

Employees Support in Skills Programme

Employer Case Study

Case study

Name of activity:

Skills Support for the Workforce in the Solent area

Name and address of organization:

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Summary - details of when the activity was established, how the activity is being funded, and the aims and objectives of the activity

CSW Group Ltd successfully won a bid that provided European Social Fund (ESF) funded activity to support individuals who are aged 16+ and employed in the Solent Local Enterprise Partnership area. CSW implemented a subcontracted model of delivery that presents a network of partners with an opportunity to make a positive difference to the lives of employed people and their employers working in the Solent LEP area.

The project aims to ensure that participants are supported through training to a progression within work and/or in further education.

The services delivered by Trade Assessments Ltd (TAL) has achieve the following for participants:

- Support for SMEs, to help them determine the training needs of their staff, through the completion of a training needs analysis.
- Support for individuals to participate in bespoke industry led training programmes, where they have demonstrated overcoming various barriers to accessing learning and progressing within work and required by the priority sectors.
- Delivery of specific modules that increase the effectiveness of participants who have secured employment with an SME in the construction and civil engineering industry (a priority sectors),
- Enabled low-skilled employees the opportunity to progress to higher value employment and qualifications
- Support individuals to start on higher level skills by providing worthwhile taster units of relevant vocational training; work-based access training and work shadowing opportunities related to higher skills/paid jobs.

Trade Assessments Ltd (TAL) is a Hampshire based training provider that specializes in delivering training and assessment across an extensive range of construction and civil engineering provision, both in the workplace and at our well-equipped and accredited training centre and is proud to have been chosen by CSW Group as a delivery partner to support this project.

TAL has an extensive employer network and through their work with their employer base find themselves in a strong position to identify industry needs and provide solutions. This project enabled TAL to support individuals working for a family run construction company, based on the Isle of Wight, a region where employers advise support with training is often difficult to access, a workbased training, assessment and a progression route that enabled the individuals to gain qualifications that are commercially recognised and equip them progress within the industry.



Participant's starting situation - details of what the participant's situation was when they joined the activity

TAL worked with L to undertake a Training Needs Analysis, where we identified his personal training needs and those of J, his co-worker.

Both L and J are skilled in their occupation however Jake didn't have the qualifications required to be recognised as a competent operative.

Although L already held qualifications to be recognised as a professional plasterer he ideally needed a supervisory qualification to develop himself and drive his company forward.

Barriers - details of what barriers the participant faced before and during their time on the activity

Three main barriers existed:

1. Although J already obtained a plastering qualification from a local college, while attending a fulltime course, the qualification is not recognised by the industry to prove he is a competent operative, therefore he could not practice as a 'skilled plasterer'.
2. Access to the specialist off the job construction training identified is very limited and not convenient to operatives holding down fulltime employment.
3. Time to undertake on the job training is limited as the workforce work long hours in conditions that are not always conducive to an appropriate learning environment.

What interventions and actions did the project undertake with the participant?

Trade Assessments tutor/assessor provided individualised learning support and assessment opportunities to L and J, at locations and at times to suit them. Through this support they were able to achieve their learning goals and identify appropriate progression routes.

Outcomes and impact - the result of the interventions and actions of the activity. How have these made a real difference?

L achieved a Level 2 NVQ in Plastering and one unit of a relevant Level 3 qualification through round one of the project.

TAL worked with L through round two of the project to support him through a non-regulated learning activity to coach him to progress and achieve the Contributing to the Control of Work Quantities and Costs in the Workplace unit of the Level 4 NVQ Diploma in Construction Site Supervision -Building and Civil Engineering. This proved a vital stepping stone qualification for him to progress to study the full qualification, which, when achieved, will give him additional skills and qualification to take his company to the next level.



Education & Skills
Funding Agency



European Union

European
Social Fund

J is employed as a subcontractor laborer/trainee plasterer. Although he completed a college plastering course, his qualification does not enable him to gain a CSCS card, therefore, he could not function as a qualified plaster. However, through the project J has achieved a Level 2 Plastering NVQ, which enables him to apply for a Construction Skills Certification Scheme 'skilled worker card'. On attainment of the CSCS card L's workforce will be 100% competence compliant. He has also achieved a Level 3 unit in Contributing to the Control of Work Quantities and Costs in the Workplace, which will give him an insight to and prime him for higher level learning.

L is now in the process of recruiting an additional operative to backfill J's previous position.

Next steps - what are the participant's future plans, what do they intend to do next?

J will apply for a Construction Skills Certification Scheme 'skilled worker card'.

L has progressed to study for the Level 4 NVQ Diploma in Construction Site Supervision -Building and Civil Engineering qualification.

L is in the process of recruiting an additional operative to backfill Jake's previous position.