

# Achieving Employment and Skills Plans

Supplementary Planning Document

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## SECTION 1: INTRODUCTION

- 1.1 The council has to improve educational attainment and skills and raise aspirations in the city. It is important to ensure that local people get the right education, skills and inspiration to enable them to get jobs. The council wants to work with developers to ensure that local people have the skills and the opportunity to access employment generated from major new development in the city. Requesting Employment and Skills Plans from major development is one way of achieving this.
- 1.2 Employment and Skills Plans are prepared by a developer with the help of the council and other key partners such as jobcentre plus. Such plans set out the type of training and employment opportunities that will be offered through the development.
- 1.3 This supplementary planning document (SPD) sets out why employment and skills plans are needed, what would go into such a plan, what type and size of development this would apply to and the process involved in requesting, preparing and implementing a plan.
- 1.4 The council's Corporate Plan and Regeneration Strategy both recognise the need to improve skills and access to jobs for people in the city. This has been translated into the Portsmouth Plan which states that Portsmouth will need to raise aspirations and diversify the skills of the local workforce in order to continue to strengthen the economy and ensure local people can make the most of new job opportunities that will arise in the city. Policy PCS16 "Infrastructure and Community Benefit" in the Portsmouth Plan seeks to achieve community benefits related to the development. Skills training can be included as a community benefit.
- 1.5 The council is currently developing an Employment, Learning and Skills Plan with the following five work packages:
  - Maximising employment opportunities (specifically in key growth sectors) through new business start-up, business growth and inward investment
  - Development of a highly skilled and flexible resident workforce
  - Meeting employer demand
  - Establishing routes to employment
  - Understanding the implications of policy and the roles of key players

The plan contains a specific action under "establishing routes to employment" to request that developers in the city prepare and implement Employment and Skills plans. Such employment and skills plans will help develop resident workforce skills and provide a route to employment for local people.

## SECTION 2: WHEN AN EMPLOYMENT AND SKILLS PLAN WOULD BE REQUESTED

- 2.1 New development in the city can contribute towards providing training and employment opportunities for local residents. To ensure that not too many burdens are placed on the smaller developer employment and skills plans will only be requested from major developments. This will cover residential and commercial developments (office, retail, leisure, hotels, industrial and warehousing).
- 2.2 The Government defines major developments as 10 or more residential units or more than 1000m<sup>2</sup> of commercial floorspace. It is considered that a development of 10 units is relatively small and requiring employment and skills plans from these developments could prove too burdensome. A more appropriate threshold would be 30 or more residential units as this represents a more substantial development.
- 2.3 It is therefore proposed that employment and skills plans would be requested from residential developments of 30 or more units and commercial development of 1000m<sup>2</sup> floorspace or larger.
- 2.4 All new development creates employment opportunities at the construction stage therefore employment and skills plans will be requested for the construction phase of all major development in the city, as defined above.
- 2.5 Some development will create job opportunities at the occupation stage as well, such as retail or hotel developments. Therefore, employment and skills plans will be requested to cover the end user where the development will create 50fte jobs or more. This is considered to be a reasonable threshold as it aligns with the Government's definition of a medium sized business as set out in the Companies Act 2006. In order to calculate the likely level of job creation from proposed development the council will use the density guides published by the Homes and Communities Agency, see Table 3 below.

Use Class	Land Use	Area per FTE (m <sup>2</sup> )	Threshold (m <sup>2</sup> )
A1-A5	Retail	20	1000
B1	Offices	12	750
B2	Manufacturing	36	2000
B8	Warehousing	70	4000
C1	Hotel	1 employee per 2 bedrooms	100 bedrooms

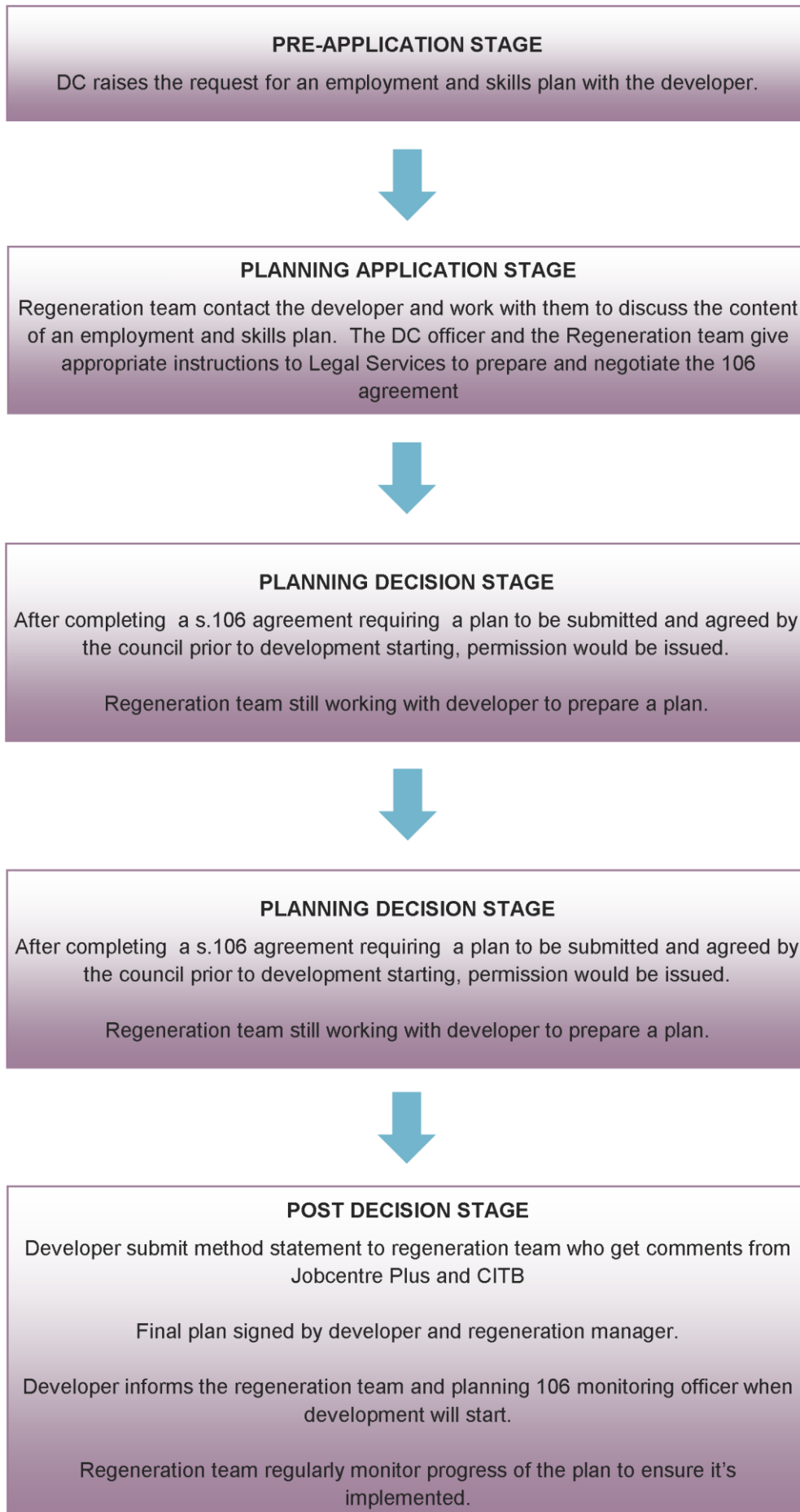
(source: Homes and Community Agency Employment Densities Guide 2010)

## **SECTION 3: IMPLEMENTING THE POLICY**

- 3.1 The council expects that an employment and skills plan should be submitted to the council. This will normally be agreed through a section 106 agreement. The 106 Agreement would be discussed with planning officers during the pre-application stage and prior to the decision being made. The employment and skills plan, with detailed measures and requirements, can be agreed after planning permission is granted but before development starts on site.
- 3.2 The request for an employment and skills plan will be raised with the developer by the case officer at pre-application stage. Following this the developer will be put in touch with a member of the regeneration team who will work with the developer to agree the content of an employment and skills plan. At this stage all discussions / negotiations regarding the content and delivery of an employment and skills plan will be led by the regeneration team. The regeneration team will also help the developer to implement the plan providing a link between the developer and key partners such as jobcentre plus, schools and colleges etc.
- 3.3 Figure 1 sets out the process involved in agreeing and securing employment and skills plans.



Figure 1 - Process



## SECTION 4: THE NEED FOR EMPLOYMENT AND SKILLS PLANS

4.1 There are two main categories of evidence that drive the need for Employment and Skills Plans in Portsmouth. These are:

- High unemployment and worklessness, particularly in some Wards ( Table A)
- Low resident skills base ( Table B)

4.2 A number of statistics are set out below that provide clear evidence on the need to provide employment and training opportunities locally through Employment and Skills Plans. The information has been benchmarked with regional and national data to demonstrate how important these issues are locally. Some evidence is given at a ward level to reflect the very intense pockets of employment and skills deprivation that exist in the City particularly in Charles Dickens and St Thomas.

4.3 The unemployment rate in Portsmouth was 7.4% compared to the South East figure of 5.9%. The unemployment rate varies across the City with the highest rate recorded in Charles Dickens at 10.8% and the lowest recorded in Drayton & Farlington at 2.4%. A detailed breakdown by gender and ward is set out in Table 1.

Ward	Males		Females		Total	
	Nos.	%	Nos.	%	Nos.	%
Baffins	180	4.9	111	3.5	291	4.2
Central Southsea	256	6.7	149	4.7	405	5.8
Charles Dickens	412	12.8	222	8.3	634	10.8
Copnor	148	3.8	105	3.1	253	3.5
Cosham	155	4.8	112	4.0	267	4.4
Drayton & Farlington	93	2.9	50	1.8	143	2.4
Eastney & Craneswater	204	5.7	138	4.9	342	5.4
Fratton	212	5.4	147	4.5	359	5.0
Hilsea	144	4.0	95	3.1	239	3.6
Milton	188	5.4	114	3.8	302	4.7
Nelson	244	5.8	146	4.5	390	5.2
Paulsgrove	283	8.0	169	6.1	452	7.2
St Jude	265	8.1	121	4.8	386	6.7
St Thomas	279	9.1	179	7.5	458	8.4
TOTAL	3063	9.5	1858	6.1	4921	7.4

Source: NOMIS - July 2011 to June 2012. Rates are calculated from the resident working age population (16-64 for males and females i.e. those registered as unemployed)

- 4.4 A wider measure of worklessness in the City is the number of people claiming out-of-work benefits. In February 2012 there were 16,740 key out-of-work claimants, which is 11.5% of the resident population of working age. This is considerably higher than the regional percentage of 8.8% for the South East. The percentage of the working age population who are claiming benefits in Portsmouth City has been consistently higher than the South East.
- 4.5 Comparing skills levels in Portsmouth City with that of the South East shows that Portsmouth has a greater portion of its workforce with no qualifications. The low resident skills base is one of the greatest challenges facing the City and is one of the main policy drivers for Employment and Skills Plans. A breakdown of the number and proportion of residents with the levels of qualifications is set out in Table 2. This shows that 11.4% of the City's residents do not have any qualifications.

	Portsmouth (nos.)	Portsmouth (%)	South East (%)
NVQ4 and above	41,800	29.4	36.2
NVQ3 and above	73,800	52.0	56.7
NVQ2 and above	98,500	69.4	73.3
NVQ1 and above	118,200	83.3	86.6
Other qualifications	7,600	5.3	5.5
No qualifications	16,200	11.4	7.9

Source: ONS Jan 2011 to Dec 2011.

Notes: Numbers and % are for those aged 16-64. % is a proportion of resident population of area aged 16-64.

- 4.6 The high number of young people who are not in employment, education or training (NEET) is a significant problem within the Hampshire Economic Area with 51,000 (5.7%) 16 - 18 year olds classified as NEETs. Figures compiled by Integrated Youth Support Services (previously Connexions) reveal that in Portsmouth 7.9% 16-18 year olds are classified as NEETs, although this is reducing. Young people entering the labour market were particularly affected by the recession with limited employment opportunities available to them in both the public and private sector. Research has shown that people who experience extended periods of economic inactivity when young suffer disproportionately from unemployment later on in their working life.

## SECTION 5: EMPLOYMENT AND SKILLS PLANS

- 5.1 A wide range of local employment and training measures can be secured through an Employment and Skills Plan including the following:
- Recruitment through Jobcentre Plus and other local employment vehicles
  - Work trials and interview guarantees
  - Pre-employment training
  - Apprenticeships
  - Vocational training (NVQ)
  - Work experience (14-16 years, 16-19 years and 19+ years)
  - School, college and university site visits
  - Construction Skills Certification Scheme (CSCS) Cards
  - Supervisor training
  - Leadership and management training
  - Support with transport, childcare and work equipment
  - In-house training schemes
- 5.2 The details of the measures to be included in the Employment and Skills Plan will be negotiated flexibly on a site by site basis with the developer. These measures will be individually tailored to ensure that the right skills and employment opportunities are provided at the right time to the benefit of both the developer and the local community. Specific activities, target numbers, supervision responsibilities and time parameters will be agreed before construction begins. Reference will need to be made to sub-contractors working on different parts of the construction project and how they will implement the measures and requirements of the plan.
- 5.3 The Council recognises that many companies already have well established training programmes. These will be taken fully into account when drawing up Employment and Skills Plans at both the construction and occupancy stages
- 5.4 Portsmouth City Council is working in partnership with the Construction Skills Industrial Training Board (CITB) and will use the benchmarks set out in Annexe C of the CITB 'Client and Local Authority Guidance' as a starting point for negotiations with developers on the construction phase of development. These benchmarks have been formulated for a range of construction types and value bands. The benchmarks provide target outputs for a range of employment and skills areas such as apprenticeships and entry into employment. A template for an Employment and Skills Plan is set out in Appendix 1. This includes a matrix, which sets out the local employment and training measures to be secured in the plan along with the targets and milestones. A method statement would also be required to support the plan, which would be assessed by the Regeneration Manager and the CITB.
- 5.5 A number of delivery partners will be involved in the formulation of an Employment and Skills Plan. The CITB will be a key delivery partner advising on the measures and requirements for the construction phase of the plan based on the key performance indicators set out in the Client and Local Authority Guidance. Jobcentre Plus will also be a key delivery partner advising on recruitment, work trials, interview guarantees and pre-employment training both

at the construction and occupancy phases of the development. Educational activity will be delivered in partnership with Highbury College and other training partners.

- 5.6 A method statement supporting the plan will need to be submitted to the Regeneration Team who will refer it on to Jobcentre Plus and the CITB for comments. The finalised plan will be signed by the developer and the Regeneration Manager. It is the responsibility of the developer to liaise with sub-contractors to ensure the implementation of the plan. The delivery specifications will be agreed and a monitoring framework put in place.
- 5.7 The regeneration team, Jobcentre Plus and the CITB will work with the Skills Funding Agency and potential delivery partners on training procurement. A list of potential delivery partners drawn in the main from the Portsmouth Partnership is set out below. It should be noted that this list is not exhaustive and will change over time.

Partners:

- Portsmouth Craft and Manufacturing Industries (PCMI)
- Highbury College
- Integrated Youth Support Services (IYSS)
- University of Portsmouth
- Pride in Pompey
- PETA Ltd
- Portsmouth Education Business Partnership
- Wheatsheaf Trust

- 5.8 The regeneration team will be responsible for monitoring the Employment and Skills Plan and ensuring that all the measures and requirements are implemented. The developer should let the team know as early as possible when development is likely to start. The employment and skills matrix included in the plan will be completed by the regeneration team to provide a delivery log. The plan will relate to the whole construction phase of the project up to completion. Employment and Skills Plans relating to the occupancy phase of commercial development will apply to the initial occupiers of the development and will not apply in perpetuity.
- 5.9 However, the developer will be expected to set up a meeting/introduce the team to facilitate an Employment and Skills Plan with the end user. This has been adopted by Southampton City Council who will share their matrix with Portsmouth City Council.
- 5.10 Finally, it will be important for the council, developers, sub-contractors and delivery partners to evaluate the outcomes of Employment and Skills Plans once they have been put into place and completed. Examples of best practice both in Portsmouth and in other areas will be used to inform the preparation of future plans for the benefit of local people and will be reported in the Annual Monitoring Report (AMR) published by the council.

# Employment and Skills Plan

City Development and Cultural Services Directorate

Site	
Developer	
Main Contractor	
Author	
Reference	
Estimated build value:	
NSAfC-CBA Benchmark	
Planned start date:	
Planned Completion date	

This document forms the Developer’s response to clauses ..... of the Section 106 agreement between Portsmouth City Council and .....  
or

This document has been prepared by ..... to meet the Portsmouth City Council requirement to accord with the *Employment and Skills Statement* within its *Sustainable Procurement Strategy*.

**Portsmouth City Council is a member of the Partnership for Urban South Hampshire (PUSH) to encourage and develop Employment and Skills in South Hampshire by the public and private sectors.**

## **1. Introduction**

*To include:*

The Section 106 Agreement (*Town and Country Planning Act*) linked to this development, obliges the Developer to agree an Employment and Skills Plan (ESP) with the planning authority (Portsmouth City Council).

or

The Portsmouth City Council *Corporate Procurement Strategy and Sustainable Procurement Policy* sets out the need for an agreed Employment and Skills Plan (ESP) between the Contractor and the Council

This mutually authored plan is to meet that obligation and shows how skill levels within the local labour market will be developed both during the construction phase and after completion of the project.

## **2. Development**

*Describe the project below – what is the location, what is being constructed and what the end use will be, once completed?*

### **3. Objectives**

Portsmouth City Council uses the following six principles, to shape its policy, decision making and resource allocation. These are used to identify the priority issues.

- **Provide good value, high quality services**
- **Getting the city working**
- **Investing in education and training**
- **Keeping people safe**
- **Keeping the city clean and green**
- **Looking after people**

The criteria that specifically relate to the ESP are below.

**Portsmouth City Council and the Developer will formulate activities within the ESP with an aim to:**

#### **Provide good value, high quality services**

Deliver value for money and efficient services
Work with local agencies, including Jobcentre plus and their partner organisations
Link with existing Regeneration programmes

#### **Getting the city working**

Demonstrate the use of local labour from within the Developer's project team and within the company
Procure goods and services from local contractors, sub-contractors and suppliers to support the employment of the local community (where economically and practically feasible)
Demonstrate the recruitment and training opportunities within the contractor's company
Provide opportunities for Portsmouth residents from priority neighbourhoods to access jobs created during the construction phase of the project and after the eventual completion
Support engagement with priority groups such as NEET and long term unemployed
Enable Portsmouth residents to enjoy rewarding employment

#### **Investing In education and training**

Provide opportunities for Schools, Further and Higher Education providers to engage with the project to enhance learning
Promote greater choice and diversity
Support the development of skills within the local community



## **4. Delivery – Construction Phase Method Statement**

Detail here how the aims in Section 3 will be delivered during the project. Use the sub-headings below. See Appendix A for more details on each sub-heading.

### **4.1 Work experience placement (16-19 years + Adults)**

*The work experience placements are to support (i) young people Not in Employment, Education or Training (NEET) (ii) long term unemployed (iii) those in full-time further education, to gain experience in the construction industry. Target postcodes PO1 - PO6.*

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

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

### **4.2 Work experience placement (14-16 years)**

*The work experience placements are to support young people during their school education in years 10 and 11. Target postcodes PO1 - PO6.*

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

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

### **4.3 Curriculum support activities**

*THIS INCLUDES CARRYING OUT WORKSHOPS WITHIN EDUCATIONAL ESTABLISHMENTS OR ON SITE WITH STUDENTS FROM SCHOOLS OR COLLEGES ENABLING THE STUDENT TO UNDERSTAND THE PRACTICAL APPLICATIONS OF THEIR STUDIES. TARGET POSTCODES PO1 – PO6.*

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

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

### **4.4 Graduates**

*Describe employment opportunities for university students who have graduated within three years of the start of their employment*

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>

	When:
--	-------

#### 4.5 Apprentice starts

*This target describes recruitment of either traditional, specialist, displaced or adult apprentices to the project workforce. Target Postcodes PO1 – PO6.*

*Key issues: employment, progression and range of experience*

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

#### 4.6 Existing apprentices

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

*Key issues: progression*

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

#### 4.7 Apprentice completions

*THIS TARGET DESCRIBES COMPLETION OF A FORMAL APPRENTICESHIP FRAMEWORK INCORPORATING EITHER NVQ LEVEL 2 OR 3.*

*Key issues: Duration of apprenticeships*

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

#### 4.8 Supported Employment

*DESCRIBE THE IDENTIFICATION OF JOB OPPORTUNITIES AND THE PARTNERSHIP WITH JOBCENTRE PLUS (JCP), LOCAL AUTHORITIES OR COMMUNITY GROUPS TO SOURCE POTENTIAL EMPLOYEES. TARGETING RECRUITMENT TO POSTCODES PO1 - PO6.*

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

#### 4.9 NVQ Starts for subcontractors

*THIS TARGET DESCRIBES 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: NVQ levels, form of assessment and grant funding*

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

#### **4.10 NVQ completions for subcontractors**

*THIS TARGET DESCRIBES NVQ COMPLETIONS AT LEVELS 2, 3, 4 OR 5 FOR INDIVIDUALS WORKING IN THE PROJECT SUPPLY CHAIN, NOT DIRECTLY EMPLOYED BY THE CONTRACTOR*

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

#### **4.11 TRAINING PLANS FOR SUBCONTRACTORS**

*THIS DESCRIBES EACH CREATION OF A SUB-CONTRACTOR'S COMPANY TRAINING PLAN. ASSISTANCE WITH COMPILING A COMPANY TRAINING PLAN CAN BE GIVEN BY CONSTRUCTION SKILLS*

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

#### **4.12 Supervisor training for subcontractors**

*This target describes training activities leading to formal accreditation, such as Institute of Leadership and Management (ILM) qualifications. Courses delivered against this target must be at least 1 day in duration*

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

#### **4.13 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 INSTITUTE OF LEADERSHIP AND MANAGEMENT, CHARTERED MANAGEMENT INSTITUTE OR ALTERNATIVELY TRAINING COULD BE OCCUPATION SPECIFIC. COURSES DELIVERED AGAINST THIS TARGET MUST BE AT LEAST 1 DAY IN DURATION*

<i>Supervision:</i>	<i>Target:</i>
---------------------	----------------

<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

#### **4.14 Advanced health and safety training for subcontractors**

*TRAINING WHICH CAN BE DELIVERED AGAINST THIS TARGET INCLUDES SMSTS (SITE MANAGEMENT SAFETY TRAINING SCHEME - 5 DAY AND REFRESHER), SSSTS (SITE SUPERVISOR'S SAFETY TRAINING SCHEME - 2 DAY), NEBOSH (NATIONAL EXAMINATION BOARD IN OCCUPATIONAL SAFETY AND HEALTH) OR IOSH COURSES (INSTITUTE OF OCCUPATIONAL SAFETY AND HEALTH)*

<i>Supervision:</i>	<i>Target:</i>
<i>Activity:</i>	<i>How many:</i>
	<i>When:</i>
<i>Activity:</i>	<i>How Many:</i>
	<i>When:</i>

#### **Mechanisms and routes**

*How will relationships with local schools and Further Education colleges be developed to support delivery? What links are there with E2E (entry to employment) or other programmes targeted at NEET (not in education, employment or training) young people? How will unemployed adults access training and work experience?*

## **5. Delivery - End User Method Statement**

- 5.1 Prior to occupation of each commercial venue within the development a Supplementary Employment and Skills Plan will be developed by the occupier in partnership with the Council.
- 5.2 The Employment and Skills Plan shall specify the provision for training opportunities and other initiatives in respect of the vocational and employability skills required by the occupier, for any new jobs and business opportunities created which may include:
  - 5.2.1 Apprentices;
  - 5.2.2 Employment targets (including NEET and long term unemployed);
  - 5.2.3 Pre Employment Training;
  - 5.2.4 Work experience placements;
  - 5.2.5 Curriculum support activities;
- 5.3 Following approval of the Employment and Skills Plan the occupier will work in partnership with the Council to implement and promote the objectives of the approved plan and ensure that so far as is reasonably practicable the targets are met.
- 5.4 The occupier shall provide to the Council reports outlining the achievements against the Employment and Skills Plan targets and provide details of the employment and skills activities delivered in that time.

## **6. Contact details**

*Please list below the telephone, email and address details for the Developer's project team.*

## **7. Agencies used**

*Provide contact details for the employment agencies used to recruit people to work on this project. You may wish to distinguish between local and national agencies, and specify the skills you are recruiting for.*

--

**8. Signature page**

This Employment and Skills Plan has been signed by duly authorised representatives of each of the Parties.

<p><b>SIGNED</b> For and on behalf of (Developer)</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p>
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<p><b>SIGNED</b> For and on behalf of (Developer)</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p>
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<p><b>SIGNED</b> For and on behalf of (Main Contractor)</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p>
---

<p><b>SIGNED</b> For and on behalf of Portsmouth City Council</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p>
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## APPENDIX A

### SUMMARY OF THE EMPLOYMENT AND SKILLS AREAS AND EVIDENCE REQUIREMENTS

*The purpose of this section is to provide more details of the employment and skills areas described in Section 4 of this document, and the definitions for measuring outputs. Please complete in spreadsheet illustrated in Appendix B for the Employment and Skills Areas Monthly Targets Year 1.*

<p><b>4.1 WORK EXPERIENCE PLACEMENT (16-19 YEARS + ADULTS)</b></p> <p>THE WORK EXPERIENCE PLACEMENTS ARE TO SUPPORT (I) YOUNG PEOPLE NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEET) (II) LONG TERM UNEMPLOYED (III) THOSE IN FULL-TIME FURTHER EDUCATION, TO GAIN EXPERIENCE IN THE CONSTRUCTION INDUSTRY. CONSTRUCTION COURSES INCLUDE BTEC AND FULL-TIME CRAFT COURSES. THE MINIMUM DURATION OF A WORK EXPERIENCE PLACEMENT SHOULD BE 10 WORKING DAYS.</p> <p>EVIDENCE: OFFER LETTER FROM THE PROJECT OR EMPLOYER DETAILING ACTIVITY, PLUS ATTENDANCE RECORD AND EVALUATION FORM.</p> <p><b>Information:</b> Name, Date of Birth, Postcode. <b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>4.2 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>EVIDENCE: OFFER LETTER FROM EITHER THE PROJECT OR EMPLOYER DETAILING ACTIVITY, PLUS ATTENDANCE RECORD AND EVALUATION FORM</p> <p><b>Information:</b> Name, Date of Birth, Postcode. <b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>4.3 CURRICULUM SUPPORT ACTIVITIES</b></p> <p>THIS INCLUDES CARRYING OUT WORKSHOPS WITHIN EDUCATIONAL ESTABLISHMENTS OR ON SITE WITH STUDENTS FROM SCHOOLS OR COLLEGES ENABLING THE STUDENT TO UNDERSTAND THE PRACTICAL APPLICATIONS OF THEIR STUDIES.</p> <p>EVIDENCE: CONFIRMATION FROM EDUCATION ESTABLISHMENT OF INDIVIDUAL EMPLOYEE CONTRIBUTION TO CLASSROOM-BASED OR SITE-BASED WORKSHOP ACTIVITY</p> <p><b>Information:</b> Establishment name, Postcode, number of students. <b>Outcome:</b> 1 individual involved in delivering a workshop activity represents 1 outcome</p>	<p><b>4.4 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 <a href="http://WWW.BCONSTRUCTIVE.CO.UK">WWW.BCONSTRUCTIVE.CO.UK</a> AND CONTACT WITH HIGHER EDUCATION INSTITUTIONS OFFERING THE COURSES CAN BE MADE THROUGH <a href="http://WWW.UCAS.AC.UK">WWW.UCAS.AC.UK</a>.</p> <p>EVIDENCE: COPY OF OFFER OF EMPLOYMENT FROM EMPLOYER</p> <p><b>Information:</b> Name, Postcode. <b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>4.5 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 FORMAL APPRENTICESHIP FRAMEWORK INCORPORATING EITHER NVQ LEVEL 2 OR 3.</p> <p>EVIDENCE: APPRENTICESHIP REGISTRATION DOCUMENTS.</p> <p><b>Information:</b> Name, start date, Date of Birth, Postcode, Company, trade. <b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>4.6 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>EVIDENCE: APPRENTICESHIP REGISTRATION NUMBER.</p> <p><b>Information:</b> Name, start date, Date of Birth, Postcode, Company, trade. <b>Outcome:</b> 1 individual represents 1 outcome</p>



<p><b>4.7 APPRENTICE COMPLETIONS</b></p> <p>THIS TARGET DESCRIBES COMPLETION OF A FORMAL APPRENTICESHIP FRAMEWORK INCORPORATING EITHER <b>NVQ LEVEL 2 OR 3</b>.</p> <p>EVIDENCE: <b>COMPLETION CERTIFICATES</b></p> <p><b>Information:</b> Name, start date, Date of Birth, Postcode, Company, trade.  <b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>4.8 SUPPORTED EMPLOYMENT</b></p> <p>THIS TARGET DESCRIBES THE IDENTIFICATION OF JOB OPPORTUNITIES AND THE UTILISATION OF <b>JOB CENTRE PLUS (JCP)</b>, LOCAL AUTHORITIES OR COMMUNITY GROUPS TO SOURCE POTENTIAL EMPLOYEES. SUPPORTIVE ACTIVITIES TO INCLUDE <b>SECTOR BASED WORK ACADEMIES, PRE EMPLOYMENT TRAINING OR JOB COACHING, AS APPROPRIATE.</b></p> <p>EVIDENCE: <b>COPY OF COMPLETED VACANCY TEMPLATE, EMPLOYMENT ACCEPTANCE DOCUMENT</b></p> <p><b>Information:</b> Name, start date, Date of Birth, support provided, Postcode, Company, trade.  <b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>4.9 NVQ STARTS FOR SUBCONTRACTORS</b></p> <p>THIS TARGET DESCRIBES <b>NVQ STARTS AT LEVELS 2, 3, 4 OR 5 FOR INDIVIDUALS WORKING IN THE PROJECT SUPPLY CHAIN, NOT DIRECTLY EMPLOYED BY THE MAIN CONTRACTOR.</b></p> <p>EVIDENCE: <b>NVQ REGISTRATION DOCUMENTS</b></p> <p><b>Information:</b> Name, start date, Date of Birth, Postcode, Company, NVQ title.  <b>Outcome:</b> 1 individual represents 1 outcome</p>	<p><b>4.10 NVQ COMPLETIONS FOR SUBCONTRACTORS</b></p> <p>THIS TARGET DESCRIBES <b>NVQ COMPLETIONS AT LEVELS 2, 3, 4 OR 5 FOR INDIVIDUALS WORKING IN THE PROJECT SUPPLY CHAIN, NOT DIRECTLY EMPLOYED BY THE MAIN CONTRACTOR.</b></p> <p>EVIDENCE: <b>NVQ COMPLETION CERTIFICATES</b></p> <p><b>Information:</b> Name, start date, Date of Birth, Postcode, Company, NVQ title.  <b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>4.11 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 <b>CONSTRUCTION SKILLS.</b></p> <p>EVIDENCE: <b>COMPANY TRAINING PLAN</b></p> <p><b>Information:</b> Name, start dates, Training title.  <b>Outcome:</b> 1 Company Training Plan represents 1 outcome</p>	<p><b>4.12 SUPERVISOR TRAINING FOR SUBCONTRACTORS</b></p> <p>THIS TARGET DESCRIBES TRAINING ACTIVITY LEADING TO FORMAL ACCREDITATION SUCH AS <b>INSTITUTE OF LEADERSHIP AND MANAGEMENT (ILM) QUALIFICATIONS.</b> DETAILED INFORMATION ON <b>ILM COURSES IS AVAILABLE AT <a href="http://www.i-l-m.com">WWW.I-L-M.COM</a>.</b> COURSES DELIVERED AGAINST THIS TARGET MUST BE AT LEAST ONE DAY IN DURATION.</p> <p><b>Information:</b> Name, start date, Postcode, training title.  EVIDENCE: <b>COMPLETION CERTIFICATE</b></p> <p><b>Outcome:</b> 1 individual represents 1 outcome</p>
<p><b>4.13 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 <b>INSTITUTE OF LEADERSHIP AND MANAGEMENT, CHARTERED MANAGEMENT INSTITUTE</b> OR ALTERNATIVELY TRAINING COULD BE OCCUPATION SPECIFIC. COURSES DELIVERED AGAINST THIS TARGET MUST BE AT LEAST ONE DAY IN DURATION.</p>	<p><b>4.14 ADVANCED HEALTH AND SAFETY TRAINING FOR SUBCONTRACTORS</b></p> <p>TRAINING WHICH CAN BE DELIVERED AGAINST THIS TARGET INCLUDES <b>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).</b></p> <p>EVIDENCE: <b>COMPLETION CERTIFICATE</b></p>

EVIDENCE: **COMPLETION CERTIFICATE**

INFORMATION: **NAME, START DATE, POSTCODE, TRAINING TITLE.**

**Outcome:** 1 individual represents 1 outcome

INFORMATION: **NAME, START DATE, POSTCODE, TRAINING TITLE.**

**Outcome:** 1 individual represents 1 outcome

**Appendix B - Employment and skills areas monthly targets Year 1**

A completed version of this spreadsheet is to be provided to PCC along with the draft ESP prior to acceptance



**Employment and Skills Plan**

Joint Commissioning Team, Children's Services and Learning

Site/Procurement project

Employment and Skills areas monthly targets Year 1																				
Start date dd/mm/yy																				
		Month 1		Month 2		Month 3		Month 4		Month 5		Month 6		Month 7		Month 8		Month 9		
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
4.1	Work Experience Placement (16-19 years + Adults)																			
4.2	Work Experience Placement (14-16 years)																			
4.3	Curriculum Support Activities																			
4.4	Graduates																			
4.5	Apprentice Starts																			
4.6	Existing Apprentices																			
4.7	Apprentice Completions																			
4.8	Jobs Advertised Through Local Employment Vehicles																			
4.9	NVQ Starts for Subcontractors																			
4.1	NVQ Completions for Subcontractors																			
4.11	Training Plans for Subcontractors																			
4.12	Supervisor Training for Subcontractors																			
4.13	Leadership and Management Training for Subcontractors																			
4.14	Advanced Health and Safety Training for Subcontractors																			

**Appendix C - Summary Construction Scheme of Work**

*To be supplied by the Developer*

# Appendix D – Employment and Skills Plan Quarterly Return



Employment & Skills Plan – Quarterly Return v16/12/11

Site:

Value:  Start Date:  End Date:

Period:  Year:

Category	NSAFC-CBA Benchmark	Activity	Target	Actual achieved and action notes														
				Name	Date of birth dd/mm/yy	Postcode (don't enter space)	Attending, not attending, completed	Age Banding: 16-18, 19-24 or 25+	SO14-19 Post Code Year/No	IUSH region (excluding Solon) Year/No	Nbb1	Priority Ne/hood Year/No	Progression					
1	Work experience 19+ years - persons	One employed adults: Vocational Skills Training linked to Southampton sector work based academy in construction.	Target															
2	Work experience (14-18 years) - persons		Target															
3	Curriculum Support Activities no. of students		Target															
4	Graduates- Persons		Target															
5	Apprentice starts - persons		Target															
6	Ending apprentices - persons		Target															
7	Apprentice Completions - persons		Target															

8	New local jobs created	Target	Name	Date of Birth dd/mm/yy	Postcode	Temporary or Permanent				NEET	Contractor		
9	NVQ Starts – persons	Target	Name	Date of Birth dd/mm/yy	Postcode (don't enter space)		Age Banding: 16-18, 19-24 or 25+	SO14-19 Post Code	PUSH region (excluding Soton) Yes/No	Priority Nei'hood Yes/No	Progression		
10	NVQ Completions – persons	Target	Name	Date of Birth dd/mm/yy	Postcode (don't enter space)		Age Banding: 16-18, 19-24 or 25+	SO14-19 Post Code	PUSH region (excluding Soton) Yes/No	Priority Nei'hood Yes/No	Progression		
11	Training Plans – number	Target	Actual Number	Date dd/mm/yy							Contractor		
12	Supervisor Training – persons	Target	Name	Date of Birth dd/mm/yy	Postcode (don't enter space)	Result: Pass or Fail	Age Banding: 16-18, 19-24 or 25+	SO14-19 Post Code	PUSH region (excluding Soton) Yes/No	Priority Nei'hood Yes/No	Progression		
13	Leadership and Management Training – persons	Target	Name	Date of Birth dd/mm/yy	Postcode (don't enter space)	Result: Pass or Fail	Age Banding: 16-18, 19-24 or 25+	SO14-19 Post Code	PUSH region (excluding Soton) Yes/No	Priority Nei'hood Yes/No	Progression		
14	Advanced H&S Training – persons	Target	Name	Date of Birth dd/mm/yy	Postcode (don't enter space)	Result: Pass or Fail	Age Banding: 16-18, 19-24 or 25+	SO14-19 Post Code	PUSH region (excluding Soton) Yes/No	Priority Nei'hood Yes/No	Progression		
Total Workforce			Number of persons										
Local Workforce SO14-18			Number of persons										
Total Spend Suppliers			Value £s										
Local Spend Suppliers			Value £s		Postcode (don't enter space)			SO14-19 Post Code	PUSH region (excluding Soton) Yes/No				

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