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**INTERIM EVALUATION OF THE GATEWAY TO
REGENERATING CONSTRUCTION SKILLS
SKILLSGATEWAY PROJECT**

A DRAFT REPORT BY: WM ENTERPRISE CONSULTANTS

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EXECUTIVE SUMMARY

INTRODUCTION

WM Enterprise has been commissioned by SEEDA to undertake interim evaluation of the 'Gateway to Regenerating Construction Skills' (Skillsgateway) Project.

The purpose of the evaluation has been to assess the project outputs, outcomes and the strategic added value generated by the project.

A key outcome of this evaluation has been an assessment of the Strategic Added Value (SAV) of the programme

OVERVIEW OF THE PROJECT

The Skillsgateway is a new concept being piloted in North Kent. It is designed to deliver co-ordinated, multi-skilled training and qualifications through work based assessment in construction. This initiative differs to others in that it can offer real-time, bespoke training solutions by:

- Assisting employers to identify training needs and arranging off and/or on-site training and assessment to meet specific training needs;
- Offering a free matching service to fill vacancies with job-ready, screened local people to meet business needs; and
- Co-ordinating the recruitment, training and employment of local people helping them to gain skills relevant for the industry.

THE CONSTRUCTION SECTOR

The Sector Skills Agreement for Construction – ENGLAND, identifies that construction underpins all other UK industries and public services, representing 8% of the national economy in terms of GDP and that it has grown over 30% in the last ten years in terms of output and workforce. It also identifies that construction is one of the most fragmented UK industries, with a major reliance on sub-contracting with less than 20% of its workforce employed by large companies.

Typically, major contractors and house builders manage projects and do not tend to employ craftspeople or workers in specialist trades, with sub-contractors usually providing these skills. The sector operates a diverse, short-term and project based employment structure where many workers have entered the industry via informal routes and temporary contracts. This results in many workers developing their skills through 'on the job training', which impacts on the number of workers with formal qualifications.

BACKGROUND TO ESTABLISHMENT OF SKILLSGATEWAY

SEEDA commissioned a study in 2005, to investigate the use of contractual section 106 procurement clauses and/or training and employment charters when letting building contracts, since preliminary research suggested that these may be a vehicle to encourage contractors to train and employ local labour.

The resulting report, *A Framework for Project-Based Training in the Construction Industries: A Fresh Approach to Skills*, (September 2005) identified a number of concerns about skills shortages in the construction industry, particularly in terms of meeting the housing development requirements in the Thames Gateway.

The Skillsgateway project sought to establish a Partnership Network to devise and oversee the implementation of a Labour and Skills Strategy for Regeneration Projects within the geographical area of Bracknell Town Centre and the Thames Gateway in North Kent.

A Virtual One-Stop-Shop (VOSS) was at the heart of the development of the project to enable full-time job opportunities to be sourced; to provide training, employment support and continued business support beyond the lifetime of the project. The aim of the VOSS approach was to provide a comprehensive analysis of the labour needs before building projects went 'live'.

DELIVERY APPROACH

The Skillsgateway approach has grown and evolved at a rapid pace over its first year, with a range of activities being developed and delivered. A complex network of activities have been developed and delivered, which have been underpinned by partnership working at a number of levels.

The VOSS approach proposed by Skillsgateway has been implemented, within the first operational year of the project, with Skillsgateway's approach to delivering training being very focused on ensuring that it is provided in a real work environment. A curriculum design team is in place that has experience of working in the construction sector and as educationalists.

The project is also undertaking work through Train 2 Gain in providing skills assessments to employers. Protocols with skills brokers are being developed to ensure that employers recruited by Skillsgateway do not require an additional visit by LSC skills brokers.

Partnership working has been a key feature of project activities this year, with the project manager seeking to establish and maintain working relationships with a range of organisations and employers including:

- Local Authorities;
- Employers;
- Gateway Knowledge Alliance;
- SEEDA;
- South East LSC;
- CITB-Construction Skills;
- FE Colleges; and
- Charitable organisations.

PROJECT OUTPUTS

Skillsgateway is on track to achieve its outputs, with 37 jobs being created by the end of Quarter 3, and 30 SMES being supported to meet their training needs. Skillsgateway has developed a range of partnerships and activities beyond the original specification. Gathering output data for some of these activities is still underway, but evidence has been provided showing how the project has supported adults to achieve construction qualifications at Levels 2 and 3.

STAKEHOLDERS PERCEPTIONS OF THE SKILLSGATEWAY APPROACH

Most stakeholders are positive about the approach being developed and delivered by Skillsgateway, with many viewing its provision as being additional to FE based provision.

It is key to note that a common theme to many stakeholders becoming involved with Skillsgateway was because they have viewed the project as having very good and established links with a wide range of sector employers, and that this demonstrates an implicit understanding of the needs of the sector.

Employers have mainly become involved through wanting to access training that will provide them with bespoke solutions to their specific needs, with many wanting provision that would be available quickly and be delivered without requiring staff to train off-site.

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Strategic stakeholders have been motivated to become involved in seeing whether and how Skills Gateway can develop and deliver training and workforce development approaches that are additional to existing provision, whilst also contributing to developing and improving the capacity of the sector to respond to developments such as the Thames Gateway and the 2012 Olympics.

FE and work based learning providers have mixed motivations to becoming involved, with a few feeling that they were 'compelled' to becoming involved as funding had been directed to the project, whilst others are hoping to develop and share best practice in developing training solutions for the sector.

PARTNERSHIP WORKING

The establishment of strong and effective partnerships has been critical in enabling Skills Gateway to operate at strategic and delivery levels. Partnership working is developing well with most partner organisations, although there is still a need for further development with some key partners and organisations in enabling the project to fulfil its objectives of working coherently across the sector.

The evaluation has found that effective relationships have been developed with the following stakeholder groups:

- Large employers;
- Strategic partners;
- Schools and charitable training organisations; and
- Recruitment agencies.

There are three areas of partnership requiring further development by Skills Gateway, and these are with:

- Construction Skills (formerly CITB);
- FE Colleges, and;
- Small and medium sized employers.

TRAINEE EXPERIENCES OF SKILLSGATEWAY PROVISION

Small group discussions were undertaken with Year 10 trainees from New Brompton College who attend the Chatham Centre one day a week to undertake a BTEC First in Construction.

Most said that they applied to do the course, as they liked the idea of undertaking a training programme that was off the school site, with many adding that they also liked the practical focus of the course.

Most of the young people reported that they were surprised and rather disappointed at the amount of written work that they were required to undertake at the start of the programme. However, many of them said that they now understood that this was an essential aspect of the course in enabling them to gain a good appreciation of health and safety. All of the young people were very positive about the practical tasks that they have undertaken whilst on the course, saying that they have learnt a lot of new skills and have found out about different types of jobs and skills that are required in construction.

The young people had mixed views as to how the course was helping them with their achievement when they returned to school. In terms of supporting young people with their academic achievement, some young people were able to clearly articulate how the course has helped them apply their numerical skills. Many young people also stated that the course

was helping them to develop their softer skills, mainly through motivating them to improve their attitude and behaviour at school.

Most of the young people demonstrated a high level of awareness and focus in thinking about their future options once they have completed compulsory education. Encouragingly many of the young people want to progress into construction based careers, with most being able to confidently articulate specific occupations that they are interested in.

ADDITIONALITY OF PROVISION

The project has demonstrated additionality at a number of levels. The main area of additionality that has been identified by a cross section of stakeholders, but most notably by employers is the ability of Skillsgateway to comprehensively assess the immediate skills and training requirements of employers and to then rapidly develop a bespoke solution to meet these needs.

Skillsgateway's ability to design and develop bespoke training packages that are blended with 'off the shelf' training packages to meet employer requirements is additional to mainstream provision in that it takes an employer led approach in developing a curriculum around employers' needs rather than bolting on employers' requirements to existing packages. The curriculum design team in place at Skillsgateway has been recognised by many partners at all levels as being very experienced in terms of understanding industry needs.

The training approach implemented by Skillsgateway aims to make it as realistic an experience as possible in delivering training that follows real working hours rather than 'short' working weeks that learners experience in college.

Additionally, the development of the job brokerage approaches through working in partnership with a range of recruitment agencies, statutory and voluntary agencies in providing supported training and employment opportunities to new entrants to the sector. Moreover, Skillsgateway has demonstrated willingness in training young people who have not achieved well academically, particularly young people who are Not in Education, Employment or Training (NEET).

Skillsgateway's focus on training existing members of the workforce to undertake on-site assessments of employees is also additional in that it is building the capacity of employers to become more self sustainable in supporting training and development activities for staff, and also enabling employers to 'grow' their workforce locally rather than bringing in qualified staff from other parts of the country due to lack of availability locally.

BEST PRACTICE

The Skillsgateway approach has developed a number of best practice approaches in terms of its partnership approaches and delivery mechanisms.

Skillsgateway's approach to working with all partners, ranging from large employers to schools, has demonstrated a best practice approach to developing individualised programmes that place the needs of the organisation at the centre of the design and delivery process.

The close involvement of employers in the design and development of training programmes is best practice in ensuring that the training developed is demand led and fully relevant to individual employers' needs.

The focus of providing training and assessment activities in the workplace is a model that is greatly preferred by employers as it radically minimises the time that employees are away from undertaking tasks and focuses on assessing staff undertaking tasks that they are routinely required to do as part of their job.

Minimising paperwork and administration for employers wanting to secure funding for training has been a critical strength of the project, since employers are often put off applying for support for training activities by the paperwork required.

The capital costs associated with the purchase and maintenance of up-to-date machinery and equipment result in FE colleges and providers being unable to provide industry specific equipment for training purposes. Therefore, Skillsgateway's approach in seeking to use employers' training facilities and equipment to deliver training activities is positive in securing a partnership approach which enables trainees to gain experience of using up-to-date equipment.

CONCLUSIONS

Skillsgateway has developed a wide and diverse network of partners and has established good working relationships with many of these. SEEDA funding has been instrumental in this in enabling the project manager to have the time and resources to undertake partnership working activities.

Partnership working has been instrumental to the development of the project and the buy in from large employers has had particular added value to the Skillsgateway approach. The involvement of employers has helped the project to gain credibility across the sector and has linked the project with other.

The project has demonstrated a wide range of aspects that are additional to existing in mainstream FE provision and school based vocational work.

RECOMMENDATIONS

1. SEEDA funding to continue for a further nine to twelve months to enable project activities to become embedded and for further partnership working to take place. This partnership working should focus on enhancing relationships with Sector Skills Agencies, notably CITB-Construction Skills, and establishing relationships with Summit Skills.
2. There is a need for the project to seek ways to provide evidence to show whether activities are improving retention of trainees in the sector.
3. The project needs to investigate ways of showing how the provision delivered, especially around NEETs and new entrants, is additional to existing training.
4. The project needs to build on some of the administration processes developed to gather further evidence achievement of Level 2 and Level 3 qualifications through Skillsgateway activities since this can assist with securing future funding, in particular LSC funding.
5. Further development of partnership work between CITB-Construction Skills is required to ensure that best practice is disseminated at a wide level.
6. More frequent reporting arrangements between Skills Gateway and funders are required to ensure that all quantitative and qualitative data is captured to evidence the added value of the project are captured.
7. Further exploration of how the project can continue to develop its work with Train to Gain, by working in partnership with LSC brokers to ensure that employers are receiving all the benefits available through the programme.
8. Further exploration is required to identify which aspects of Skillsgateway need further support to become sustainable, and how this can be achieved through a partnership approach in showing how Skillsgateway provision is complementary to existing provision.

9. Additional partnership working arrangements need to be investigated with Summit Skills to assess whether the work undertaken by Skillsgateway can be replicated or adapted with employers and providers within its footprint.
10. A final evaluation of Skillsgateway is required to assist in preparing an exit strategy identifying how partnership working will be sustained and developed once SEEDA funding has ceased.

1. INTRODUCTION

1.1 INTRODUCTION

WM Enterprise has been commissioned by SEEDA to undertake interim evaluation of the 'Gateway to Regenerating Construction Skills' (Skillsgateway) Project.

The purpose of the evaluation has been to assess the project outputs, outcomes and the strategic added value generated by the project.

A key outcome of this evaluation has been an assessment of the Strategic Added Value (SAV) of the programme in particular:

- The extent to which SEEDA funding has facilitated the wider working of the project;
- The extent to which partnership working has added value;
- The additionality of provision;
- Identify how skills provision through Skillsgateway differs from mainstream FE provision and school-based vocational work;
- Identify innovative features of the programme (and scope for replicating/mainstreaming these approaches); and
- Identify best practice.

1.2 OVERVIEW OF GATEWAY TO REGENERATING CONSTRUCTION SKILLS (SKILLSGATEWAY) PROJECT

The Skillsgateway is a new concept being piloted in North Kent. It is designed to deliver co-ordinated, multi-skilled training and qualifications through work based assessment in construction. This initiative differs to others in that it can offer real-time, bespoke training solutions by:

- Assisting employers to identify training needs and arranging off and/or on-site training and assessment to meet specific training needs;
- Offering a free matching service to fill vacancies with job-ready, screened local people to meet business needs; and
- Co-ordinating the recruitment, training and employment of local people helping them to gain skills relevant for the industry.

Key objectives for the project are to:

- Promote skills development and lifelong learning;
- Encourage inclusive employment opportunities in the construction industry within the South East;
- Contribute to raising the educational and construction based career aspirations of local people;
- Give participants an appreciation of the reality of the construction sector through work experience placements with member construction partners;
- Promote study to support progression to an apprenticeship in a wide range of construction crafts;

- Utilise qualified assessor/mentors to help contractors meet their employment and training needs;
- Provide on-going support to employers and learners through a One-Stop Shop approach to recruitment, training and advice;
- Provide facilities for specialist sectors of the construction industry to access training and advice;
- Provide employers with advice and guidance to attract grants and wage subsidy where appropriate; and
- Provide alternative means for employing apprentices and work closely with SMEs in the supply-chain to provide work-based learning.

1.3 EVALUATION METHOD

In order to address these aims a number of evaluation activities have been undertaken:

Stage One – Contextual review

This consisted of a desk-based review of a range of documentation, including the project proposal information; strategy documents including the SEEDA Regional Economic Strategy and the Framework for Regional Employment and Skills Action (FRESA), and employment issues.

Stage Two – Output review

A quantitative analysis of the performance of the project has been undertaken to assess the project's progress towards targets.

Stage Three – Stakeholder consultations

Depth consultations were undertaken with 18 stakeholders who have been involved with Skillsgateway in a range of capacities.

Stage Four – Beneficiary consultations

Small group discussions were undertaken with young people undertaking the BTEC First qualification in Construction based at the Skillsgateway training facility.

Stage Five - Review of strategic added value

Analysis of all the data gathered from Stages One to Four has been undertaken to review the effectiveness of the project's contribution to strategic added value.

1.4 REPORT STRUCTURE

This report presents the findings of the evaluation as follows.

Section 2 provides a contextual overview of the background evidence leading to the creation of the project, and an overview of project activities;

Section 3 reviews the outputs achieved by the project to date;

Section 4 reviews stakeholder and trainee experiences of the project;

Section 5 assesses the strategic added value of the project;

Section 6 presents our conclusions and recommendations arising from the evaluation.

2. CONTEXTUAL REVIEW

2.1 INTRODUCTION

This contextual review will provide detailed information on two key elements of this evaluation. Firstly, key project documentation will be reviewed to provide a background to the project and familiarise ourselves with the Constructions Skills Project, its rationale and evidence of need for an intervention of its type. The documents reviewed will include:

- A Framework for Project-Based Training in the Construction Industries: A Fresh Approach to Skills;
- Skills Gateway Project Proposal;
- SEEDA Regional Economic Strategy;
- Management documents including monitoring reports, output data and financial information;
- The Framework for Regional Employment and Skills Action (FRESA) for the South East; and
- Project publicity, recruitment material, media reports, presentations and training materials.

2.2 THE CONSTRUCTION SECTOR

The Sector Skills Agreement for Construction – ENGLAND, identifies that construction underpins all other UK industries and public services, representing 8% of the national economy in terms of GDP and that it has grown over 30% in the last ten years in terms of output and workforce. It also identifies that construction is one of the most fragmented UK industries, with a major reliance on sub-contracting with less than 20% of its workforce employed by large companies.

Within the UK there is considerable variation in the contributions of each region to total construction output, with 30% of all construction output being concentrated in London and the South East (Department of Trade and Industry, 2003).

The Sector Skills Agreement notes that typically, major contractors and house builders manage projects and do not tend to employ craftspeople or workers in specialist trades, with sub-contractors usually providing these skills. The sector operates a diverse, short-term and project based employment structure where many workers have entered the industry via informal routes and temporary contracts. This results in many workers developing their skills through 'on the job training', which impacts on the number of workers with formal qualifications.

2.3 SEEDA REGIONAL ECONOMIC STRATEGY

The Regional Economic Strategy (RES) provides a vision for the South East to be a world-class region achieving sustainable prosperity. The Strategy responds to a new global context and outlines targets that seek to ensure that success is more widely accessible across the region. Despite being one of Europe's most successful regions, the RES sees three main challenges for the South East economy:

- 1. The Global Challenge** - The South East must maintain its competitiveness in the face of intensifying international competition – for global HQs and research establishments as well as for labour intensive plants and offices. The emergence of new global economic powerhouses such as China and India offer real opportunities to build on the existing concentrations of excellence in the South East by becoming more enterprising, innovative and skilled; equally they leave no room for complacency.

2. **Smart Growth** - Higher levels of prosperity per head across the South East without increasing the region's ecological footprint can only be delivered through higher productivity and by bringing more of the resident population into economic activity. This can be achieved by focusing on the principles of smart growth, raising levels of enterprise, productivity and economic activity throughout the region.
3. **Sustainable Prosperity** - Long-term regional economic prosperity can only be secured through the principles of sustainable development. This means recognising that pursuing growth within environmental limits can create new opportunities for innovation and competitiveness.

Smart Growth

The RES recognises that skills are an important component of *Smart Growth* in the future. The South East as a whole has a relatively well qualified workforce, in comparison with the rest of the UK. There are substantial variations within the region, with coastal parts of the region in particular lagging seriously behind both regional, and in some cases national, averages. These skills deficiencies tend to be reflected in lower economic activity and employment rates, lower earnings and lower productivity. Despite relatively high skills profiles at the regional level, many employers in the region encounter persistent difficulties in finding workers with relevant basic, technical and specialist skills. Skills gaps identified by employers in the South East equal UK average levels, with over a fifth of South East employers reporting skills gaps in their workforces in 2003. The RES identifies the following actions to promote the achievement of qualifications and skills:

Action	Rationale	Lead
<p>6.4 (New Action). Ensure that all young people and adults of all ages in the region have access to relevant diplomas, vocational and work-based learning opportunities, including the number, range and quality of apprenticeships and other vocational opportunities including foundation degrees – in skills centres and elsewhere.</p>	<p>Effective information, advice and guidance are critical to helping young people make informed decisions on career choices and for adults in career change periods. Lifelong Learning Networks have an important role here. This will include the need to ensure provision of appropriate sites and premises, to meet increases in the demand for skills.</p>	<p>Learning & Skills Council Regional Skills for Productivity Alliance Lifelong Learning Networks</p>

Transforming the South East: Skills Escalator

The Skills Escalator is a framework which details the future for workforce development in the South East, recognising the need for employers to drive demand and fund their skills needs. It aims to join up a range of support initiatives aimed at business improvement through developing skills in the workplace. It will “stimulate a change in workplace culture by raising business awareness of how skills increase productivity through enabling businesses’ and individuals’ aspirations”. The Skills Escalator will build on the existing work of the Regional Skills for Productivity Alliance. Most importantly, it will seek to ensure that people at all skills levels are continually equipped to progress in the labour market.

Changing workplace culture - Progression in the workforce is a key element in raising productivity, improving people's job satisfaction and ensuring that the South East's population is able to compete effectively for higher quality jobs. The Skills Escalator will support employees' development at all skill levels. Promoting a culture of workplace learning will assist low skilled, low status, low paid workers to improve opportunities to progress within their own organisations. This will include support for flexible and innovative models of workplace learning.

The Skills Escalator will raise awareness and encourage take up of **Vocational Diplomas** (aimed at the 14-19 age group and covering all sectors of the economy) and Foundation Degrees as major opportunities for promoting vocational as well as academic learning opportunities. This will need to be supported through an effective, integrated and accessible Information Advice and Guidance system. The Skills Escalator approach will help support the development of the workforce needed to deliver the 'Every Child Matters' agenda.

Transforming the South East: Making the Most of 2012

The RES recognises that the 2012 Olympic Games and Paralympic Games offer huge opportunities for the South East's economy. The value of the 2000 Sydney Olympic and Paralympic Games to the New South Wales economy has been estimated at £400 million worth of direct Olympic contracts and up to £750 million on the back of The Games. SEEDA and Sport England South East are working with the other cultural agencies and key partners in the region to engineer and co-ordinate the 'South East offer', ensuring the opportunities presented by the 2012 Games are maximised for the region.

The offer comprises three main themes, the second of which relates to construction opportunities:

*South East businesses will need to bid competitively for contracts; The Games will have an impact on sectors such as **Construction**, Tourism, Business Services, Digital and New Media, Retail/Merchandising, Environmental Technology, Distribution and Logistics and Security. SEEDA is developing support systems to ensure local businesses can take full advantage of these opportunities and the experience and contacts made in relation to The Games can be developed to deliver business opportunities beyond 2012. Measures to capitalise on the inspiration of The Games to create a healthier region will lead to improved workplace health and increased productivity.*

2.4 THE FRAMEWORK FOR REGIONAL EMPLOYMENT AND SKILLS ACTION (FRESA) FOR THE SOUTH EAST

The purpose of the Framework for Regional Employment and Skills Action is to ensure "a healthy labour market in which employers and individuals get effective help in meeting their employment and skills needs". For employers, this is meant to mean being able to recruit and retain individuals with relevant skills, knowledge and positive attitudes to support and maintain competitive advantage and sustainable growth. For individuals, it means having informed information advice and guidance, quality education and training provision capable of meeting their needs and having access to fulfilling employment opportunities.

The Framework supersedes the previous Skills Strategy for the South East and was developed by the Regional Employment and Skills Forum. It is designed to work with, and complement existing partner plans, particularly those originating from organisations represented on the Regional Forum. The Framework identifies key issues challenging the effective functioning of the region's labour market, drawing upon labour market intelligence and expertise. The issues inform the seven strategic objectives focusing on addressing labour market failure. The Action Plan details value-added actions designed to reduce labour market failure. All actions either focus on addressing a shortcoming in current activity or attempt to influence current activity to better reflect labour market needs.

The FRESA Strategic Objectives are to:

1. Improve productivity and innovation in the South East: the challenge for the labour market to support economic growth.
2. Build globally competitive 'high growth' sectors through stronger demand and supply of skills.
3. Raise the supply and skills of entrepreneurs to expand the small business Economy.
4. Equalise opportunities for local jobs and skills: creating equity across the region.
5. Make the most of labour market intelligence: enabling individuals and employers to make informed decisions and plan for change.
6. Create an infrastructure to support a sustainable supply of workers with access to employment opportunities.

2.5 BACKGROUND TO ESTABLISHMENT OF SKILLSGATEWAY

SEEDA commissioned a study in 2005, to investigate the use of contractual section 106 procurement clauses and/or training and employment charters when letting building contracts, since preliminary research suggested that these may be a vehicle to encourage contractors to train and employ local labour.

The resulting report, *A Framework for Project-Based Training in the Construction Industries: A Fresh Approach to Skills*, (September 2005) identified a number of concerns about skills shortages in the construction industry, particularly in terms of meeting the housing development requirements in the Thames Gateway. The report highlighted a number of important issues for the future development of the construction industry, with particular emphasis on the need for enhancing learning prospects for construction workers to enable them to take advantage of career opportunities resulting from regeneration, repair and maintenance and technological change. The report argued, that the workplace represents an important learning environment for both trainees and more experienced staff and that, at present it represents a massively under-used resource. It also stated that much of the construction industry does not yet recognise that the greatest asset to its future success and development is its people. The report identified that too much talent is simply wasted, particularly through a failure to recognise the significant contribution that suppliers can make to innovation. The report also provided evidence from educational research that demonstrates that adults, particularly those that have struggled academically in the past, learn best when learning has an experiential context, which enables learners to construct meaning and develop a deep understanding rather than a simple recording of knowledge.

'Altogether Stronger – A Sector Skills Agreement for Construction', documents its objective to promote collaboration between the industry, Government and training providers, with the ultimate aim of improving and expanding the provision of work-based training and development across the Construction Industry. The targets for this Sector Skills Agreement are to:

- Increase SMEs investing in training by 300%. The construction industry in the South East is characterised by 98% of the 48,075 private construction contractors being small businesses employing between 1 and 14, with nearly half being sole traders;
- Promote Lifelong Learning;
- Invest in better managers to link up supply chains;
- Achieve employability for life on-site;
- Provide new training opportunities for specialists;
- Integrate migrant labour to bridge the skills gap;

- Improve apprentice completions by 400% to 13,000 by 2010; and
- Use construction employment projects to attract new recruits.

One concept explored within '*A Framework for Project-Based Training in the Construction Industries: A Fresh Approach to Skills*', for promoting project-based training, was to provide training opportunities through the implementation of Community Benefit Clauses within new build and other regeneration projects. Macfarlane and Cook explored both the legal and practical implications for the inclusion of training as a requirement of public sector procurement. Public bodies can legally insist on terms that bring extra benefits to disadvantaged communities when drawing up procurement contracts and partnership, funding or planning agreements. The inclusion in procurement of 'community benefits' – such as work and training opportunities – is not prohibited by Government policy or European Union rules. They go on to argue that in order to ensure value for money, community benefit requirements must be part of the core purpose of a procurement contract – or else such requirements must be disregarded when selecting tenders and awarding contracts. Community Benefit Clauses can be used to maximise opportunities and develop the skills and confidence to enable wider community benefits to become a routine consideration in all public expenditure decisions. They are a practical way of ensuring that members of a local community, where a regeneration or new build is taking place, can benefit from the development through the promotion of skills, and employment opportunities.

It is argued, that these contractual obligations, in isolation, will fail, unless professional working relationships are developed between all stakeholders to improve the infrastructure to support both the learner and employer.

2.6 NEED FOR THE PROJECT

The concept of project-based training in the construction industry, highlighted earlier, provides the means to increase training capacity and address the current skills shortage in the industry. By implementing the concept of Community Benefit Clauses into regeneration projects, the means to engage with the supply-chain and local labour will be provided and this is a key outcome of the project. In addition to this, however, there is a need to develop professional working relationships between all stakeholders to improve the infrastructure to support the learner and the employer.

Related to the current skills shortage in the construction industry, CITB-Construction Skills predicts the South East will need to recruit in excess of 80,000 new entrants per annum in order to maintain the predicted outputs. The Adult Learning Inspectorate (ALI) reported, in 2004, that only 40,000 entered the industry, half of what has been identified as being required for the construction industry to deliver effectively and maintain sustainability. This is despite a universal acceptance of the need for 'real' on-the-job training from within the sector itself. As this is a crucial factor behind the development of the Skillsgateway Project, it is important to discuss the reasons behind this significant shortage of new workers.

The Barker Review, a UK Government commissioned investigation, provided an overview of the dynamics that restrict the development of skills in the House Building Sector, but the findings of this investigation can easily be rolled out to include the Construction Industry as a whole. The Review identified four reasons why there is a shortage of construction workers receiving apprenticeship training and entering into full time employment within the industry:

- Firms are reluctant to take on fixed costs when work load is uncertain;
- The scope of work covered by small firms may not be sufficient to cover the full range of competencies required of the apprenticeship framework;
- Despite Government and CITB construction skills subsidy there is still a significant cost associated with taking on an apprentice. It may be hard for a firm to capture the returns to this training, as many new entrants may well want to become self-employed, given the associated tax advantages;

- The CITB construction skills levy is, in part designed to overcome poaching and the free-rider problem associated with training, but there is still a perception that poaching occurs. As the CITB levy does not cover all the initial of training, there remains a disincentive for firms to take on new entrants.

All of the above barriers to training provision and work-based apprenticeships need to be successfully reduced or removed if the construction industry is to see the development of a fully qualified workforce as a means to providing added value to contracts. The review also states that although there has been an increase in the number of people starting construction related courses at college:

- Throughput from colleges into the industry remains low;
- The UK's house building industry has fewer entrants than other European countries. For example, in the case of Germany there are four times as many trainees per Carpenter than in the UK;
- There are fewer job opportunities in the industry.

2.7 SKILLSGATEWAY PROJECT RATIONALE

The Skillsgateway project sought to establish a Partnership Network to devise and oversee the implementation of a Labour and Skills Strategy for Regeneration Projects within the geographical area of Bracknell Town Centre and the Thames Gateway in North Kent. This network will enable the development and maintenance of a co-ordinated approach to identifying skills needs and facilitating the delivery of learning solutions, covering vocational business skills and pathways.

A Virtual One-Stop-Shop (VOSS) was at the heart of the development of the project to enable full-time job opportunities to be sourced; to provide training, employment support and continued business support beyond the lifetime of the project. The aim of the VOSS approach was to provide a comprehensive analysis of the labour needs before building projects went 'live'. It was envisaged that this would enable a 'map' of needs to be prepared for each project. VOSS staff were to engage with the principle contractor and supply-chain to clearly identify which elements of the training specification attract government funding and where the employer will be expected to make a contribution. The process planned to provide information and support for the construction industries to access a wide range of training packages and the financial support necessary to address regional skill shortages and priorities.

It was envisaged that the project would have a positive impact on the skills base in the South East by:

- Effecting a step change in the delivery, retention and achievement rates of apprenticeship frameworks, NVQs and Skills for Life;
- Developing the use of Local Labour Agreements to include training and employment charters;
- Using community benefits as part of the planning or procurement process for construction projects to provide the means by which the predominantly SME sub-contractor supply chain may be encouraged to provide adequate training and opportunities for work-based learning;
- Providing a far more rigorous process of skills' mapping;
- Developing work-based co-ordination with CITB-construction skills to support both the learner and employer, with particular emphasis on SMEs;
- Developing support for business improvement, particularly SMEs through Business Link businesses and skills advisors;
- Using sub-contractor supply chain relationships to support business development; and

- Acting as a broker to raise the effectiveness of the training provider/employer relationship to provide a far more flexible approach to meeting individual and employer needs.

These impacts were to be generated through targeting the aims of the Sector Skills Agreement for construction and the South East Construction Skills Action Plan as detailed below.

2.8 SKILLSGATEWAY OBJECTIVES AND TARGETS

The Skillsgateway project was initially underpinned by the establishment of a Partnership Network to devise and oversee the implementation of a Labour and Skills Strategy for regeneration projects in Bracknell and the Thames Gateway. A VOSS would also be developed in order to assist in sourcing full-time job opportunities. Although not identified within the proposal as being formal objectives for the project, there were a number of important outcomes that the Partnership Network and VOSS would aim to try and achieve, which included:

- Setting up the VOSS and monitoring its activities in North Kent and Bracknell in association with The National Skills Academy for Construction, CITB and other key stakeholders;
- Devising and implementing the Labour and Skills Delivery Strategy through the Partnership Network;
- Establishing a Strategic Network of employers and key stakeholders to devise the strategy and monitor its implementation;
- Establishing a Multi-Agency Implementation Group to deliver the Labour and Skills Delivery strategy;
- Defining clear career pathways into the industry through consultation with employers;
- Devising and piloting the implementation of embedded Skills for Life provision in construction learning and assessment;
- Influencing LSC capital and revenue expenditure to increase work-based learning provision, including on-site facilities;
- Lobbying the South East Consortium of Housing Associations to create a 'level playing field' for costing education and training when procuring;
- Developing a planned approach to Community Benefit Clauses within a legal framework;
- Developing work-based coordination to support both the learner and the employer;
- Work in partnership with Train to Gain brokerage to embed demand and, with the Train to Gain providers network to secure appropriate delivery, using eligible adult funding;
- Increase participation in education and training, through providing learning opportunities for local people so they can take advantage of new job opportunities; and
- Work with planning and funding bodies such as the LSC and SEEDA to raise the quality and effectiveness of education and training, through ensuring that the training set in place meets high, employer-defined standards.

2.9 DELIVERY APPROACH

The Skillsgateway approach has grown and evolved at a rapid pace over its first year, with a range of activities being developed and delivered. A complex network of activities have been developed and delivered, which have been underpinned by partnership working at a number of levels. Table 2.1 summarises most of the activities and organisations that Skillsgateway has worked with over the past 12 months. Appendix 1 provides additional details of five of these contracts, which have been core activities for the project.

The VOSS approach proposed by Skillsgateway has been implemented, within the first operational year of the project, with Skillsgateway's approach to delivering training has been very focused on ensuring that it is provided in a real work environment. A curriculum design team is in place that has experience of working in the construction sector and as educationalists. Their approach is to design and develop bespoke training solutions based on accredited qualification frameworks including; National Vocational Qualifications (NVQs), Construction Skills Certification Scheme (CSCS), and A1 assessors awards. The approach used by the curriculum design team is to develop training programmes that are focused on learner centred approaches that embed skills such as literacy and numeracy through applied activities.

The delivery of training is focused on the OSAT approach, that is, On-site assessment and training, where Skillsgateway trainers and assessors visit staff on site and identify the skills that they need to have. Most of the OSAT based training leads to candidates achieving their CSCS card, which is required to provide evidence that employees have the appropriate training and qualifications.

The project is also undertaking work through Train 2 Gain in providing skills assessments to employers. Protocols with skills brokers are being developed to ensure that employers recruited by Skillsgateway do not require an additional visit by LSC skills brokers.

Partnership working has been a key feature of project activities this year, with the project manager seeking to establish and maintain working relationships with a range of organisations and employers including:

- Local Authorities;
- Employers;
- Gateway Knowledge Alliance;
- SEEDA;
- South East LSC;
- CITB-Construction Skills;
- FE Colleges; and
- Charitable organisations.

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Table 2.1 Skillsgateway activities undertaken 2006-2007

Partner Organisation & project	Target groups	Activities undertaken
Mhs Contracors	New and existing entrants to the industry.	Job brokerage, supported employment, and supported training. OSAT for experienced workers.
Kent County Council – Thanet Skills Studio	Young people 14-16.	Delivery of BTEC First in Construction.
Gateway Knowledge Alliance	Employers, providers, new entrants	Establishing construction training centres
New Brompton College	Young people 14-16.	Delivery of BTEC First in Construction.
North Kent Construction Skills Project	Strategic organisations within the North Kent area.	Developing a partnership approach to deliver construction skills through flexible approaches.
Bovis Lend Lease – BeOnsite	Employers plus new entrants to construction industry requiring additional support.	Job brokerage, supported employment, and supported training.
Kent Thameside Delivery Board – Local Employment Initiative	Employers and local people in the Thameside area.	Careers and employment information, job brokerage, training.
14 Norton Folgate	New entrants to construction industry requiring additional support.	Job brokerage, supported employment, and supported training.
Connaught Partnership PLC	Existing workforce and New entrants to construction industry requiring additional support.	Job brokerage, supported employment, and supported training.
Maintenance Operations	Existing workforce	NVQs in Maintenance
Eastleigh & North West Kent College - Train to Gain	Employers	Brokerage and training needs assessments.
Lewisham College	Employers and trainees	OSAT, apprenticeships
Newham College – CIPS	Partnership with construction training providers	Training onsite assessors.
National Skills Academy & Suscon	-	Partnership activities.
Hackney Borough Council	New entrants to construction industry requiring additional support.	Job brokerage, supported employment, and supported training.
Envirograf	Existing workforce	Delivering CSCS and apprenticeship programme
British Gypsum	Existing workforce	Workforce development programme.
Coyles Personnel PLC	New and existing entrants to the sector	Training, job brokerage, supported employment. Improving health and safety performance.
Mears Ltd	Existing workforce	OSAT and NVQ delivery.
Kier Partnership Homes– Regenerating Construction Skills Partnership	New and existing workforce	Pre-apprenticeship Training and apprenticeships.
Laing O'Rourke	New entrants	Investigating ways to support new entrants into the sector.
Stanmore	New and existing workforce	Workforce development
Ward Homes	New and existing workforce	Pre-apprenticeship training, apprenticeships, OSAT
Wimpey	New entrants	Pre-apprenticeship training and apprenticeships.

3. PROJECT OUTPUTS AND OUTCOMES

3.1 INTRODUCTION

As part of the project proposal, it was necessary to identify which of SEEDA's core and component outputs would be achieved as a result of the project's activities. It was envisaged that the project would have a positive impact on two outputs, Job Creation and Business Support. Table 3.1 identifies the outputs, and the evidence to be collected to validate the outputs achieved.

Table 3.1: Skills Gateway Planned Outputs 2006-2007

Core Outputs	No. of outputs to deliver 2006-7				Total	Evidence to validate outputs achieved
	Q1	Q2	Q3	Q4		
Job Creation (1A): The project will assist 75 new entrants to access craft apprenticeships in the construction industry and 50 to access jobs as a direct result of work experience	N/a	N/a	25	25	50	<ul style="list-style-type: none"> • Copy letter of appointment with details of start date, job title, etc signed by employer OR • Letter from employer confirming new job created and filled as a result of the project
Business Support (4): 100 SMEs will be assisted to meet their training needs as a direct result of the project. Year One - 40, Year 2 - 60	0	5	15	20	40	<ul style="list-style-type: none"> • Name, address, telephone number and contact details for each business supported • Letter from each business confirming support/advice provided

Table 3.2 details the Strategic Added Value Outcomes for the project, evidence for these are to be provided at the end of SEEDA funding, but Chapter 4 will assess progress towards achieving these outcomes.

Table 3.2: Strategic Added Value Outcomes

SAV Category	Outcome	Key Activities	Evidence to validate the outcome (provided at end of SEEDA Contract)
Providing a strategic catalyst role	Effecting a step change in the delivery, retention and achievement rates of apprenticeship frameworks, NVQs and Skills for Life and facilitating clear and coherent pathways to career progression	<ul style="list-style-type: none"> • Improving business performance and raising the skills level of the workforce • Improved skills investment in managers • Developed supply-side capacity • Changes in the way training is delivered • Improving quality of training provision 	<ul style="list-style-type: none"> • 6 employer case-studies giving examples of how business and/or skills levels have improved, how training delivery has changed and how capacity and quality of provision has been developed • 6 training provider case-studies giving examples of how capacity and quality of provision has been developed

3.2 OUTPUTS ACHIEVED TO DATE AGAINST TARGETS SET

Table 3.3 details the project's progress towards its outputs up-to and including Quarter 3, and it appears that the project is on schedule to meet its targets by the end of Quarter 4.

Table 3.3: Skillsgateway Achieved Outputs Q1-Q3 2006-2007

Core Outputs	No. of outputs to deliver 2006-7				Total
	Q1	Q2	Q3	Q4	
Job Creation (1A): The project will assist 75 new entrants to access craft apprenticeships in the construction industry and 50 to access jobs as a direct result of work experience	N/A	29	8	tbc	37
Business Support (4): 100 SMEs will be assisted to meet their training needs as a direct result of the project. Year One - 40, Year 2 - 60	0	1	29	tbc	30

3.3 ADDITIONAL OUTPUTS ACHIEVED

Skillsgateway has developed a range of partnerships and activities beyond the original specification, as detailed in Section 2. Gathering output data for some of these activities is still underway, for example, the achievement rate of young people undertaking BTEC First Construction qualifications will not be available until August 2008.

However, Skillsgateway has documented a number of additional outputs that have been achieved through the delivery of the programme, these include assisting people in their skills development through the delivery of qualifications, these are detailed in Table 4.

Table 3.4: Additional outputs achieved

Output	Achieved Q2	Achieved Q3	Total
People assisted in their skills development	17	179	196
Adults lacking full Level 2 or equivalent qualification who are supported in achieving a full Level 2 or equivalent	44	67	111
Gain a qualification at NVQ 3	4	N/a	4
Candidates being supported for assessor A1 award	N/a	N/a	22

4. STAKEHOLDER AND TRAINEE EXPERIENCES

4.1 INTRODUCTION

This section of the evaluation will review findings from; the contextual review, output data and stakeholder and beneficiary consultations to assess the strategic added value of the project.

4.2 STAKEHOLDERS PERCEPTIONS OF THE SKILLSGATEWAY APPROACH

Most stakeholders are positive about the approach being developed and delivered by Skillsgateway, with many viewing its provision as being additional to FE based provision.

Motivations for becoming involved with Skillsgateway

Stakeholders had various reasons for becoming involved with Skillsgateway, and these mainly relate to stakeholders main areas of activity.

It is key to note that a common theme to many stakeholders becoming involved with Skillsgateway was because they have viewed the project as having very good and established links with a wide range of sector employers, and that this demonstrates an implicit understanding of the needs of the sector.

Employers have mainly become involved through wanting to access training that will provide them with bespoke solutions to their specific needs, with many wanting provision that would be available quickly and be delivered without requiring staff to train off-site.

Strategic stakeholders have been motivated to become involved in seeing whether and how Skillsgateway can develop and deliver training and workforce development approaches that are additional to existing provision, whilst also contributing to developing and improving the capacity of the sector to respond to developments such as the Thames Gateway and the 2012 Olympics.

FE and work based learning providers have mixed motivations to becoming involved, with a few feeling that they were 'compelled' to becoming involved as funding had been directed to the project, whilst others are hoping to develop and share best practice in developing training solutions for the sector.

Involvement with Skillsgateway

Levels of involvement with the project by stakeholders interviewed vary greatly, although all stakeholders have developed some form of working relationship with Skillsgateway. These levels of partnership are explored further in section 4.3, but most stakeholders have some form of contract or service level agreement in place with Skillsgateway which sets out the terms of reference for the partnership. Most contact with Skillsgateway is managed through these agreements, which state reporting and monitoring arrangements, and the majority of stakeholders find the frequency of communications appropriate. However, there some stakeholders report that they would like to have more frequent communications and updates about the progress of activities.

Monitoring and assessing the impact of Skillsgateway activities

The disparate nature of the activities being undertaken by Skillsgateway makes it problematic in gaining an overview of the impact of these activities, especially since many are delivered in partnership. At this stage, many stakeholders identify the main impact achieved so far as being the establishment of working partnerships which are seeking ways to raise the skills levels in the sector.

4.3 PARTNERSHIP WORKING

The establishment of strong and effective partnerships has been critical in enabling Skillsgateway to operate at strategic and delivery levels. Partnership working is developing well with most partner organisations, although there is still a need for further development with some key partners and organisations in enabling the project to fulfil its objectives of working coherently across the sector.

Table 4.1: Identifies the key partnerships that provide the basis for the Skillsgateway project

Partner organisation	Partnership activities
Gateway Knowledge Alliance	Provided capital funding to establish the development of the training centre in Chatham, and helping to fund the development of a network of similar centres in the Thames Gateway sub-region.
Connaught Partnership PLC	Large company which provides maintenance services. Working with Skillsgateway to develop training activities that support new and potential entrants. Organisation has very specific requirements which are problematic to source through FE provision.
Bovis Lend Lease	Seeking to develop a sustainable approach to recruitment, training and retention of employees through a 'not for profit' approach. Developing BeOnsite based at Bishopsgate National Skills Academy for Construction.
Construction Skills (formerly CITB)	Seeking to work together to develop packages for employers that are responsive to their needs but also result in the achievement of accreditation for employees.
Focus to Work	Community interest community which is able to secure LSC and ESF funding to provide training.
Kent County Council	Leading the delivery of vocational education for young people aged 14-16 .
Medway City Council	Developing a skills strategy for North Kent Construction project.
Kent Thameside Delivery Board	Providing some funding for the project.

4.3.1 Effective relationships

The evaluation has found that effective relationships have been developed with the following stakeholder groups:

- Large employers;
- Strategic partners;
- Schools and charitable training organisations; and
- Recruitment agencies.

Large employers

Skillsgateway has been particularly successful in establishing good working relationships with large employers within the sector. Project personnel have achieved this through extensive networking and relationship building with employers. The support being offered to employers by Skillsgateway is solution focused, in being responsive to their needs, whilst also being mindful of legislation requirements particularly in terms of health and safety.

Skillsgateway personnel's knowledge and experience of the sector have enabled the project to build rapport quickly with employers, which has been identified as a key strength since many employers are pressed for time and often feel that organisations offering training and support sometimes take up too much time in gaining an understanding of the sector.

Ongoing communications between employers and Skillsgateway are generally good, and it is an area that has improved over time as a project team has become established. However, some employers would like to have more structured ongoing communication with Skillsgateway, with a named contact being provided where possible so that they can access advice and guidance rapidly.

Strategic partners

Good working relationships have been established with a range of strategic partners, including local authorities, strategic partnerships, trade unions and strategic bodies.

Relationships with local authorities have been particularly effective in reviewing how the Skillsgateway approach can support local authority economic development activities and work with young people in schools at Key Stage 4. Skillsgateway's strong linkages with employers within the sector have been identified as being a key strength by local authorities, who are not as able to access employers. These linkages are particularly critical to regeneration activities in ensuring that publicly funded construction activities are supporting the training and development of local people working on these activities.

Links with employers for projects working with young people such as the Thanet Skills Studio are also valued by local authority partners, since it is acknowledged that this enables Skillsgateway to design and implement curriculum materials that are highly relevant to sector, whilst also providing access to employers that would be difficult to arrange without Skillsgateway's involvement.

Schools and charitable training organisations

Skillsgateway willingness to work with young people who are not high achievers academically, and/or who have challenging behaviour has led to the development of strong relationships with schools and charitable training organisations providing construction based training.

These partners report that the training approaches being developed by Skillsgateway are very focused on ensuring that young people are engaged in learning activities and provided with additional support to enable them to achieve accredited outcomes. The involvement of employers in the provision of these programmes is an additional feature that schools could not secure on their own or through existing FE programmes.

The curriculum design provided by Skillsgateway is a particular strength for these partner organisations, in delivering relevant and engaging activities. Programmes delivered off site for

young people who are still participating in compulsory education have been particularly effective in terms of retaining learners on the course, with partners reporting that similar off site provision at FE colleges having higher attrition rates at this stage. This data is still very much anecdotal due to the stage of these programmes, but it appears to be very encouraging.

Recruitment agencies

Skillsgateway is building effective working protocols with recruitment agencies specialising in placing candidates into construction opportunities. Particularly effective work has been undertaken in developing ways to refer young people into appropriate positions, and ensuring that candidates CSCS cards are valid and up-to-date.

4.3.2 Partnerships requiring further development

There are three areas of partnership requiring further development by Skills Gateway, and these are with:

- Construction Skills (formerly CITB);
- FE Colleges, and;
- Small and medium sized employers.

Construction Skills

Partnership building with Construction Skills has been slow, since both partners have been seeking to identify how they can play to each others strengths and not be seen to be competing with each other. Dialogue has now been established and is being facilitated by other partners including the LSC and SEEDA. There is a clear understanding on Skillsgateway's part that establishing a positive collaborative approach between the project and Construction Skills is essential in ensuring that learning from the project is mainstreamed and developed at a wider level. Continued work is required from both organisations, possibly facilitated by other partners to enable a good working relationship to be developed. Good foundations have been created with Construction Skills in London through the project's work with the National Skills Academy in Bishopsgate.

FE Colleges

The project is making progress towards developing good working relationships with colleges, although there is still a need for further clarification between the Skillsgateway and some colleges, to illustrate how Skillsgateway's provision is additional and complementary to FE provision, and not directly in competition. Skillsgateway's links with employers have enabled some good partnership working between FE Colleges in terms of establishing referrals for Train 2 Gain, and this can be used as a basis to further develop working relationships.

Small and medium sized employers

Further partnership development is required with small and medium sized employers who make up over 80% of the construction sector (Sector Skills Agreement for Construction), especially in seeking ways to encourage and support these employers in recruiting and training new entrants to the sector.

4.4 TRAINEE EXPERIENCES OF SKILLSGATEWAY PROVISION

Small group discussions were undertaken with Year 10 trainees from New Brompton College who attend the Chatham Centre one day a week to undertake a BTEC First in Construction.

Motivations for applying for the course

All of the young people reported that they had found out about the course through a Skillsgateway presentation at school when they were in Year 9. Most said that they applied to do the course, as they liked the idea of undertaking a training programme that was off the school site, with many adding that they also liked the practical focus of the course. A lot of the young people stated that they were considering following a career in construction when they leave school and felt that the course would help them to do this.

Activities undertaken as part of the course

Most of the young people reported that they were surprised and rather disappointed at the amount of written work that they were required to undertake at the start of the programme. However, many of them said that they now understood that this was an essential aspect of the course in enabling them to gain a good appreciation of health and safety. Many of the young people reported that even though they did not like the writing aspects of the course, they found the atmosphere much better and supportive than at school, with a lot of them saying that they were treated like adults at the centre.

All of the young people were very positive about the practical tasks that they have undertaken whilst on the course, saying that they have learnt a lot of new skills and have found out about different types of jobs and skills that are required in construction.

The young people like the fact that they are given options by the course tutor in choosing how to do things and many report that they find the help and support provided very good.

The young people had mixed views as to how the course was helping them with their achievement when they returned to school. In terms of supporting young people with their academic achievement, some young people were able to clearly articulate how the course has helped them apply their numerical skills.

In terms of supporting young people's softer skills, some report that they make more of an effort to keep out of trouble at school as they would be removed from the course, whereas others report that they sometimes have problems readjusting to the school environment when they return to this as they find they are talked down to at school. Nevertheless, most of these young people state that they also make an effort to stay out of trouble as they want to return to the Skillsgateway centre.

Future plans following the course

Most of the young people demonstrated a high level of awareness and focus in thinking about their future options once they have completed compulsory education. Encouragingly many of the young people want to progress into construction based careers, with most being able to confidently articulate specific occupations that they are interested in such as plastering, tiling and bricklaying. It is interesting to note that most of the young people wanting to progress into the sector want to follow a work based training route as opposed to a college based routes.

Recommending the course to other young people

The young people were asked whether they would recommend the course to pupils in Year 9 who are about to take their options, with most saying that they would advise other young people to take the course. However, many of the young people stated that it would be important to advise those considering the course that there is a lot of written work at the start of the course, and that they would have to have patience in waiting for the practical elements of the programme. Overall, most feel that it is a good opportunity to learn about construction in an adult and supportive environment.

5. ASSESSMENT OF STRATEGIC ADDED VALUE

5.1 INTRODUCTION

This section provides an assessment of the strategic added value of the project through reviewing the additionality of the provision and where the extent to which the project has developed best practice approaches.

5.2 ADDITIONALITY OF PROVISION

Additionality can be defined as the extent to which the funding provided through SEEDA and partners has genuinely added to provision in the area and has demonstrated added value. The project has demonstrated additionality in a number of ways.

Rapid response

The main area of additionality that has been identified by a cross section of stakeholders, but most notably by employers is the ability of Skillsgateway to comprehensively assess the immediate skills and training requirements of employers and to then rapidly develop a bespoke solution to meet these needs. The availability of training and assessment when the employer needs it is a key element to additionality since most FE based provision is unable to react at this speed due to it being constrained to the academic year.

Bespoke provision

Skillsgateway's ability to design and develop bespoke training packages that are blended with 'off the shelf' training packages to meet employer requirements is additional to mainstream provision in that it takes an employer led approach in developing a curriculum around employers' needs rather than bolting on employers' requirements to existing packages. The curriculum design team in place at Skillsgateway has been recognised by many partners at all levels as being very experienced in terms of understanding industry needs, whilst also taking an 'educationalist' approach to developing curricular where learning skills is placed at the heart of activities, to encourage and engage trainees undertaking training.

Managing new entrants' expectations

The training approach implemented by Skillsgateway aims to make it as realistic an experience as possible in delivering training that follows real working hours rather than 'short' working weeks that learners experience in college. This enables learners to gain an appreciation of the working hours required by the sector, and helps to prepare them for the transition into employment. The training facility has been designed to make as real as possible so that trainees gain experience of the conditions that they can expect when they are working on a construction site.

Job brokerage arrangements

The development of the job brokerage approaches through working in partnership with a range of recruitment agencies, statutory and voluntary agencies in providing supported training and employment opportunities to new entrants to the sector, is additional in developing a stream of potential new employees in the sector.

Developing a partnership approach to training with employers

The project has been successful in identifying funding streams that employers can access to provide appropriate and relevant workforce development using employers' training facilities. This approach is enabling sector employers to provide and support training that would not be available within FE colleges since many do not have the up-to-date or employer specific capital equipment that would be required for training. This approach allows a public-private-partnership approach to be implemented in ensuring that employees achieve training and accreditation.

Training workforce to undertake assessments

Skillsgateway's focus on training existing members of the workforce to undertake on-site assessments of employees is also additional in that it is building the capacity of employers to become more self sustainable in supporting training and development activities for staff, and also enabling employers to 'grow' their workforce locally rather than bringing in qualified staff from other parts of the country due to lack of availability locally. This approach is currently being developed across a number of employers with varying success, since it is resource intensive for both the employers and Skillsgateway. However, it is a move in the right direction in supporting activities that will contribute to raising the numbers of specially qualified staff locally.

Willingness to work with wide range of entrants

Skillsgateway has demonstrated willingness in training young people who have not achieved well academically, particularly young people who are Not in Education, Employment or Training (NEET). Entry onto FE courses and employer based training programmes within the sector is generally difficult for young people who have not achieved good GCSE results, with many who are interested in the sector seeking basic labouring jobs on an ad hoc basis. Skillsgateway programmes have enabled this target group to gain training and accreditation which will enhance their employability.

5.3 BEST PRACTICE

The Skillsgateway approach has developed a number of best practice approaches in terms of its partnership approaches and delivery mechanisms. These are outlined below and the potential for these to be mainstreamed through existing provision discussed.

Flexibility of approach

Skillsgateway's approach to working with all partners, ranging from large employers to schools, has been to develop individualised programmes that place the needs of the organisation at the centre of the design and delivery process. This flexibility has some potential to be mainstreamed if providers have personnel in place who have comprehensive knowledge and experience of the sector.

Collaborative design of programmes with employers

The close involvement of employers in the design and development of training programmes is best practice in ensuring that the training developed is demand led and fully relevant to individual employers' needs. Skillsgateway's knowledge and understanding of the funding streams that are available to support training activities for employers also enhances this approach in ensuring that the training meets industry requirements. This approach has good potential to be mainstreamed through learning providers ensuring that courses are planned with the involvement of employers.

Provision of training and assessment in the workplace

The focus of providing training and assessment activities in the workplace is a model that is greatly preferred by employers as it radically minimises the time that employees are away from undertaking tasks and focuses on assessing staff undertaking tasks that they are routinely required to do as part of their job. Skillsgateway's bespoke approach to curriculum design has aided this process. Learning providers should seek to plan ways to offer on-site training and assessment, and CITB-Construction Skills' commitment to developing OSAT will aid this further.

Ongoing evaluation of learners' experience to inform course development

Skillsgateway is implementing systematic approaches in collecting learners' views about the training and assessment that they have received. Individualised evaluation forms have been designed for each programme so that learner experiences can be used to inform the continued development of training programmes. Evidence gathered from this process is also shared and discussed with partner organisations such as schools and employers to enable the joint development of solutions to issues highlighted from this process.

This approach has very good potential for being undertaken by mainstream providers who already evaluate provision through gaining learner feedback, but may need to review ways to make this process more systematic.

Embedding Health and Safety training in provision

Skillsgateway has sought to build training programmes around Health and Safety training that is required by legislation to help facilitate employers' awareness of accredited training programmes that can enhance their workforce skills and qualifications. Developing training programmes around Health and Safety requirements has a lot of scope for mainstream provision through developing bespoke training solutions for employers.

Simplifying administration processes for employers

Minimising paperwork and administration for employers wanting to secure funding for training has been a critical strength of the project, since employers are often put off applying for support for training activities by the paperwork required. Skillsgateway's knowledge and understanding of the funding streams and support mechanisms available simplifies the process for employers and encourages them to consider providing training for the staff by focusing on the benefits that it will bring rather than being deterred by the associated administration that managed by Skillsgateway. This process has a lot of potential to be mainstreamed through Train 2 Gain provision so long as brokers in place have an in depth knowledge of the sector and its preferred methods of training and developing staff.

Raising awareness of construction based careers to young people

The training programmes provided for young people by Skillsgateway have sought to raise their awareness of the range of careers and opportunities available within the sector. This has been achieved by curriculum design and involving employers in some aspects of the courses delivered. Encouraging the involvement of employers in training activities for young people would facilitate the mainstreaming of this approach.

Use of employers' training facilities and equipment

The capital costs associated with the purchase and maintenance of up-to-date machinery and equipment result in FE colleges and providers being unable to provide industry specific equipment for training purposes. Therefore, Skillsgateway's approach in seeking to use employers' training facilities and equipment to deliver training activities is positive in securing a partnership approach which enables trainees to gain experience of using up-to-date equipment. Learning providers will need to establish strong working relationships with employers to enable this approach to be mainstreamed, so that employers are clear about the benefits that they will receive through providing access to their facilities.

Employing assessors with experience of working in the sector

Skillsgateway seeks to employ assessors who have experience of working within the sector, who have an understanding of the employers' needs and the demands of working on construction projects. In order to attract assessors with this level of experience and knowledge, Skillsgateway pays these assessors industry rates, as opposed to FE rates. Using experienced assessors is also instrumental in building good relationships with employers, since these assessors are able to discuss any arising issues with knowledge and confidence. Although this model may appear to be more expensive, anecdotally it is contributing to good levels of retention of assessment staff. Mainstreaming this approach will require learning providers to review their pay scales for staff, and assess the potential benefits of employing staff with experience of working in the sector.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This section of the report provides a series conclusions that can be drawn from this evaluation in relation to assessing the project's strategic added value and these are supported by a set of recommendations.

6.2 CONCLUSIONS

Has SEEDA funding facilitated the wider working of the project?

Skillsgateway has developed a wide and diverse network of partners and has established good working relationships with many of these. SEEDA funding has been instrumental in this in enabling the project manager to have the time and resources to undertake partnership working activities. Skillsgateway has been most effective in its partnership work with large employers, and has established good links with the National Skills Academy for Construction.

Partnership working with CITB-Construction Skills is developing with good links being made with the organisation in the London region but further work is required with the CITB-Construction Skills partners in the South East.

Although Skillsgateway has been successful in engaging with large employers, further work with smaller and medium sized employers, and continued involvement with Train to Gain may offer opportunities for this.

Extent to which partnership working has added value

Partnership working has been instrumental to the development of the project and the buy in from large employers has had particular added value to the Skillsgateway approach. The involvement of employers has helped the project to gain credibility across the sector and has linked the project with other.

The partnerships developed through the project span a range of sectors some of which provide the basis for sustainable public private partnerships in delivering employer driven skills provision.

Additionality of provision

The project has demonstrated a wide range of aspects that are additional to existing in mainstream FE provision and school based vocational work. Central to this additionality is the projects strong links with employers which has ensured that the training provided is highly relevant to the sector and is meeting specific skills needs. The project's work in developing job brokerage models has the potential for significant added value in working with a wider range of employers including smaller sub-contractors.

6.3 RECOMMENDATIONS

1. SEEDA funding to continue for a further nine to twelve months to enable project activities to become embedded and for further partnership working to take place. This partnership working should focus on enhancing relationships with Sector Skills Agencies, notably CITB-Construction Skills, and establishing relationships with Summit Skills. Further development of linkages with large employers will be beneficial and further partnership work with smaller and medium sized employers need to be developed.
2. There is a need for the project to seek ways to provide evidence to show whether activities are improving retention of trainees in the sector, there is potential to undertake some tracking of trainees who have been referred to recruitment consultancies and through BeOnsite activities.

3. The project needs to investigate ways of showing how the provision delivered, especially around NEETs and new entrants, is additional to existing training. Gathering evidence from employers to show why that they are seeking training from Skills Gateway will help to provide this evidence. Collecting entry information from young people commencing programmes which provides information about their previous activities prior to commencing Skillsgateway provision will also be valuable in this process.
4. The complex nature of some of the delivery mechanisms and partnerships can make it difficult for the project to show achievement of Skills for Life and Level 2 qualifications. Therefore, the project needs to build on some of the administration processes developed to gather further evidence to show achievement of these qualifications since this can assist with securing future funding, in particular LSC funding.
5. Further development of partnership work between CITB-Construction Skills is required to ensure that best practice is disseminated at a wide level. Partnership working here needs to focus on each partners' strengths, in particular each organisations' commitment to developing and promoting OSAT provision.
6. More frequent reporting arrangements between Skills Gateway and funders are required to ensure that all quantitative and qualitative data is captured to evidence the added value of the project are captured.
7. Further exploration of how the project can continue to develop its work with Train to Gain, by working in partnership with LSC brokers to ensure that employers are receiving all the benefits available through the programme.
8. Further exploration is required to identify which aspects of Skillsgateway need further support to become sustainable, and how this can be achieved through a partnership approach in showing how Skillsgateway provision is complementary to existing provision.
9. Additional partnership working arrangements need to be investigated with Summit Skills to assess whether the work undertaken by Skillsgateway can be replicated or adapted with employers and providers within its footprint.
10. A final evaluation of Skillsgateway is required to assist in preparing an exit strategy identifying how partnership working will be sustained and developed once SEEDA funding has ceased. We would recommend that this evaluation is completed one month before the end of the programme.

APPENDIX 1
PROJECT ACTIVITIES

SKILLSGATEWAY MAIN ACTIVITIES 2006-2007

INTRODUCTION

The evaluation has reviewed the following programmes of activity which have been the main areas of focus for Skillsgateway in 2006 – 2007:

- BeOnsite;
- Kent Thameside Delivery Board;
- Gateway Knowledge Alliance;
- North Kent Construction Skills Project; and
- Skillsgateway Community Interest Company.

BEONSITE

BeOnsite is a not-for-profit company which aims to link the delivery of sustainable construction jobs and training. Bovis Lend Lease is the main partner in this activity which is also supported by CITB-Construction Skills, Jobcentre Plus, the LSC and the London Development Agency. The project provides a unique concept in the delivery of sustainable construction jobs and training. There are three strands to this project:

- Job Brokerage;
- Supported Employment;
- Supported Training.

These three strands are inter-related and together form a cohesive, joined up mechanism to support local people into training and employment, relevant to industry need and involving key partners to ensure sustainability

Be Onsite works with contractors to identify entry-level training needs, and then uses public-funded training to provide new entrants with these skills and support them as they move into employment with the contractor. Be Onsite will also deliver on-site assessment and training and, as needed, coordinate basic skills and English Language training for the existing workforce.

Training, Job Brokerage and Supported Employment

The following programmes have been designed to provide fully funded new entrant recruitment and training career paths. The key to the success of the training offer is that it is discussed and refined according to the business needs

New Entrant Programmes (Stages)

Step One – Taster Day

The aims of this taster day are to:

- Raise confidence in the prospective learners;
- Raise awareness of construction opportunities to match the right learners to the right course;
- Widen participation and recruit a diverse workforce for the construction industry; and
- Use combined expertise to work with learners to sustain a high level of retention.

The objectives of the taster day are to ensure learners will be able to:

- Identify the areas of construction in which they would like to work;
- Identify what level of accreditation and qualification they might access based on the information;
- Be familiar, committed and understand their Individual Learning Plan (ILP); and
- Be able to recognise and discuss personal strengths, areas to develop and strategies to work on to improve knowledge and skills.

Step Two – Progression

The training on offer will be divided into four key units, which are:

- Unit 1: Starting work in construction (Taught in the classroom for a total of 30 hours);
- Unit 3: Developing skills and Working Safely in Construction (Taught in the classroom for a total of 30 hours). At this point the CSCS Card is gained;
- Unit 4: Personal Effectiveness (Taught in the classroom for a total of 30 hours); and
- Unit 12: Basic Construction Skills (60 hours of on-site experience and the completion of reflective logs). This unit will be used to incorporate work experience with Stanmore's direct labour force and supply chain. Participating employers will provide work experience for a pre-determined number of trainees and is designed for the learner to gain an understanding of the discipline.

The three taught units should involve participating trade contractors, experienced trades people, supervisors and managers, who should be available to give realistic input to the trainees.

Progression from the Level 1 Certificate

Path 1: Level 2 NVQ or full apprenticeship, trade specific and supported employment. The supported employment involves a number of employment/wage subsidies and grants. There are no fixed Guided Learning Hours and a whole host of level 2 vocational qualifications that give a wide range of choice for both the learner and employer. The choice is determined by the needs of the employer and the individual learner.

For all the progression routes the support provided is crucial and includes:

- Generic;
- Subject specific;
- Personal and social support; and
- Additional support is available for those with Learning difficulties and disabilities.

Work based mentors assist with on-site training and evidence gathering and liaise with Learning Network Mentors. Together the Work based mentors and Learning Network Mentors provide learners with the support and guidance necessary to minimise dropout.

Path 2 Non-vocational: Level 2 Certificate in Construction Technology and the Built Environment and supported employment. This is an assignment-based qualification allowing those who are more academic to learn about the issues in construction, including Sustainability and the Built Environment, Introduction to Craft Techniques, Town Planning, Building Regulations and Building Services. This qualification is considered to be a halfway house that could earmark successful trainees for Supervisory progression routes, for example a Level 3 Occupational Work Supervisory Qualification. This qualification takes 450 hours, 12 weeks for 37 hours a week.

Path 3 Vocational: Intermediate Construction Award. This qualification provides the opportunity for learners to multi-skill. It offers a cocktail of disciplines including trowel trades, plastering, wood trades, plumbing, tiling, and allows the employer to select the most appropriate route for the learner to follow.

KENT THAMESIDE DELIVERY BOARD

The Kent Thameside Local Employment Initiative represents the first phase of establishing a branded Kent Thameside partnership service that will support local employment, promote improvements in skills training capacity and contribute to a successful local economy over the next 20 years or more. The projects aims to provide:

- Careers and employment information, advice and guidance for residents, leading to job or training placements;
- A bespoke job brokerage service for local residents and businesses;
- Training brokerage services commissioning and facilitating work based training opportunities leading to specific job opportunities;
- A service focusing on the new employment opportunities created from key development sites.

The project, established with key strategic organisations including Jobcentre Plus, the LSC and information, advice and guidance providers, delivers resources with dedicated staff to provide job brokerage, recruitment services, employment and training advice and guidance. It operates across all sectors of employment with initial focus on two areas:

- Advice and guidance to raise awareness of the future job opportunities and likely skill requirements of the local labour market; and
- Ensuring that local residents can access employment and training opportunities at key construction sites.

Over time the project has developed its focus on the future labour market demand in growth sectors arising from the completion of construction sites. It has attempted to service job vacancies across a wide range of sectors but has developed a focus on key sectors where there are significant skills gaps.

Project Delivery

The project has been delivered from key construction sites during the construction phase of developments. During the second and third years of the project its remit expanded to provide services from permanent bases in High Street locations or residential centres.

The Kent Thameside Delivery Board (KTDB) Executive Team has undertaken overall responsibility for the management of the project. This Board has suitably skilled and experienced Employment Initiatives Project Managers, recruited because of their successful track record in delivering local employment and skills initiatives at other UK development sites. The project delivery team, comprising seconded staff from delivery partners such as Job Centre Plus and locally recruited staff, has been responsible for the day to day running of the services.

The Employment Initiatives Project Managers deliver advice, guidance and recruitment services from the site bases and outreach centres. Services have included:

- Employers being able to place and recruit to vacancies using a simple hotline number;
- Employers being able to access facilities for interviews and selection tests and for staff training and induction;
- Employers being able to access advice on workforce development and training services;
- Staff arranging suitable job interviews and applications for residents;
- Residents having access to careers, education and training advice and information;

- Residents being referred to appropriate training or education courses;
- Residents receiving support and advice on other related issues such as childcare and benefits.

Target Groups

The project has served 2 key client groups:

- Local residents who have had access to professional advice and guidance, careers and training information and referral and placement services, with the objective of securing quality job opportunities;
- Employers and training providers, who will use the services to access suitable employees and trainees through the professional recruitment and referral services.

Project Outcomes

The project has had an emphasis on outcomes rather than outputs. It is important to note that the project has a life span of ten years or more and this is the first phase acting as a catalyst for future activity and outputs.

The key outcomes for the project are:

- 1 onsite recruitment centre established by November 2005;
- 1 feasibility study and business plan produced for the procurement and refurbishment of permanent base or bases for the LEI by March 2005;
- 4 publicity events held by March 2007;
- 100 employers accessing the recruitment service by March 2007;
- 3 outreach delivery points established in community locations by October 2005;
- 1 or more permanent LEI centres established by March 2007;
- 700 residents placed into employment by March 2007;
- 200 residents achieving NVQ level 1 or 2, or similar accredited qualifications by March 2007;
and
- 4 employer led customised training programmes established by March 2007.

Project Sustainability

The majority of the elements of the project have been delivered by statutory or 'mainstream' services such as Job Centre Plus, Connexions, LSC, further and adult education institutions. This creates the basis for sustainability because the funding applied for will provide the resources and infrastructure for new ways of delivery, but a large proportion of the long-term revenue costs will be met by mainstream agencies.

GATEWAY KNOWLEDGE ALLIANCE: CONSTRUCTION SKILLS IN THAMES GATEWAY, KENT

Including the Olympics, there are around 15 large construction projects in the Greater South East area, each with a cost of over half a billion pounds. In total, major projects in the system for the greater South East amount to an estimated £34 billion. The total numbers in construction employment in London alone in 2010 will be in excess of 250,000. Taking into account the demand for construction workers in the Thames Gateway Kent and Thames Gateway Essex there will be a need for approximately 300,000 skilled construction workers in London and the Thames Gateway by 2010.

It is estimated that in North Kent alone construction activity on the major development will generate almost 60,000 person years if employment over the next ten years – two thirds of which will be in house building and one third in commercial development. The major focus of this will be in Kent Thameside, where major housing developments, such as Eastern Quarry, will be accompanied by substantial commercial development.

The skills requirement arising from this scale of development includes Procurers, Planners, Designers, Managers and Site Based Personnel. Current levels of construction skills training in the Thames Gateway fall far short of current and future demand. At present the construction sector has an ageing and under qualified workforce and is increasingly dependent on attracting labour from outside Britain. The largest area of demand for new recruits is in the Thames Gateway, however, there is still a problem in attracting recruits to the industry at intermediate, higher and graduate level. Another problem is that retention and achievement rates in construction training are often very low in comparison with other sectors

Project

The project aimed to establish four centres across North Kent drawing upon the model developed by MHS Homes for its Skills Gateway in Chatham. The MHS Home Skills Gateway was developed in less than six months, in an existing industrial unit. The Skills Gateway is up and running and has been successful in establishing good links with key construction sector employers.

The capital cost of four new centres across North Kent was in the region of £1,000,000. Revenue costs for each centre was in the region of £500,000 per year. The total costs of the four centres, over two years, would be in the region of £5,000,000

The output from each of the centres when fully operational would be:

- 500 Level 2 and 3 training opportunities to upskill experienced workers; and
- 120 Level 1 and 2 training opportunities for new entrants.

Across the four centres this would deliver nearly 500 new entrants to the industry and upskill 2,000 experienced workers each year. It was proposed that one of the four centres should focus on higher-level skills including the delivery of Foundation Degrees in construction and construction-related subjects.

NORTH KENT CONSTRUCTION SKILLS PROJECT

Rapid growth in the construction industry, driven by the Thames Gateway development, will create unprecedented demand for skilled construction workers and present people in North Kent with a wide range of new employment opportunities.

A key development, in North Kent's learning and skills infrastructure, the North Kent Construction Skills Centres, will enable local communities to develop the skills required to benefit from the development of Thames Gateway.

This project was put forward by Gateway Knowledge Alliance, a partnership of all major education and skills institutions in the area, supported by the Department for Communities and Local Development (DCLG), the LSC, Local Authorities and SEEDA

Strategic Fit:

The project provided a strong strategic fit with the requirements of North Kent Thames Gateway as indicated by:

- Evidence of local need; Research evidence shows there is a strong demand for skilled labour at all levels in a range of craft and technical/professional disciplines, with construction activity on major Gateway developments generating almost 60,000 person years over the next ten years;
- Fit with local and national strategies including the North Kent Learning and Skills Plan 2006-2012 and the DCLG's objectives for the Thames Gateway; and
- Synergy with the aims and activities of key stakeholders: the project complements and enhances existing skills supply and will be supported by existing delivery institutions and employer-led bodies including Sector Skills Councils and funding bodies like the LSC.

As a result the project will deliver an urgently needed increase in construction skills training capacity, delivering locally, close to employers and local communities, and increasing the engagement of employers by working with new entrants and the existing workforce.

Project Overview

The project has developed and implemented:

- A mobile craft skills centre for use on a range of construction sites in Medway, opening September 2007;
- A mobile craft skills and new technologies facility for use across Kent Thameside locations, opening January 2008;
- A mobile, professional and management skills centre for use in Kent Thameside, including at the major new Ebbsfleet development, opening in January 2008; and
- A new fixed centre in Swale, linked to the Sittingbourne Learning Hub, offering a range of skills including construction craft skills and maintenance, opening in April 2008.

The project has been managed and overseen by GKA, with a dedicated Project Manager and Centre Managers employed by the major institutions that will operate the new centres. The funding requirement to deliver the centres is £2.2m Capital from DCLG, £512,000 from local partners and revenue funding of £30,000. Ongoing revenue funding will be available from the LSC and the Higher Education Funding Council for England.

SKILLSGATEWAY COMMUNITY INTEREST COMPANY

The Skills Gateway Community Interest Company will be established with the objective of carrying on activities that benefit the community and in particular to:

- Provide vocational and educational training in a range of occupations and, in particular, in the construction sector and specialist construction occupations;
- Provide training, development and qualifications for trainers and assessors;
- Develop an innovative curriculum for vocational training and assessment programmes in the construction industry;
- Raise awareness and encourage partnership working and investment in the training and development of workforces, in particular in the construction industry; and
- Raise standards in construction skills and workforce development to increase awareness of health and safety and best practice in management of construction workforces.

The company has the power to do anything that is incidental or conducive to the furtherance of this objective.

APPENDIX 2 EVALUATION CONSULTEES

EVALUATION CONSULTEES

- | | |
|-------------------------------|--|
| 1. Carl Dewey | MHS Homes |
| 2. Gateway Knowledge Alliance | Gateway Knowledge Alliance |
| 3. Julie Nicholas | Berkshire LSC |
| 4. Fiona Wickins | SEEDA |
| 5. Anne Komzolik | North West Kent College |
| 6. Simon Smith | British Gypsum |
| 7. Cliff Parsons | Connaught |
| 8. Paul Warren | Bovis Lend Lease
Building Crafts College |
| 9. John Appleton | |
| 10. Colin Barber | Newham College |
| 11. Christina Montague | CITB SE |
| 12. Jeff Hopeweel | UCATT |
| 13. Steve Smith | Young Builders Trust |
| 14. Steve Ralph | Focus to Work Trust |
| 15. Sue Dunn | Kent County Council Education |
| 16. Matt Peacock | Medway City Council
Kent Thameside Delivery Board |
| 17. Sally Clark | |
| 18. Warren Hickson | Environmental Seals |
| 19. | Swift Horseman |