

MAKING SKILLS MATTER

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I. Introduction

This guidance aims to help grant applicants to create skills development and access opportunities through their projects. Although it will not be possible to achieve these in every situation, we expect to see some form of activity in most cases. It may even make a difference to whether your application is approved.

Cadw is encouraging these development opportunities as a way of helping to reverse the shortage of craftspeople with traditional building skills in Wales. These skills are vital to ensure that we have a well-protected, well-understood and well-managed historic environment that is valued by the community. As repair and maintenance of the existing building stock accounts for almost half of all construction industry expenditure, these skills are also essential to the Welsh economy.

In future, it is likely that Cadw will stipulate that key professional advisors must have appropriate conservation accreditation from a recognised professional organisation in order to work on grant-aided projects. We therefore encourage professionals to use this guidance as an opportunity to prepare.

This guidance highlights some of the ways in which skills development and access opportunities can be incorporated into grant applications and building contracts, and provides some examples of good practice. Larger projects will often offer more opportunities, but even small projects will usually be able to deliver some skills or access activity. This guidance provides a starting point for you to consider what specific opportunities may exist on your project.

Whilst the historic buildings grant scheme does not offer additional funding to support these activities, many of the suggestions in section 3 can be implemented at little or no cost to the applicant.

2. Who needs skills development?

Older buildings of traditional construction account for about a third of all buildings in Wales. Poorly specified or badly executed work can be damaging, to both character and performance, and is expensive to put right. To help avoid this, everyone involved in the care and management of traditional buildings needs a degree of skill to be effective. This includes:

- contractors and craftspeople
- new or potential entrants into the traditional building sector, such as apprentices and students on construction courses
- building professionals and specifiers, including architects and surveyors
- building owners, staff and volunteers who will be responsible for the on-going care of the building

Case study – Penmaen Cottage, Dolgellau

Penmaen Cottage has a slate roof, which is laid in diminishing courses with some interesting construction techniques and details. Although once common in north Wales, these techniques and details are poorly understood and are now increasingly rare. The cottage had been vacant for many years and the roof was leaking and in desperate need of repair. This created an opportunity to use the Cadw grant-aided project to teach others how to recognise and replicate the original roofing techniques.

With funding from the Dolgellau Townscape Heritage Initiative and Snowdonia National Park Authority, the building was used as the venue for a free 10-day hands-on course for local roofing contractors, building surveyors and architects. The course was run by Richard Jordon of the National Federation of Roofing Contractors and Terry Hughes of the Stone Roofing Association. The event was also filmed to provide an on-going training resource, which is free to download from the Stone Roofing Association website:

http://www.stoneroof.org.uk/historic/Historic_Roofs/Penmaen_Cottage.html

3. Types of skills development activity

Some of the activities may involve informal learning or more generic training that promotes good building practice, including health and safety awareness. However, wherever possible,

Cadw encourages the development of activities that will help trainees obtain a recognised qualification in traditional building skills, for example an NVQ Level 3 Diploma in Heritage Skills, such as stonemasonry, carpentry or plastering, or conservation accreditation from one of the professional organisations.

Each project will offer scope for different types of skills development opportunities depending on the nature and scale of the work. Here are a few examples of the types of activity that you could develop.

Training for contractors and craftspeople

'Heritage Toolbox Talks'

Many contractors run site induction courses and 'toolbox' talks at the start of a project to make workers aware of activities on site, including any health and safety implications. This is also a good opportunity to introduce them to the heritage aspects of the project.

A short introductory talk by the architect or surveyor can be a simple and effective way to raise awareness. The talk could describe:

- the history of the building or site
- what the project is all about
- why it is being undertaken
- the conservation ethos and philosophy of the project
- why materials are being repaired and retained wherever possible instead of being replaced
- what to look out for during the early stages of the project.

For example, it is quite common for previously hidden architectural or archaeological features to be revealed during the initial phase of work. It is important that such features are recognised by the workforce and that advice is sought from the architect or surveyor at an early stage. Indeed, in some cases it may be possible to use a Heritage Toolbox Talk as mitigation to help reduce the amount and cost of physical protection works.

Your architect or surveyor could also prepare notes or a video of the training event that could be left on site for those who may wish to learn more.

Case study – Ynysangharad Park Lido, Pontypridd

“This idea was something I came up with a few years ago to engage the site workers in the project so they have a little more care and respect for the building and its components. Many workmen really enjoy being told about the project; it makes them feel more valued and I think they produce better workmanship and make better decisions as a result.”

Michael Davies, Davies Sutton Architects

Mentoring and work shadowing

Although mentoring and work shadowing are not substitutes for more formal training activities, they could form part of a structured programme of learning and development. They are useful techniques for passing on knowledge to less experienced people. However, they can have other important benefits, such as building confidence and encouraging people to take up formal training opportunities.

As well as helping individuals, mentoring can be used between organisations. For example, members of a more experienced building preservation trust can help a new trust by sharing their experience.

Construction Skills Certification Scheme - CSCS cards

The Construction Skills Certification Scheme (CSCS) is the leading competence card scheme for the construction industry. The scheme confirms that individuals working in the built environment have the necessary qualifications, training and experience. There are several types of card that cover a wide range of occupations, including site operatives, trainees, skilled workers and professionally qualified personnel.

The Gold Advanced Craft card in heritage skills is recognition of an individual's training and qualification to NVQ Level 3 in one of the specialist traditional building skills, such as carpentry and joinery, stonemasonry, plastering or leadwork. It is a reliable and portable means of providing proof that the worker possesses the correct skills for the work they will be undertaking.

Unfortunately, few building owners are aware of this certification scheme and do not ask for heritage CSCS cards or an equivalent when selecting a contractor, despite the assurance that it provides. As a result, few craftspeople in Wales are making use of the scheme to set themselves apart from less qualified and less experienced contractors.

To start tackling this problem, you could specify possession of the heritage CSCS card as one of the criteria that you use to select a contractor. However, given the low number of card-holding craftspeople at present, this option is likely to be limited to particular trades, at least initially. The Lead Contractors Association, for example, has been actively promoting the heritage CSCS card amongst its members. On some larger projects involving leadwork, it may be possible for you to specify in the building contract that leadworkers must possess or be working towards obtaining their Gold Advanced Craft card in heritage skills or an equivalent. By doing this, you will have the assurance that the certification scheme provides and you will be helping to promote the take-up of training and qualifications.

For experienced workers who lack the formal qualifications necessary to apply for the heritage CSCS card, there is a simple and fast route to achieve the NVQ Level 3 through the Construction Industry Training Board's (CITB) On-site Assessment and Training (OSAT) scheme. Many training providers are able to offer this service.

Similarly, some of the craft federations, such as the National Federation of Roofing Contractors, have developed a professional review route to enable craftspeople to gain the recognition necessary to achieve their heritage CSCS cards. Whichever option is chosen, workers will not lose time away from the job while they are being assessed and they may be eligible for grants from the CITB. The types of project that Cadw supports are likely to offer suitable work experience for the assessment.

New or potential entrants into the traditional building sector

Work experience

Work experience can be a great opportunity for potential construction workers to get a taste of the industry. The CITB runs the Experience Construction Programme which offers short placements for 16-18-year olds. In exchange for the experience gained by working

with skilled craftspeople on live projects, employers will receive support from a CITB Apprenticeship Officer and a payment of up to £200 on completion of the placement. Contact details for the CITB in Wales are included in section 6 of this guidance.

Work-based placements

Work-based placements are an invaluable way for apprentices and students to gain practical experience in their chosen traditional building skill and to build up the range of evidence that they need to complete their vocational training. Providers can offer placements which last from a few weeks to several months during which time the trainees are supported and funded by the college or bursary scheme.

Placement providers are given the opportunity to interview prospective trainees after which there is usually a short trial period. Placement providers are given full administrative support from the bursary scheme or college. In exchange for the supervision and feedback that the placement provider gives, the students will produce useful work as they already possess a degree of skill, depending on the level of qualification that they are taking.

Placement providers will also have the option to take on the apprentice as a skilled and qualified employee at the end of the placement. The high percentage of placements that end in full-time employment suggests that this is a popular and risk-free way for contractors to recruit new staff.

Contact your local Further Education college about construction courses in your area. For more information about bursary schemes see the section on 'apprenticeships and bursaries' below.

Case study - Yr Hen Gapel, Llanrhydowen, Ceredigion

"I joined the Tywi Centre bursary scheme in September 2014. It has given me the opportunity to learn new/old skills and to work with experienced tradesmen on exciting projects with some of the most interesting historical buildings. My first placement was with Towy Projects Ltd to work on Yr Hen Gapel, a Grade II listed Chapel in Ceredigion, rich in local history.

From the very first day it was all go, we had to carefully remove certain components including the pulpit, windows and a door, document them in line with the architect's drawings, then transport them back to the workshop for the complicated joinery repair work required. I must admit that pulling that first sash window out was a little nerve racking but the experienced tradesmen at Towy Projects encouraged me to get involved in all aspects of the work.

I understand that it is sometimes difficult and time consuming to pass these skills on to the less experienced, especially when you have deadlines to meet like bat license expiry dates or holding up of other trades, but they were more than happy to pass on that knowledge, first explaining, then demonstrating the techniques necessary to do the repairs and then letting me loose to learn through practical experience.

Throughout the initial training you are reminded about good honest repair work, minimum intervention and maximum retention of historic fabric, but sometimes instincts more akin with mainstream carpentry make you question why you are spending more time repairing an object when it would be structurally better to replace the whole object for new. A key thing that the Towy Projects team demonstrated time and time again was their appreciation for the building and its historical significance, and their principle of completing the repairs whilst retaining as much of the original building's story as possible with the minimal impact on the structure. It was reassuring to see it in action in a live project.

The project and the scheme as a whole was a massive learning experience not just the practical skills and bureaucratic requirements of a historical restoration project, but the mind-set required to carry out this work. Throughout my training I have met various tradesmen and members of the public who question the necessity and complication of the heritage approach, but I have learnt to defend the requirement for these skills and the part they play in maintaining our rich heritage." *Julian Baker, ex bursary student*

Apprenticeships

The traditional apprenticeship combines study at one of the colleges in Wales offering construction courses with on-site experience over a two- or three-year period. There is

funding from the Welsh Government to support apprentices to Level 2. As an employer of an apprentice, companies may be eligible to claim an additional grant from the CITB.

There are also two shared apprenticeship schemes operating in Wales. Apprentices get a variety of on-site experience by working on projects for more than one construction company, as well as attending a day-release course at a local college to complete their full apprenticeship qualification.

Apprentices are often employed by the apprenticeship scheme. The schemes manage and pay for the recruitment and hiring of apprentices, as well as their training and mentoring. The placement provider is usually responsible for paying the apprentice's modest wages in exchange for the work that they produce.

A shared apprenticeship scheme allows companies to enjoy the benefits of taking on an enthusiastic and hardworking apprentice for a limited period of time without any long-term risk or long-term cost to the business. This flexible approach can be a great benefit to small- to medium-sized enterprises, which might not have the time or resources to take on a full-time apprentice. It is also well suited to the types of project that Cadw is likely to support through the historic buildings grant scheme.

Bursaries

At present there are no college-based courses that offer a specialism in traditional building skills at Levels 2 and 3. This gap is filled by the Building our Heritage Bursary Programme, which is being delivered by the Canolfan Tywi Centre and Natural Building Centre. This 12-month course leads to NVQ Level 3 in stonemasonry, carpentry or plastering. Although the scheme is now closed to new applicants, the final intake of students are still completing their qualification and looking for work-based placements.

Case study – Ynysangharad Park Lido, Pontypridd

“Acting as a placement provider is a big undertaking in terms of time and commitment for any contractor, so finding the right student is key to a successful placement. A basic appreciation of the chosen work discipline is useful but most importantly the student has to show desire as without this they'll not succeed.

You know when you have ‘struck gold’ with an individual student, as in my experience, without exception they will demonstrate a thirst for knowledge, sometimes bordering on the obsessive, which is evident from the outset of the placement. An example is Dominic, who joined us on a Bursary Placement and has had a significant involvement in restoring the historic joinery on The Pontypridd Lido project.

Dominic was already a qualified cabinet maker, who had a craving for field work; thus he enrolled on an NVQ Level 3 in Traditional Carpentry through the Bursary Scheme with the Twyi Centre in Llandeilo. We agreed to take Dominic on placement and I was immediately struck by his passion and enthusiasm which never wavered during a 6 month Bursary placement with us. Consequently, we had no hesitation in offering him full-time employment and Dominic is now a member of our carpentry team helping to mentor our newest placement student.” *Placement provider Mike Williams, Taliesin Conservation Ltd.*

On-site training days

The types of project that Cadw is likely to support can often provide the ideal venue for targeted short courses, hands-on workshops or site visits for apprentices, students on construction courses, building professionals or local authority representatives.

Case study – Cardigan Castle, Cardigan

The purpose of the day was to introduce the students on the Building our Heritage Bursary Scheme to the complexities of running a large conservation project and to give them an opportunity to meet the professionals involved. In the morning they learnt about the different conservation interests of the site – archaeology, registered historic garden, listed buildings and protected bats – as well as talking to the architect about how he balanced these with other factors, such as the requirements of the Building Regulations and funding partners. After lunch the students were given tours of the site.

As one student commented, “I think it is invaluable for people who have not worked on a project like this to get a view of other people’s work, not just when it is finished, but whilst in progress.”

Another option may be to host the two-day Level 3 Award 'Understanding Repair & Maintenance of Pre-1919 Traditional Buildings.' This is an accredited course and has been derived from the conservation units of the full Level 3 NVQ Diploma. It has been reduced to two days to make it accessible and affordable. There is a multiple choice exam at the end of the course. It counts as two credits and can be used as prior learning for those wishing to take the full Level 3 NVQ Diploma at a later date.

Building professionals, including architects and surveyors

Workshops, placements and other activities

Similar to the on-site training days for apprentices and students, the professional organisations are often looking for opportunities for site visits, workshops and for study tours. These can count as Continuing Professional Development (CPD), which is often a requirement of membership of these organisations.

There may be opportunities to develop work placements and internships for students and graduates wishing to develop a career in building conservation to work alongside your architect or surveyor. Grant-funded projects can also make good case studies to help support applications for conservation accreditation from the professional bodies. As Cadw plans to stipulate in future that lead and key professional advisors must be conservation accredited, historic buildings grant projects provide a useful opportunity to prepare.

Building owners, staff and volunteers

Maintenance and aftercare

As your building project is coming to an end it is important that you put measures in place to ensure the proper maintenance and aftercare of your building or site. At the end of a project it is good practice for the conservation architect or surveyor to hand over a full set of construction plans and instructions on how to use any new equipment that has been installed. Some professionals will also provide a tailor-made building maintenance plan. Nevertheless, practical training in planning a maintenance regime, carrying out maintenance inspections and keeping a building logbook can be invaluable, particularly where trusts or volunteer groups are involved. This could be the subject of a day or half-day training by the architect or surveyor.

Videoring the training event will give you a lasting resource that can be used to train new volunteers or to educate visitors about this important aspect of caring for a historic building. Your local college may have students who could help with this.

4. Access opportunities

Many historic buildings already take part in community and local history events. The Open Doors festival, for example, is organised by Cadw and runs throughout September each year. It is a celebration of the architecture and history of Wales. It offers visitors and local residents the opportunity to visit places not normally open to the public or to visit for free sites that normally charge.

Such events are also an ideal opportunity to engage children and adults alike in activities that explain the importance of using the right materials, techniques and skills for all older buildings. Events could include taster sessions or demonstrations of traditional building skills, 'hard hat' tours of the conservation project to explain what is being done and why, or activities designed to encourage people to carry out regular maintenance of their own properties. For example, 'old house surgeries' could be run to give free, professional advice to home owners.

Organisations, such as the Society for the Protection of Ancient Buildings (SPAB), the Royal Commission on the Ancient and Historical Monuments of Wales (RCAHMW) and local colleges and suppliers of traditional building materials are often happy to participate in this type of event with stands and demonstrations.

More information on the Open Doors festival is on the Cadw website

<http://cadw.wales.gov.uk/opendoors/what-is-open-doors/?lang=en>

5. Delivering skills development and access activities through historic buildings grants

When preparing a grant application we would like you to consider how your project might contribute towards increasing skills and providing opportunities for training and qualifications. Proposals should be proportionate to the scale and nature of the grant

application. Large or longer-term projects are likely to offer a greater range of opportunities, but small projects can still often offer invaluable on-the-job experience.

Whilst the historic buildings grant scheme does not offer additional funding to support these activities, many of the suggestions in section 3 can be implemented at little or no cost to the applicant. For example, most construction companies will be eligible for support, grants and discounts from the CITB towards the cost of recognised training courses. There may also be opportunities to access other sources of funding to help support training events. Many Heritage Lottery Fund projects, for example, include an element of grant aid for training activities. Alternatively, there may be scope to work in collaboration with county councils, local colleges or other training providers to host training events on the site.

Delivering activities through the building contract

Historic buildings grants are generally offered on condition that a suitable professional advisor, such as a conservation-accredited architect, surveyor or engineer, is employed by the applicant to inspect and certify the works in progress and at completion. Your advisor will lead on the procurement process to appoint a contractor. This offers an opportunity for you to include a clause in the contract setting out the targeted skills development and access opportunities that the contractor is expected to deliver during the building project. It may be appropriate to request that companies tendering for work also provide a training plan as part of their bid to demonstrate how their own employees and sub-contractors will be up-skilled, for example.

Including skills development and access clauses in the building contract offers a simple and fair way of delivering these additional benefits for any type of conservation project. An example is included in the Appendix. Further guidance can be found in the Welsh Government publication 'Community Benefits: Delivering Maximum Value for the Welsh Pound 2014.' Although this guidance is aimed at public sector organisations, much of it is still relevant to the private and voluntary sectors. The guidance also includes contact details for a greater range of support agencies than is included here. To access this document follow the link:

<http://wales.gov.uk/topics/improvingservices/bettervfm/publications/community-benefits-2014/?lang=en>

Cadw does not expect training provision to be part of the award criteria that you use to select a contractor. Instead, we encourage applicants and their professional advisors to work in partnership with the successful contractor to ensure that the opportunities identified are delivered. This means that training and access proposals should be:

- relevant to the contract
- relevant to the specification
- proportionate to the scale and duration of the project
- as specific as possible

It is important that opportunities to promote skills development and access are considered from the outset and that delivery is monitored and evaluated throughout the project. Further guidance on the stages of the process is set out below. This should be read in conjunction with the guidance notes on the historic buildings grant application form and criteria for assessing grant assistance:

<http://cadw.wales.gov.uk/historicenvironment/help-advice-and-grants/grants/historicbuildings/?lang=en>.

Key stages of the building contract

1. Submission of historic buildings grant application

It is a good idea to submit initial proposals for skills development and access provision with your application form. We will not use these proposals to assess the merits of your application, but if a grant is awarded they will be a useful starting point for further discussion.

2. Incorporating skills development and access activities into tender documents

If the application is successful your grant offer is likely to be subject to a condition requiring the delivery of skills development or access activities. If so, you will need to develop your proposals with your professional advisor and partners, such as the local college or bursary scheme managers, while the specification and other contract documents are being prepared. Cadw's inspectors of historic buildings will be able to offer guidance at this stage.

Be specific and plan ahead. If you are specifying training, do not simply add that training must be included in the tendering process. Work closely with your professional team to ensure the activities you want to include are clearly stated. Identify what specific types of training or access opportunities are required, who is responsible for delivering these and what resources will be required, such as materials, safety clothing or staff time. State training requirements clearly in all your project documentation as you would for any other works.

Any initial advertisement, invitation to tender or tenderer briefings should include details of the proposals and make it clear that the selected contractor will be expected to provide skills development and access opportunities.

The specification and other contract documents must be submitted to Cadw for approval before going out to tender.

3. *Tender evaluation and award of contract*

Should you wish, you may choose to include skills development as a core part of your evaluation, although this is not a requirement of the historic buildings grant scheme.

Whichever approach is adopted, it is important to ensure that the successful contractor has returned the requested information and that their intentions are clear. Any additional information or proposals submitted by the selected contractor must be submitted to Cadw for comment.

4. *Contract management*

Once the activities have been agreed and the work commences, your contractor and/or professional advisor should prepare regular progress reports set against the intended skills development and access outputs as part of the project management process. Copies of the reports must be forwarded to Cadw. Failure to do so is likely to delay payment of interim or final claims.

5. *Feedback and review*

At the end of the project a final evaluation exercise must be undertaken. It must be qualitative, as well as quantitative. For example, it should record the number of participants, number of hours and type of learning or access activity provided. It should also include

feedback on the relevance and value of the activity. This could be through inclusion of work placement diaries or a summary of feedback questionnaires for group activities.

This evaluation and review is important not just for the individual project, but also as a way of developing and sharing good practice and successful case studies.

Delivering activities outside the building contract

It is likely that some of the activities will need to be delivered outside the building contract. When selecting an architect, for example, you could make it a condition of their appointment that they must deliver training on maintenance inspections and building logbooks for building owners or volunteers.

Another example might be participation in the Open Doors festival where the project is not at a suitable stage to allow public access. In such cases, although the contractors will have left the site, you could plan activities for the following year. However, it is still important to tell us what you are planning and how you get on.

6. Some useful contacts

Advice on training opportunities and careers development

Skills Gateway

The Skills Gateway has been developed by the Welsh Government as a single engagement, assessment and referral system that will provide a seamless service for businesses and individuals seeking skills support in Wales.

For employers, it provides a mechanism for conducting a skills assessment to inform the development of a business learning plan. Advisors from the Business Wales Helpline team will assist employers in the identification of the relevant skills provision available to meet the training needs of the business.

The Skills Gateway for individuals builds upon the existing service for adults managed by Careers Wales. It offers an online and telephone helpline service to help people looking for a job or wanting training and to develop their careers. Further mentoring through face-to-face support is also available when needed.

For more information for employers visit:

<https://business.wales.gov.uk/skillsgateway/>

For more information for individuals visit:

www.careerswales.com/en/skills-gateway/

Tel: 0800 028 4844

Construction Industry Training Board (CITB)

The CITB website contains a wealth of useful advice for contractors and individuals on a range of topics including local and regional training groups, CITB-run apprenticeship programmes, standards and qualifications, training grants and employer support:

www.citb.co.uk/local-information/wales

The CITB's related bConstructive website provides more information on careers development in the construction industry:

www.citb.co.uk/bconstructive

Welsh Traditional Buildings Forum

This group promotes the development of traditional building skills and sustainability issues relating to all old buildings across Wales. It provides support through educational events, advocacy on national construction committees and sharing information. Membership is open to anyone working in the sector.

The website includes details of courses and other opportunities to develop traditional building skills in Wales. It also offers advice for home owners on how to look after old buildings and includes a list of other organisations and initiatives in Wales that are working in this field:

<http://www.wtbf.co.uk/index.php>

National Heritage Training Group (NHTG)

The NHTG is a voluntary organisation responsible for co-ordinating the on-going development and delivery of traditional building crafts training and qualifications in the UK heritage sector. Amongst other information, the NHTG's website provides details of training courses in traditional building skills:

www.the-nhtg.org.uk/training-quals

Apprenticeships

Construction Industry Training Board (CITB)

Information about CITB apprenticeships and grants can be found on the CITB website:

www.citb.co.uk/citb-apprenticeships

The CITB also supports two shared apprenticeship schemes in Wales:

Y Prentis

This scheme operates across south-east Wales.

www.yprentis.co.uk/index.html

Email: enquiries@yprentis.com

Tel: 0800 9753 147

Cyfle Building Skills

This scheme covers south-west Wales.

<http://cyflebuilding.co.uk>

Tel: 01554 748181

Bursary schemes

Building our Heritage Bursary Scheme

This NVQ Level 3 in stonemasonry, carpentry and plastering is being delivered by the Canolfan Tywi Centre in Llandeilo and the Natural Building Centre in Llanrwst.

<http://www.tywicentre.org.uk/english/foundationsinheritagebursaryscheme/pages/foundationsinheritagebursaryscheme.aspx> or contact Helena Burke

Email: HBurke@Carmarthenshire.gov.uk

Tel: 01558 824271.

<http://thenaturalbuildingcentre.co.uk/> or contact Ceri Loxton

Email: bursary@thenaturalbuildingcentre.co.uk

Tel: 07850 330579

Training groups

These have been set up across Wales to serve and promote the interests of the construction industry and to provide a forum to develop and implement the training requirements of local construction employers. They offer discounted training courses, which can be organised at local venues, and the support of the group training officer. Contact details for the regional training groups can be found on the CITB website.

<http://www.citb.co.uk/local-information/wales/training-groups-wales/>

CSCS and On-Site Assessment and Training

Information on the CSCS (Construction Skills Certification Scheme) can be found on:

<http://www.cscs.uk.com/what-is-cscs>.

For more information about OSAT (On-Site Assessment and Training) call 0344 994 4433 or send an email to assessment@citb.co.uk.

APPENDIX

EXAMPLE CONTRACT CLAUSE

This contract clause was used by the City of Cardiff Council for its project at Insole Court.

“At award of the Contract, the successful Provider will be expected to work with the Authority to maximise the community benefits delivered through the Contract. This will include:-

- **Training Opportunities**

The Employer seeks to promote opportunities for skills acquisition and skills development in the heritage sector. The project offers the potential to incorporate a wide variety of training opportunities and the Contractor is required to work with the Employer to develop these opportunities during the contract.

The Contractor will develop and implement a work based training placement plan for a maximum of 8 students already engaged in the heritage built sector. The Contractor will follow the process detailed within the (name of) Bursary Scheme along with consultation with the following officers:.....

The Training students welfare facilities will be provided by the Employer within (location of welfare facilities).

The Contractor shall provide for a Supervisor/Foreman to work with the Training Providers on programming and health and safety management, and leading students training activities.

The Contractor’s Person in Charge, or other approved nominated manager, will attend meetings to discuss, plan and agree detail of the training including roles and responsibilities programmed, quality, communications, health and safety. Allow for 40 hours in total including travel within 25 miles of site.

The Contractor will produce a “Lessons Learnt” report for the project to the Employer.

The Contractor will allow for two “Visitor Tours” related to the training scheme providing a host talk. The tour will last approximately 1 hour and involve up to 20 visitors.

- **Other Benefits**

The successful provider will organise in partnership with the lead Architect 2 x 6 hour open days which will operate at the beginning of phase 1 of the project and at the beginning of phase 2 of the project. It is expected that the morning session will be open to professional Officers / key stakeholders and the afternoon session open to members of the public.

The Authority intends that the above requirements should fulfil and be compatible with all applicable legal obligations (whether European or domestic) relating to equality, non discrimination, openness and transparency, and these requirements are to be read and construed in such a manner.”