subcontractors - persons	1	2	3	3	3	4	4	4	5	5	5	5	5
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	3	3	4	5	5	6	6	7	7	8	8

3.0 Highways		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	0	2	2	3	3	4	5	5	6	6	6	6	6
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	0	1	2	2	3	3	4	5	5	5	5	6	6
4.	Graduates - persons	0	0	0	1	1	1	1	1	3	3	3	3	3
5.	Apprentice Starts - persons	0	1	2	2	3	3	4	4	4	5	5	6	6
6.	Existing apprentices - persons	1	1	1	2	2	2	3	3	4	4	4	5	5
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	2	2	3	3	4	4	4	5	5	5	5
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	3	4	6	7	8	9	10	12	13	13
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	4	6	7	8	9	9	10	11
11.	Training Plans for Subcontractors - no	1	1	2	2	2	2	2	2	2	2	2	2	2
12.	Supervisor Training for Subcontractors - persons	1	2	2	3	3	3	3	3	4	4	4	4	4
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	2	2	3	3	4	4	5	5	6	6
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

4.0 Infrastructure		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	1	2	2	3	3	4	5	5	6	6	6	6	6
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	0	1	2	2	3	3	4	5	5	5	5	6	6
4.	Graduates - persons	0	0	0	0	0	0	0	0	1	1	1	1	1
5.	Apprentice Starts - persons	0	1	2	2	3	3	4	4	4	5	5	6	6
6.	Existing apprentices - persons	1	1	1	2	2	2	2	3	3	3	4	4	4
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	2	2	3	4	5	5	6	6	6	7	7	7
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	3	4	6	7	8	9	10	12	13	13
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	4	6	7	8	9	9	10	11
11.	Training Plans for Subcontractors - no	1	1	2	2	2	2	2	2	2	2	2	2	2
12.	Supervisor Training for Subcontractors - persons	1	2	2	3	3	3	3	3	4	4	4	4	4
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	2	2	3	3	4	4	5	5	6	6
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

5.0 Factories		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	0	1	1	1	2	2	2	3	3	3	3	3	3
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	0	1	2	2	3	3	4	5	5	5	5	6	6
4.	Graduates - persons	0	0	0	0	0	0	0	0	1	1	1	1	1
5.	Apprentice Starts - persons	0	1	1	2	2	2	3	3	3	4	4	4	5
6.	Existing apprentices - persons	1	1	1	2	2	2	2	3	3	3	4	4	4
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	2	3	3	4	5	5	5	5	6	6	6
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	3	4	6	7	8	9	10	12	13	13
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	4	6	7	8	9	9	10	11
11.	Training Plans for Subcontractors - no	3	3	4	4	4	5	5	5	6	6	6	6	6
12.	Supervisor Training for Subcontractors - persons	1	2	2	3	3	4	4	4	4	4	4	5	5
13.	Leadership and Management Training for Subcontractors - persons	1	1	1	2	2	3	3	4	4	4	4	5	5
14.	Advanced Health and Safety Training for Subcontractors - persons	1	2	3	3	4	4	4	5	5	6	6	6	6

6.0 Education		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	4	6	8	11	13	16	19	22	23	24	24	25	25
2.	Work Placement (14-16 years) - persons	0	1	1	2	4	4	5	5	5	6	6	6	6
3.	Construction Curriculum Support Activities - individual engagement	1	2	5	6	7	8	11	12	13	14	14	16	17
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	2	3	5	6	6	7	8	9	10	10	11	12
6.	Existing apprentices - persons	2	2	3	4	5	6	6	7	8	9	10	10	11
7.	Apprentice Completions - persons	0	0	2	3	3	4	4	5	5	5	6	6	6
8.	Jobs created on construction projects - number	1	2	2	4	4	5	6	6	7	7	7	8	8
9.	S/NVQ Starts for Subcontractors - persons	1	2	3	6	8	10	13	15	17	19	21	23	24
10.	S/NVQ Completions for Subcontractors - persons	1	2	3	5	7	8	11	12	14	16	17	19	20
11.	Training Plans for Subcontractors - no	3	3	4	4	4	5	5	5	5	5	5	6	6
12.	Supervisor Training for Subcontractors - persons	2	3	4	5	5	6	6	6	7	7	7	8	8
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

7.0 Health		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	2	3	4	5	7	8	10	11	11	12	12	13	13
2.	Work Placement (14-16 years) - persons	0	1	1	1	2	2	2	2	2	3	3	3	3
3.	Construction Curriculum Support Activities - individual engagement	1	2	3	4	5	6	8	9	9	10	10	11	12
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	2	4	4	5	5	6	7	7	8	8	9
6.	Existing apprentices - persons	1	2	2	3	4	4	5	5	6	7	7	8	8
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	2	3	3	4	5	5	5	5	6	6	6
9.	S/NVQ Starts for Subcontractors - persons	1	2	2	5	6	8	10	12	14	15	17	18	19
10.	S/NVQ Completions for Subcontractors - persons	1	2	2	4	6	6	9	10	11	13	14	15	16
11.	Training Plans for Subcontractors - no	2	2	3	3	3	3	3	3	4	4	4	4	4
12.	Supervisor Training for Subcontractors - persons	2	3	4	5	5	6	6	6	7	7	7	8	8
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

8.0 Offices		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	1	2	2	3	3	4	5	5	6	6	6	6	6
2.	Work Placement (14-16 years) - persons	0	0	0	1	1	1	2	2	2	2	2	2	2
3.	Construction Curriculum Support Activities - individual engagement	1	1	2	3	4	4	5	6	7	7	7	8	8
4.	Graduates - persons	0	0	0	1	1	1	1	1	1	1	1	1	1
5.	Apprentice Starts - persons	0	1	2	3	3	4	4	5	5	5	6	6	7
6.	Existing apprentices - persons	1	1	2	2	3	3	4	4	5	5	5	6	6
7.	Apprentice Completions - persons	0	0	1	1	2	2	2	2	2	2	3	3	3
8.	Jobs created on construction projects - number	0	1	2	3	3	4	5	5	5	5	6	6	6
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	4	5	6	8	9	10	11	13	14	14
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	5	7	7	8	10	10	11	12
11.	Training Plans for Subcontractors - no	2	2	3	3	3	4	4	4	4	4	4	5	5
12.	Supervisor Training for Subcontractors - persons	2	3	3	4	4	5	5	5	6	6	6	7	7
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	5	5	6	6
14.	Advanced Health and Safety Training for Subcontractors - persons	2	4	5	5	6	7	7	8	8	10	10	11	11



9.0 Regeneration		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	4	6	8	11	13	16	19	22	23	24	24	25	25
2.	Work Placement (14-16 years) - persons	0	1	1	2	4	4	5	5	5	6	6	6	6
3.	Construction Curriculum Support Activities - individual engagement	1	3	5	6	8	9	11	13	14	15	15	16	18
4.	Graduates - persons	0	0	0	1	1	1	1	1	3	3	3	3	3
5.	Apprentice Starts - persons	0	2	5	7	8	10	11	12	13	14	16	17	18
6.	Existing apprentices - persons	2	3	4	5	6	7	8	9	10	11	12	13	14
7.	Apprentice Completions - persons	0	0	2	3	4	5	5	6	6	6	7	7	7
8.	Jobs created on construction projects - number	1	3	4	6	7	8	9	10	11	11	12	12	13
9.	S/NVQ Starts for Subcontractors - persons	1	3	4	8	10	13	16	19	21	24	26	29	30
10.	S/NVQ Completions for Subcontractors - persons	1	3	4	6	9	10	14	15	18	20	21	24	25
11.	Training Plans for Subcontractors - no	4	4	6	6	6	7	7	7	8	8	8	9	9
12.	Supervisor Training for Subcontractors - persons	2	4	5	6	6	7	7	7	8	8	8	10	10
13.	Leadership and Management Training for Subcontractors - persons	1	1	3	4	4	5	5	6	6	8	8	9	9
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	3	3	4	5	5	6	6	7	7	8	8

10.0 Refurbishment / Decent Homes		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	2	4	5	6	8	9	11	13	13	14	14	15	15
2.	Work Placement (14-16 years) - persons	0	0	0	1	1	1	1	1	1	2	2	2	2
3.	Construction Curriculum Support Activities - individual engagement	1	2	4	5	6	7	9	10	11	12	12	13	14
4.	Graduates - persons	0	0	0	1	1	1	1	1	1	1	1	1	1
5.	Apprentice Starts - persons	0	1	3	4	5	6	6	7	8	8	9	10	11
6.	Existing apprentices - persons	1	2	3	4	4	5	6	6	7	8	8	9	10
7.	Apprentice Completions - persons	0	0	1	2	3	4	4	4	4	4	5	5	5
8.	Jobs created on construction projects - number	1	3	4	6	7	8	9	10	11	11	12	12	13
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	4	6	7	9	11	12	13	15	16	17
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	4	5	6	8	8	10	11	12	13	14
11.	Training Plans for Subcontractors - no	2	2	3	3	3	4	4	4	4	4	4	5	5
12.	Supervisor Training for Subcontractors - persons	1	2	3	4	4	4	4	4	5	5	5	6	6
13.	Leadership and Management Training for Subcontractors - persons	1	1	1	2	2	3	3	4	4	4	4	5	5
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	6	7	7	8	8	9	9	10	10

11.0 Water supply and waste disposal		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	1	2	2	3	3	4	5	5	6	6	6	6	6
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	0	1	1	1	2	2	2	3	3	3	3	3	4
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	1	2	2	2	3	3	3	4	4	4	5
6.	Existing apprentices - persons	1	1	1	2	2	2	2	3	3	3	4	4	4
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	1	2	2	2	3	3	3	3	3	3	4
9.	S/NVQ Starts for Subcontractors - persons	0	1	1	2	2	3	4	5	5	6	6	7	7
10.	S/NVQ Completions for Subcontractors - persons	0	1	1	2	2	2	3	4	4	5	5	6	6
11.	Training Plans for Subcontractors - no	2	2	2	2	2	2	2	2	3	3	3	3	3
12.	Supervisor Training for Subcontractors - persons	1	1	1	2	2	2	2	2	2	2	2	2	2
13.	Leadership and Management Training for Subcontractors - persons	0	0	1	1	1	1	1	2	2	2	2	2	2
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	3	3	4	5	5	6	6	7	7	8	8

12.0 Off site structures		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	1	2	2	3	4	5	6	6	7	7	7	7	7
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	1	1	3	4	4	5	6	7	8	8	8	9	10
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	2	2	3	3	4	4	4	5	5	6	6
6.	Existing apprentices - persons	1	1	1	2	2	2	2	3	3	3	4	4	4
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	1	2	2	2	3	3	3	3	3	3	4
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	3	4	5	7	8	9	10	11	12	12
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	4	6	6	7	8	9	10	10
11.	Training Plans for Subcontractors - no	1	1	2	2	2	2	2	2	2	2	2	2	2
12.	Supervisor Training for Subcontractors - persons	1	1	1	1	1	2	2	2	2	2	2	2	2
13.	Leadership and Management Training for Subcontractors - persons	0	0	1	1	1	2	2	2	2	2	2	3	3
14.	Advanced Health and Safety Training for Subcontractors - persons	1	1	2	2	2	2	2	3	3	3	3	4	4





## 15. Highways maintenance

15.0 All categories		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m
1.	Work Placement (14 plus years) - persons	2	3	4	5	6	7	8	9	10
2.	Construction Curriculum Support Activities - individual engagement	1	2	3	4	5	6	7	7	7
3.	Graduates - persons	0	0	0	1	1	2	2	2	2
4.	Apprentice Starts - persons	1	1	2	2	3	3	4	4	5
5.	Existing apprentices - persons	0	1	1	2	2	2	3	3	4
6.	Apprentice Completions - persons	0	0	0	1	2	3	3	4	5
7.	Jobs created on construction projects - number	0	0	1	1	1	2	2	3	3
8.	S/NVQ Starts for Subcontractors - persons	0	1	2	3	4	5	6	7	8
9.	S/NVQ Completions for Subcontractors - persons	0	0	1	2	3	4	5	6	7
10.	Training Plans for Subcontractors - no	1	2	2	3	3	4	4	4	5
11.	Supervisor Training for Subcontractors - persons	1	3	3	4	4	5	6	6	7
12.	Leadership and Management Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7
13.	Advanced Health and Safety Training for Subcontractors - persons	3	4	5	6	7	8	8	9	10

15.1 Highways structural maintenance		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m
1.	Work Placement (14 plus years) - persons	2	3	4	5	6	7	8	9	10
2.	Construction Curriculum Support Activities - individual engagement	1	1	2	2	3	3	3	4	4
3.	Graduates - persons	0	0	0	1	1	1	1	1	1
4.	Apprentice Starts - persons	1	1	3	3	4	4	5	5	7
5.	Existing apprentices - persons	0	1	1	3	3	3	4	4	5
6.	Apprentice Completions - persons	0	0	0	1	2	4	4	5	6
7.	Jobs created on construction projects - number	0	0	1	1	1	1	2	2	3
8.	S/NVQ Starts for Subcontractors - persons	0	1	2	2	3	4	5	6	6
9.	S/NVQ Completions for Subcontractors - persons	0	0	1	2	2	3	4	5	6
10.	Training Plans for Subcontractors - no	1	1	1	2	2	3	3	3	4
11.	Supervisor Training for Subcontractors - persons	1	2	2	3	3	4	5	5	6
12.	Leadership and Management Training for Subcontractors - persons	2	2	3	3	4	5	5	6	6
13.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	5	6	6	6	7	8



15.2 Highways routine cyclical maintenance		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m
1.	Work Placement (14 plus years) - persons	2	3	4	5	6	7	8	9	10
2.	Construction Curriculum Support Activities - individual engagement	1	2	2	3	4	5	5	6	6
3.	Graduates - persons	0	0	0	0	0	1	1	1	1
4.	Apprentice Starts - persons	1	1	1	1	2	2	3	3	4
5.	Existing apprentices - persons	0	1	1	1	1	1	2	2	3
6.	Apprentice Completions - persons	0	0	0	1	2	2	2	3	4
7.	Jobs created on construction projects - number	0	0	1	1	2	3	3	4	5
8.	S/NVQ Starts for Subcontractors - persons	0	1	2	4	5	6	7	8	10
9.	S/NVQ Completions for Subcontractors - persons	0	0	1	2	4	5	6	7	8
10.	Training Plans for Subcontractors - no	1	2	2	4	4	5	5	5	6
11.	Supervisor Training for Subcontractors - persons	1	4	4	5	5	6	7	7	8
12.	Leadership and Management Training for Subcontractors - persons	2	4	5	5	6	7	7	8	8
13.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	5	6	6	6	7	8

15.3 Highways routine structures		band 1	band 2	band 3	band 4	band 5	band 6	band 7	band 8	band 9
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m
1.	Work Placement (14 plus years) - persons	2	3	4	5	6	7	8	9	10
2.	Construction Curriculum Support Activities - individual engagement	2	3	5	7	9	10	10	12	12
3.	Graduates - persons	0	0	0	2	2	4	4	4	4
4.	Apprentice Starts - persons	1	1	2	2	3	3	4	4	5
5.	Existing apprentices - persons	0	1	1	2	2	2	3	3	4
6.	Apprentice Completions - persons	0	0	0	1	2	3	3	4	5
7.	Jobs created on construction projects - number	0	0	1	1	1	1	2	2	3
8.	S/NVQ Starts for Subcontractors - persons	0	1	2	3	4	5	6	7	8
9.	S/NVQ Completions for Subcontractors - persons	0	0	1	2	3	4	5	6	7
10.	Training Plans for Subcontractors - no	1	2	2	3	3	4	4	4	6
11.	Supervisor Training for Subcontractors - persons	1	3	3	4	4	5	6	6	7
12.	Leadership and Management Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7
13.	Advanced Health and Safety Training for Subcontractors - persons	3	4	5	6	7	8	8	9	10

## 16. Judicial

16.1 Courts – New Build		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 – 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 – 30m	£30 - 40m	£40 – 50m	£50 – 60m	£60 - £70m	£70 – 80m	£80 – 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	4	6	8	11	13	16	19	22	23	24	24	25	25
2.	Work Placement (14-16 years) - persons	0	1	1	1	2	2	2	2	2	3	3	3	3
3.	Construction Curriculum Support Activities - individual engagement	1	2	4	5	6	7	9	10	11	12	12	13	14
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	2	3	5	6	6	7	8	9	10	10	11	12
6.	Existing apprentices - persons	2	2	3	4	5	6	6	7	8	9	10	10	11
7.	Apprentice Completions - persons	0	0	1	2	2	3	3	4	4	4	4	4	4
8.	Jobs created on construction projects - number	1	2	2	4	4	5	6	6	7	7	7	8	8
9.	S/NVQ Starts for Subcontractors - persons	1	2	3	6	8	10	13	15	17	19	21	23	24
10.	S/NVQ Completions for Subcontractors - persons	1	2	3	5	7	8	11	12	14	16	17	19	20
11.	Training Plans for Subcontractors – no	3	3	4	4	4	5	5	5	5	5	5	6	6
12.	Supervisor Training for Subcontractors - persons	2	2	4	5	5	6	5	5	4	5	7	8	6
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

16.2 Courts – Refurbishment		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 – 6m	£6 - 10m	£10 - 15m	£15+ - 20m	£20 – 30m	£30 - 40m	£40 – 50m	£50 – 60m	£60 - £70m	£70 – 80m	£80 – 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	2	3	4	5	6	7	8	9	10	10	10	11	11
2.	Work Placement (14-16 years) - persons	0	0	0	1	1	1	1	1	1	2	2	2	2
3.	Construction Curriculum Support Activities - individual engagement	1	1	2	3	4	4	5	6	7	7	7	8	8
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	2	3	3	4	4	5	5	5	6	6	7
6.	Existing apprentices - persons	1	1	2	2	3	3	4	4	5	5	5	6	6
7.	Apprentice Completions - persons	0	0	1	1	2	2	2	2	2	2	3	3	3
8.	Jobs created on construction projects - number	0	1	2	3	3	4	5	5	5	5	6	6	6
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	4	5	6	8	9	10	11	13	14	14
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	5	7	7	8	10	10	11	12
11.	Training Plans for Subcontractors – no	2	2	3	3	3	4	4	4	4	4	4	5	5
12.	Supervisor Training for Subcontractors - persons	2	3	3	4	4	5	5	5	6	6	6	7	7
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	5	5	6	6
14.	Advanced Health and Safety Training for Subcontractors - persons	2	4	5	5	6	7	7	8	8	10	10	11	11

16.3 Young Offenders – New Build		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	3	5	6	8	10	12	14	16	17	18	18	19	19
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	1	1	2	3	4	4	5	6	7	7	7	8	8
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	3	4	5	6	6	7	8	8	9	10	11
6.	Existing apprentices - persons	1	2	3	4	4	5	6	6	7	8	8	9	10
7.	Apprentice Completions - persons	0	0	1	2	2	3	3	3	3	3	4	4	4
8.	Jobs created on construction projects - number	1	2	2	4	4	5	6	6	7	7	7	8	8
9.	S/NVQ Starts for Subcontractors - persons	1	2	3	7	9	11	14	17	19	21	23	25	26
10.	S/NVQ Completions for Subcontractors - persons	1	2	3	5	7	8	11	12	14	16	17	19	20
11.	Training Plans for Subcontractors – no	3	3	4	4	4	5	5	5	5	5	5	6	6
12.	Supervisor Training for Subcontractors - persons	2	3	4	5	5	6	6	6	7	7	7	8	8
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

16.4 Young Offenders - Refurbishment		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	1	2	3	4	4	5	6	7	8	8	8	8	8
2.	Work Placement (14-16 years)- persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	1	2	4	5	6	7	9	10	11	12	12	13	14
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	2	2	3	3	4	4	4	5	5	6	6
6.	Existing apprentices - persons	1	2	2	3	3	4	4	5	5	6	6	7	7
7.	Apprentice Completions - persons	0	0	1	1	1	2	2	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	2	3	3	4	4	4	5	5	5	6	6
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	3	4	5	7	8	9	10	11	12	12
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	4	6	6	7	8	9	10	10
11.	Training Plans for Subcontractors - no	2	2	3	3	3	4	4	4	4	4	4	5	5
12.	Supervisor Training for Subcontractors - persons	1	2	2	3	3	4	4	4	4	4	4	5	5
13.	Leadership and Management Training for Subcontractors - persons	1	1	1	2	2	3	3	4	4	4	4	5	5
14.	Advanced Health and Safety Training for Subcontractors - persons	2	4	5	5	6	7	7	8	8	10	10	11	11

16.5 Prisons – New Build		band 1	band 2	Band 3	band 4	band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 – 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 – 30m	£30 - 40m	£40 – 50m	£50 – 60m	£60 - £70m	£70 – 80m	£80 – 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	2	4	6	7	9	10	13	14	15	16	16	17	17
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	1	1	2	3	3	4	5	5	6	6	6	7	7
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	2	3	4	5	5	6	7	7	8	8	9
6.	Existing apprentices - persons	1	2	2	3	4	4	5	5	6	7	7	8	8
7.	Apprentice Completions - persons	0	0	1	1	2	2	2	3	3	3	3	3	3
8.	Jobs created on construction projects - number	1	2	2	4	4	5	6	6	7	7	7	8	8
9.	S/NVQ Starts for Subcontractors - persons	1	2	4	7	10	12	16	18	20	23	25	28	29
10.	S/NVQ Completions for Subcontractors - persons	1	2	3	5	7	8	11	12	14	16	17	19	20
11.	Training Plans for Subcontractors – no	3	3	4	4	4	5	5	5	5	5	5	6	6
12.	Supervisor Training for Subcontractors - persons	2	3	4	5	5	6	6	6	7	7	7	8	8
13.	Leadership and Management Training for Subcontractors - persons	1	1	2	3	3	4	4	5	5	6	6	7	7
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	5	6	6	7	7	8	8	9	9

16.6 Prisons - Refurbishment		band 1	band 2	band 3	band 4	Band 5	band 6	band 7	band 8	band 9	band 10	band 11	band 12	band 13
		£1 - 3.5m	£3.5 - 6m	£6 - 10m	£10 - 15m	£15 - 20m	£20 - 30m	£30 - 40m	£40 - 50m	£50 - 60m	£60 - £70m	£70 - 80m	£80 - 90m	£90 - £100m
1.	Work Placement (16 plus years) - persons	1	2	2	3	3	4	5	5	6	6	6	6	6
2.	Work Placement (14-16 years) - persons	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	Construction Curriculum Support Activities - individual engagement	0	1	1	2	2	2	3	3	3	4	4	4	4
4.	Graduates - persons	0	0	0	1	1	1	1	1	2	2	2	2	2
5.	Apprentice Starts - persons	0	1	2	2	3	3	4	4	4	5	5	6	6
6.	Existing apprentices - persons	1	1	1	2	2	2	2	3	3	3	4	4	4
7.	Apprentice Completions - persons	0	0	1	1	1	1	1	2	2	2	2	2	2
8.	Jobs created on construction projects - number	0	1	2	2	3	3	4	4	4	5	5	5	5
9.	S/NVQ Starts for Subcontractors - persons	1	1	2	4	6	7	9	11	12	13	15	16	17
10.	S/NVQ Completions for Subcontractors - persons	1	1	2	3	4	4	6	6	7	8	9	10	10
11.	Training Plans for Subcontractors - no	2	2	3	3	3	4	4	4	4	4	4	5	5
12.	Supervisor Training for Subcontractors - persons	1	2	3	4	4	4	4	4	5	5	5	6	6
13.	Leadership and Management Training for Subcontractors - persons	1	1	1	2	2	3	3	4	4	4	4	5	5
14.	Advanced Health and Safety Training for Subcontractors - persons	2	3	4	4	6	7	7	8	8	9	9	10	10





## Appendix E - Template subcontract clauses

### 1.0 ACA Standard Form of Specialist Contract for Project Partnering SPC2000 (amended 2008);

For inclusion as a Specialist Special Term in the Project Partnering Agreement by reference to clause 28 of SPC2000 (amended 2008).

#### **Employment and skills**

*Clause 28.1 In Appendix 1, the following definitions shall be inserted:*

*"**Employment and Skills Requirements** – the Specialist Works-specific employment and skills requirements produced by the Constructor and forming part of the Specialist Works Brief;*

***ESP** - the Main Contract Works-specific Employment and Skills Plan produced by the Constructor and forming part of the Partnering Contract;*

***Method Statement** - the Specialist Works-specific employment and skills method statement produced by the Specialist and forming part of the Specialist Works Proposals which sets out in detail how the Specialist shall implement the Employment and Skills Requirements";*

*Clause 28.2 The Specialist is aware that the Constructor is obliged to comply with and implement the ESP and shall not do anything to put the Constructor in breach of this obligation.*

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

*Clause 28.4 The Specialist shall nominate an individual to liaise with the Constructor and shall provide the Constructor with information as required to demonstrate the Specialist's compliance with and implementation of the Method Statement in accordance with the Employment and Skills Requirements.*

*Clause 28.5 The Constructor shall provide to the Specialist such information as it has available in relation to the ESP to enable the Specialist to comply with and implement the Method Statement in accordance with the Employment and Skills Requirements(1).*

*Clause 28.6 The Specialist shall provide to the Constructor on a monthly basis, in accordance with the Specialist Timetable(2), a report outlining the achievements during the previous month against the Method Statement, and shall provide details of the employment and skills activities delivered in the month. The Constructor shall monitor the Specialist's compliance with and implementation of the Method Statement.*

*Clause 28.7 Insert in clause 23.3 (Post-Specialist Completion review), after the words, "KPI and Targets," the following words: "and its compliance with and implementation of the Method Statement".*

*Clause 28.8 Any and all costs relating to compliance with and implementation of the Employment and Skills Requirements and the Method Statement by the Specialist in accordance with the Employment and Skills Requirements are included in the Specialist Payment Terms(3).*

<sup>1</sup> (SPC2000) The Constructor should ensure that the Specialist Works-specific information to assist the Specialist with the implementation of the Method Statement is contained in the Employment and Skills Requirements within the Specialist Works Brief.

<sup>2</sup> (SPC2000) To ensure regular monitoring of the Specialist's achievement of the Method Statement, dates for submission of progress reports should be included in the Specialist Timetable.

<sup>3</sup> (SPC2000) The Constructor should be satisfied that the Specialist has included in the Specialist Price all costs in relation to the implementation of the Method Statement.

## **2.0 JCT Standard Building Sub Contract (SBSub/A) (2005 Edition) Articles of Agreement; JCT Standard Building Sub Contract with Sub-Contractor's Design (SBSub/D/A) (2005 Edition) Articles of Agreement; or JCT Design and Build Sub-Contract (DBSub) (2005 Edition) Articles of Agreement**

*Clause 1.1 Insert the following definitions into clause 1.1:*

***"Employment and Skills Requirements** : the Sub-Contract Works-specific employment and skills requirements produced by the Contractor and forming part of the Contractor's Requirements;*

***ESP** : the Works-specific Employment and Skills Plan produced by the Contractor and forming part of the Main Contract;*

***Method Statement** : the Sub-Contract Works-specific employment and skills method statement produced by the Sub-Contractor and forming part of the Sub-Contractor's Proposals which sets out in detail how the Sub-Contractor shall implement the Employment and Skills Requirements;"*

*Clause 2.27 Insert the following new clause 2.27:*

### **"2.27 Employment and Skills**

*2.27.1 The Sub-Contractor is aware that the Contractor is obliged to comply with and implement the ESP pursuant to the terms of the Main Contract and shall not do anything to put the Contractor in breach of this obligation.*

*2.27.2 The Sub-Contractor shall comply with and implement the Method Statement in accordance with the Employment and Skills Requirements.*

*2.27.3 The Sub-Contractor shall nominate an individual to liaise with the Contractor and shall provide the Contractor with information as required to demonstrate the Sub-Contractor's compliance with the Method Statement in accordance with the Employment and Skills Requirements.*

*2.27.4 The Contractor shall provide to the Sub-Contractor such information as it has available in relation to the ESP to enable the Sub-Contractor to comply with and implement the Method Statement, in accordance with the Employment and Skills Requirements.*

*2.27.5 The Sub-Contractor shall provide to the Contractor on a monthly basis, in accordance with the relevant dates set out in the Employment and Skills Requirements, a report outlining the achievements during the previous month against the Method Statement and shall provide details of the employment and skills activities delivered in the month. The Contractor shall monitor the Sub-Contractor's compliance with and implementation of the Method Statement.*

*2.27.6 If required by the Contractor, the Sub-Contractor and shall attend a meeting after practical completion of the Sub-Contract Works to review the completed Sub-Contract Works and the Sub-Contractor's compliance with and implementation of the Method Statement, and to consider the scope for further improvement on future projects.*

*2.27.7 Any and all costs relating to compliance with and implementation of the Method Statement in accordance with the Employment and Skills Requirements by the Sub-Contractor are included in the Sub-Contract Sum."*

### 3.0 NEC3 Engineering and Construction Subcontract (3rd Edition)

- Z1 Employment and Skills
- Z1.1 Insert into to clause 11:
- "11.2 (19) The Employment and Skills Requirements are the Subcontract Works-specific employment and skills requirements produced by the *Contractor* and forming part of the Subcontract Works Information.
- 11.2 (20) The ESP is the works-specific Employment and Skills Plan produced by the *Contractor* and forming part of the Main Contract.
- 11.2 (21) The Method Statement is the Subcontract Works-specific employment and skills method statement produced by the *Subcontractor* and forming part of the Subcontract Works Information which sets out in detail how the *Subcontractor* shall implement the Employment and Skills Requirements;"
- Z1.2 The *Sub-Contractor* is aware that the *Contractor* complies with and implements the ESP pursuant to the terms of the Main Contract and shall not do anything to put the *Contractor* in breach of this obligation.
- Z1.3 The *Sub-Contractor* is aware that the *Contractor* complies with and implements the ESP pursuant to the terms of the Main Contract and shall not do anything to put the *Contractor* in breach of this obligation.
- Z1.4 The *Subcontractor* complies with and implements the Method Statement in accordance with the Employment and Skills Requirements.
- Z1.5 The *Subcontractor* nominates an individual to liaise with the *Contractor* and provides the *Contractor* with information as required to demonstrate the *Subcontractor's* compliance with the Method Statement in accordance with the Employment and Skills Requirements.
- Z1.6 The *Contractor* provides to the *Subcontractor* such information as it has available in relation to the ESP to enable the *Subcontractor* to comply with and implement the Method Statement, in accordance with the Employment and Skills Requirements.
- Z1.7 The *Subcontractor* provides to the *Contractor* on a monthly basis, in accordance with the relevant Key Dates, a report outlining the achievements during the previous month against the Method Statement and provides details of the employment and skills activities delivered in the month. The *Contractor* monitors the *Subcontractor's* compliance with and implementation of the Method Statement.
- Z1.8 If required by the *Contractor*, the *Subcontractor* attends a meeting after Completion to review the completed Subcontract Works and the *Subcontractor's* compliance with and implementation of the Method Statement, and to consider the scope for further improvement on future projects.
- Z1.9 Any and all costs relating to compliance with and implementation of the Method Statement by the *Subcontractor* in accordance with the Employment and Skills Requirements are included in the [relevant contract pricing Option]."

## Appendix F - Case Study

### National Skills Academy for Construction Client-based Approach London Borough of Barking & Dagenham

#### Overview of the Programme

The London Borough of Barking and Dagenham is leading the way with its economic development strategy actively promoting training, employment and supply chain development through the National Skills Academy for Construction Client-Based Approach. By embedding training and employment plans into the procurement process the Borough is proactively achieving training and employment outcomes across all capital projects. The Borough has ambitious targets to achieve in terms of delivering apprenticeship and training opportunities and reducing unemployment of local residents.

Councilor Mick McCarthy, lead member for regeneration at the Council, said: "We are pleased to be on-board with our new National Skills Academy for Construction status and are starting to see the benefits for local residents. The Council will look to use the guidelines to promote training, apprenticeships and job opportunities across the Borough, as well as increasing educational opportunities for young people via vocational learning such as the Young Apprenticeship Programme."

#### Background to the Skills & Employment Agenda

The London Borough of Barking and Dagenham has identified skills, employment and the raising of household incomes as the top priorities in its Local Area Agreement and key local strategies. The Borough has begun the process of conducting a local economic assessment that will see the production of an updated Economic Development Strategy.

The updated version will specifically reference the National Skills Academy for Construction Client-Based Approach as the methodology that will be used by the Council through its capital programme and role as planning authority.

The construction sector is already a major employer of (and popular with) Borough residents, employing 8.9% of those in work compared to 6.4% for London as a whole (Source: Annual Population Survey 2008-9). The National Skills Academy for Construction Client-Based Approach will open up further opportunities for residents and businesses that builds on these local factors.

The Borough has implemented the National Skills Academy for Construction Client-Based Approach across five key initial projects and programmes. This methodology now forms part of the planning process and is being rolled out to include further developments as they come online.

The Borough has embedded outcomes into the tender process for capital works within the Council's contracts. Contractors delivering capital works for the Borough are now required to produce ESPs and accompanying Method Statements detailing how these outcomes will be produced. Observations and consultation within the Borough in relation to planning applications also apply the National Skills Academy for Construction methodology linking development values to benchmarked ESP outputs.

The Borough is using benchmark multipliers linked to contract values to identify expected outputs. This methodology was provided by CITB-ConstructionSkills through the Client-Based Approach for Local Authorities Pilot.

The capital works planned and underway represent a significant investment in the Borough. It is important that these opportunities are maximised and that benefits can be extended to employment and training opportunities for Borough residents. The National Skills Academy for Construction Client-Based Approach enables the Borough to achieve this and to set in place a methodology to ensure ongoing benefits are realised.

### **Delivering employment and skills plan targets: support from the London Borough of Barking and Dagenham – Skills, Learning and Employment Division**

**Skills and Employment** -The Skills, Learning and Employment (**SLED**) Division are well placed to support contractors to meet the outcomes identified in the Employment and Skills Plan.

Recruitment is always a cost to employers. However, the Council and its partners have developed a recruitment service that is free to all users. The Employment and Skills Group works with Jobcentre Plus and the full range of other providers of employment and skills services working in the Borough.

The Council's SLED Division works in close partnership with other agencies supporting thousands of other residents and shares vacancies where the job shops cannot meet the needs of the employer. In these cases, the role of the job shop staff is to quality control those put forward for vacancies. If no suitable local candidate can be found the vacancy is further shared through partnerships with neighbouring boroughs. The overriding aim is to meet the needs of the employer quickly, efficiently and at no cost.

**14-19 Learning and Skills** is responsible for the development of flexible learning opportunities, young apprenticeships and work placements for young people. The group has responsibility for the Education Business Partnership and Trident work placement schemes.

**Education Business Partnership and Trident** organise with employers support and commitment to host a small group of students as part of an alternative work experience programmes at the employer's premises. This is designed to provide post 16 students with a programme that introduces them to management. Students are introduced to skills used in management via a two day training programme, five days placement with a company working on a problem identified by the host organisation, two days working preparing a report and presentation and a final competition day.

**The Flexible Learning Service** offers the Young Apprenticeship Programme to students aged 14 predicted to achieve A-C grade GCSE in the Borough's secondary schools. The YAP programme consists of part of the week studying towards their core curriculum subjects at school and the remainder of the week attending Barking College studying towards a BTEC Level 2 First Diploma in Construction and one day work placement in Construction over a two year period. In preparation for their work placements, students complete an induction that covers the basics of first aid, manual handling and are awarded the CSCS card.

**The Adult College** has responsibility for adult safeguarded learning, skills for life and other learning opportunities. The College hosts the Apprenticeship Development Unit (ADU) and has a team of more than ten staff working to deliver on the Borough's commitment to establish 750 apprenticeships for young Borough residents

over two years. The ADU is responsible for recruiting learners and employers and supporting both throughout the process. So far over two hundred and thirty local residents have started an apprenticeship since the scheme began.

**Delivering supply chain opportunities: support from the London Borough of Barking and Dagenham - Regeneration and Economic Development Division**

The Council is committed to working with local partners to support new business starts, assist existing businesses to grow and promote inward investment into the Borough. Small and medium sized enterprises form the core of the local economy and provide some 95% of local employment. The Council is therefore keen to work to enable local supply chain opportunities to be made available. The Borough is home to a diverse range of suppliers, including both construction and manufacturing.



## Appendix G - Glossary

<b>Client-based Approach</b>	the Client-based Approach is a National Skills Academy for Construction product and provides clients with clarity as to what is permitted in an EU-compliant procurement and comfort that their employment and skills requirements when procuring construction projects are proportionate and achievable. It is an alternative to the Project-based approach.
<b>Employment and skills areas</b>	the fourteen suggested areas for development, as further defined in Appendix B.
<b>Employment and Skills Strategy</b>	the client's project or framework-specific strategy outlining the client's employment and skills goals and key deliverables, to be included as a tender and contract document.
<b>ESP</b>	the contractor's employment and skills plan created as part of the contractor's tender return, setting out how the Employment and Skills Strategy will be implemented. It is based on the template provided by the client in the Employment and Skills Strategy and will become a contract document.
<b>Method Statement</b>	the contractor's detailed description of how the ESP will be implemented on site. It should be created as part of a tender return and become a contract document.
<b>NCSAG</b>	the National Construction Skills Academy Group is an established body of employer representatives from across the construction industry which form part of the governance structure of the National Skills Academy for Construction.
<b>OJEU</b>	the Official Journal of the European Union, where all procurements by local authorities over the Public Contracts Regulations 2006 value thresholds must be advertised.
<b>SPONSA</b>	the "Skills Plans and Outcomes of the National Skills Academy", a management information system developed by CITB-ConstructionSkills, which allows tracking of key performance indicators on a real time basis.
<b>Sector Strategy Managers</b>	CITB-ConstructionSkills' area Sector Strategy Managers.



## Appendix H - Authors

### **CITB-ConstructionSkills**

CITB-ConstructionSkills is the Construction Industry Training Board, and in partnership with CITB-Northern Ireland and the Construction Industry Council also constitutes the Sector Skills Council for Construction. We have a clear focus – to work to ensure that the construction industry has the right skills, in the right place, at the right time. The Local Sector Strategy Team is the department of CITB-ConstructionSkills that works closely with clients, developers and contractors and is conversant in the development and implementation of Employment and Skills Strategies and ESPs. CITB-ConstructionSkills covers the whole of Great Britain and can provide support to clients, developers and contractors in how best to utilise this guide in conjunction with existing good practice.

CITB-ConstructionSkills facilitates and supports the contractor-led National Skills Academy and presents an industry solution to embedding employment, skills and apprenticeships into the procurement of construction works.

### **Trowers & Hamblins LLP**

Trowers & Hamblins LLP, the city and international law firm, was commissioned by CITB-ConstructionSkills to provide legal input into the drafting of this National Skills Academy for Construction Client-based Approach guidance for local authorities, as well as the equivalent guidance for Central Government and contractors.


Trowers & Hamblins LLP has unparalleled expertise in the delivery of innovative and commercial EU procurement and state aid advice, acting for local authorities, registered providers, central government, contractors, service providers and suppliers.

Dr David Mosey, a partner in and head of the Projects and Construction department at Trowers & Hamblins LLP, had significant input into the development of this guidance. David has provided extensive advice to central and local government on holistic integrated approaches to procurement of their projects and programmes, particularly early contractor involvement and two-stage contracts. David is recognised nationally as a "partnering guru", having authored the PPC2000, SPC2000 and TPC2005 forms of partnering contract and he also won the "Constructing Excellence Achiever of the Year" Award, 2009.

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