

# EXPERIENCE HERITAGE BUILDING

## Heritage Construction Skills Short Placements

# Project Evaluation

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## Summary

The Experience Heritage Building Project was funded by Cadw and delivered by the Tywi Centre in February and March 2016. 7 students were provided with a 3-day Heritage Construction Induction programme, followed by 4 weeks of hands-on construction experience with either the Cadwraeth team or at St Fagans, and then were offered the opportunity to undertake the Level 3 Award in The Repair and Maintenance of Traditional (Pre-1919) Buildings.

The aims and the objectives of the programme were met. All students were unemployed at the start of the programme with more than half coming from disadvantaged groups or areas. All participants enjoyed their time on the scheme and appreciated the learning opportunity the programme afforded. They felt well supported and valued the knowledge that the Tywi Centre and the on-site placement providers afforded them. Following the scheme 2 participants secured employment within the Heritage Construction Industry and 3 reported that they had used their skills in the workplace following the end of the programme and are now in employment.

Recommendations for improvement of the programme include better programme planning and sharing of information between all parties, including placement providers, students, the Tywi Centre and agencies supporting disadvantaged groups. Clearer progression routes into the heritage construction industry would also be of benefit.

## Background

### *Project Aim*

The aim of the Experience Heritage Building (EHB) project was:

To develop a pilot scheme to provide short work placements on historic buildings to support entry level skills development in the conservation, maintenance and repair of traditional buildings.

### *Project Objectives*

- a) To provide practical training and work experience opportunities in stonemasonry, lime plastering and carpentry for 8 new entrants into the traditional building craft sector.
- b) To increase the diversity of people working in the sector by encouraging applications from women and disadvantaged groups.
- c) To offer students an opportunity to gain a Level 3 Award in the repair and maintenance of pre-1919 buildings.
- d) To provide mentoring and careers advice to help students prepare their CVs and career development plan.

### *Project Delivery*

The Tywi Centre was awarded £15,000 by Cadw to deliver the pilot programme. The Tywi Centre is an organisation which promotes heritage and traditional building skills, it is based in Llandeilo and run by Carmarthenshire County Council. Since 2008 it has delivered building craft skills

training: both short courses and NVQ Level 3 qualifications in heritage plastering, carpentry and masonry to students across Wales.

From September 2016 the Centre hopes to deliver the Diploma and NVQ qualifications in heritage skills (stonemasonry and carpentry) at Levels 2 and 3. The development of an entry level training programme would complement this activity and, for the first time in Wales, provide students with a clear route to career development in this sector.

### *Rationale*

The 2015 CITB draft report on the traditional building sector in Wales, entitled 'A Material Issue: Understanding and Responding to the Traditional Building Skills Challenge in Wales' states that:

- 94% of surveyed employers in Wales are mainstream construction businesses that work in relation to both modern and traditional buildings.
- 43% of employers' time is spent working on traditional buildings – signalling the importance of the construction sector being competent and knowledgeable in relation to these types of structures.
- Looking ahead over the next two years, 44% of employers are optimistic that demand for work on traditional buildings will increase.

Yet despite this high volume of work and optimism that it will increase:

- 95% of employers reported that their workforce does not hold any qualifications directly relating to heritage, traditional buildings or conservation.
- Only 15% of employers have previously developed traditional building skills and knowledge as a result of mainstream (i.e. general construction) provision offered by FE colleges in Wales.

There is therefore a profound mismatch between the type of work being undertaken in the construction industry in Wales and the availability of skilled and trained craftspeople. As a result, often the wrong materials and techniques are being used, putting the stock of traditional buildings and their occupants at risk.

At present there is no clear route for career progression and skills development through the traditional building craft sector. This scheme was a small step towards filling the gap in the existing provision for entry level students.

### *Target Audience*

Supporting craftsmen and women to find work experiences on heritage sites should provide them with valuable site skills and improve their CV, so improving their chances of future employment in the heritage construction sector.

The project specifically targeted

- Those seeking a career in the heritage construction sector
- Women and disadvantaged groups

It is a particular challenge for women and disadvantaged groups to enter the construction industry through engaging with a mainstream apprenticeship programme: For people living in economically

depressed areas it is often very difficult to find an apprenticeship with a local company; and for women, who rarely enter the construction industry directly from school it is harder to enter at later date. It is these two groups which this project particularly aimed to encourage.

## Description of the Evaluation

The project evaluation was to determine whether the Aims and Objectives of the pilot project had been met and to identify ways in which the programme might be improved upon.

The following analyses were made as part of the evaluation:

- Overall project delivery, including timescales and funding.
- The recruitment method, and the number and geographic and demographic profile of the applicants recruited.
- One-to-one telephone interviews were held with students and placement providers following the completion of the programme, and examples of the questionnaires used can be seen in Appendix 1
- Student timesheets were completed whilst students were on the programme and students and placement providers were required to give feedback on student progress on these forms. These were also analysed as part of this evaluation review.

## Results

The programme delivery timetable can be seen in Appendix 2

### *Programme Recruitment*

Placement advertisements were circulated from 10<sup>th</sup> December 2015 through to the closure date on 17<sup>th</sup> January 2016, advertising the opportunity through the following networks:

- Communities First contacts
- Job Centres across Wales
- Cadw website
- Direct mailing to Tywi Centre and Welsh Traditional Buildings Forum contacts

A copy of the advertisement can be found in Appendix 3

A total of 14 people applied for the programme.

The table below illustrates that:

- the majority of the applicants were interested in the Masonry placement opportunities
- the majority of applicants were interested in placements in South Wales
- more than half of the applicants were from the target audience - either Communities First areas or Women

Applicant Initials	Carpentry	Masonry	North Wales	South Wales	Communities First	Other Disadvantaged group (women)	SELECTED
RA							X
LO							X
LB							
STP							X
SIP							
JB							
KW							
JC							
EJ							
DR							
JH							X
GT							X
MH							X
JG							X
<b>TOTAL</b>	<b>7</b>	<b>11</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>2</b>	

The greatest competition was for Carpentry placements

10 applicants were interviewed over the telephone by the Tywi Centre and 9 were invited to a 2<sup>nd</sup> interview on a Cadw site or at St Fagans. Of these 7 were selected for the programme.

All successful applicants were unemployed at the start of the programme.

### *Programme Delivery*

The 6 week programme was divided into

#### **3 day Induction (10-12 Feb 2016)**

This was based at the Tywi Centre and included Manual Handling and Working at Heights Health and Safety Courses, an introduction to Heritage Buildings and a day at St Fagans reviewing architectural techniques and periods.

1 student was already familiar with Heritage Construction and had all the appropriate health and safety certificates so only attended one day of the Induction Course. A total of 19 student days were spent on the induction.

#### **18 day site placement (15 Feb - 9 Mar 2016)**

2 stonemasonry students were placed with the Cadw works team based at Caernarfon Castle; 2 stonemasonry students were placed with the Cadw works team based at Denbigh Castle; 1 stonemasonry student was based at Neath Abbey with the Cadw works team; 1 carpentry student was based at the Cadw Crumlin workshop; and 1 carpentry student was based at St Fagans.

All students completed the full work experience programme. A total of 116 student days was spent on site by all the participants of the scheme.

## **2 day Level 3 Award in the Repair and Maintenance of Traditional (pre-1919) buildings (10 – 11 March 2016)**

This was held at the Tywi Centre.

3 students attended the 2-day course, undertook the qualification and passed.

All students received a daily stipend of £25/day whilst on the course, travel costs to the Tywi Centre were reimbursed and accommodation for the induction and the Level 3 award were covered, and PPE was provided to all participants.

### ***Programme Evaluation***

Students on the programme and Placement Providers were interviewed on the telephone following a structured questionnaire.

2 placement providers provided feedback

5 students provided feedback

In addition 3 students provided written feedback independently of the formal questionnaire.

Weekly timesheets provided good insight into the progress of all students.

## **Discussion**

### ***Recruitment***

The programme was developed and delivered over 4 months. This short planning period and delivery time frame was a challenge for successful project delivery. The greatest pressures were felt during the period of recruitment which was a period of 5 weeks falling over Christmas and New Year.

It is suggested that greater collaboration between the Communities First Managers, Job Centres and the Tywi Centre over the recruitment period would have generated a greater number of applicants to the programme.

Of the 8 placements on offer, only 7 were able to be filled, however, more than half of the students selected were in the target audience for the project being from a Communities First area or from a group disadvantaged in Construction (women). All of the 7 selected were unemployed at the time of recruitment.

4 of the applicants for placements had been on a 'Work Ready' Programme provided by Llandrillo College where they had received tasters in construction work and considerable support in writing applications and CVs. The quality of their applications to this programme was high.

The main reasons that candidates were not selected were that

- They decided that they did not wish to be considered
- They did not have an appropriate level of experience or interest in construction

During interviews held on one Cadw site the following formal question was asked of one student - "Where do you see yourself in 5 years working for Cadw". This was a misleading question, implying that if successful there was a long term employment opportunity with Cadw.

## **Induction Week**

### **Location**

The fact that the induction week was at the Tywi Centre was not identified as a problem for the students.

*"it was useful to stay with each other at the bunk house to learn from each other in the evenings"*

*"accommodation was outstanding – I could have brought the family down for a holiday"*

However, the students from North Wales found paying for travel to Llandeilo a real challenge, despite the promise of reimbursement of costs incurred. One Job Centre assisted the students by providing funds to cover travel.

### **Activities**

All students were very positive about the induction week programme. They all reported that they learnt a lot about heritage buildings, particularly on the Dinefwr Farm walk and the visit to St Fagans. The Health and Safety courses, as well as being essential for working on site, were very useful for future employment. One commented that practical demonstrations on lime mortar mixing and use would have been of benefit.

## **On-site placements**

### **Placements – the providers perspective**

The short development period of the project and the necessity to complete the project before the end of March 2016 put considerable pressure on the placement providers. They reported that they felt poorly prepared to provide placements for a number of reasons:

- The time of year (February) meant that site work, particularly for stonemasons, was hampered by cold and wet conditions
- The work plan for the year was coming to an end and so there was only a limited amount of work that the teams were undertaking
- There was no time to plan a structured programme for students as the team had little advance warning of the arrival of students
- The placement providers were provided with insufficient background on the experience of each of the students.

*"the students didn't hold up our work, but we found it difficult to keep them active"*

*"we would have liked the chance to really show off conservation in Wales – it was just the wrong time of year"*

Despite the challenges expressed by the placement providers on delivering the programme, their feedback about the students was positive:



*It was "good to have students on site – they were a breath of fresh air"*

*"we enjoyed the fact that they were keen and willing to try something new"*

*"he has shown great interest in conservation work and has made a useful contribution to the team"*

*"I was very happy to be able to share my knowledge"*

*"it would be good to give the students a more complete experience – a longer time on site."*

And many provided experiences beyond stonemasonry or carpentry site work such as site visits and building inspections of other historic structures in the region and they took pleasure in seeing their training and enthusiasm 'rub-off' on the students:

*"it took a while for him to open up - it was brilliant for his confidence"*

### **Placements – the students' perspective**

A number of students said that they were unclear at the start of their placement what the work programme was going to entail and they would have appreciated more detail on the work planned. They also reported that it appeared that Cadw didn't seem to be fully prepared for the students joining the team:

*"there were some very quiet days"*

*"perhaps a course in the summer would have provided more opportunities"*

However, feedback about the time on site was that the students thoroughly enjoyed their time and learnt a considerable amount:

*"I was blown away by the knowledge of the staff"*

*"the level of supervision and support was good – unfaultable support"*

*"exceptional relationship with Cadw staff who explain and guide us well"*

*"very happy there, learning a lot and finding the work they do very interesting and rewarding"*

All students felt more confident about the use of lime mortar and the history of buildings following their time on site and were keen to expand their knowledge:

*"I would have liked to do some lime plastering and dry stone walling"*

St Fagans was *"a great placement for developing ideas and building contacts"*

*"I am not looking forward to finishing as there is so much more to learn and I will miss it greatly"*

For the Crumlin based carpentry placement the student noted that the majority of the work undertaken by the team at that time was fabrication of new structures, rather than repair.

### **Remuneration, PPE & Tools**

A 4 week placement was the optimal length according to 1 student:

*"I couldn't accommodate any longer as the stipend wasn't very large"*

Another said *"a longer period of work experience would have been good – to get more of a range of experiences – 10 weeks possibly"*

Whilst the students had sufficient PPE, they were not provided with any tools by the scheme. This restricted the benefits of their experience in the first week for those who had not previously worked in stonemasonry, however, Cadw staff were prepared to share their tools and within a week the students had purchased their own with the support of a grant from the Job Centre.

*"we could accommodate the low level of skill, but the lack of tools was a problem"*

### **Level 3 Award**

#### **Course**

Of the 7 students on the programme, only 3 attended the 2 day Level 3 Award in the Repair and Maintenance of Traditional (Pre-1919) Buildings. All 3 passed the qualification. All 3 were positive about the course.

*"Brilliant"*

*"It was the qualification which got me my job"*

#### **Travel**

Of the 4 students in North Wales, 1 owned a vehicle. It was this student which successfully found employment during the last week of the placement programme, so was unable to attend the Level 3 Award. Unfortunately, they were therefore also unable to provide lifts to Llandeilo for 2 other students as previously arranged. These 2 students looked into the logistics of using a train but decided that they would not undertake the journey: the train took 7 hours and they could not afford the fare up front. A third student looked into hiring a car, but due to their financial insecurity reported that they were unable to do this.

### **Personal Development**

Support on CV development and career advice was not formally provided as part of this programme, despite being outlined as one of the 4 objectives of the programme. Three students had already received significant support of this kind through the Work Ready Programme administered by Llandrillo in North Wales and liaison with the Work Ready programme administrator indicated that that form of support would not be required for these 3 students. A further student was receiving 1:1 support from the local job centre in this respect.

However, all students were provided with programme certificates, guidance on where to find local contractors and agreement to provide written references on request for any applications to construction companies. Personal introductions to heritage contractors by the Tywi Centre were made on behalf of 2 students which resulted immediately in one job interview and one period of temporary employment.

### *Post Placement Programme*

Of the students interviewed, all are now employed and all said that the course had been of benefit to them in their current workplace or at their own historic homes.

- 2 are working in the Heritage Construction Industry – 1 with Cadw, 1 with a specialist heritage construction company.
- 1 would not have been successful in obtaining their post within a heritage construction company without the Level 3 qualification.
- 1 has been inspired to focus on developing their masonry skills and undertaken a Level 3 in Conservation Masonry.
- 1 has had an interview for a heritage stonemasonry apprenticeship
- 2 have undertaken wall repairs using appropriate materials either in their work place or at their home.
- 1 would not have been successful in obtaining their post working in fibre optics without the Health & Safety qualifications. They are still looking for work in the Construction field.
- 1 reported that proving that they have been active whilst not in work has been of significant benefit for their CV.

It was apparent, that this programme did not provide a clear route into employment in the heritage construction sector for all. For those who are now successfully employed in heritage construction it provided them with a valuable qualification and a period of work experience with a highly reputable national organisation. However, for the majority of students the programme was a welcome taster: the programme certainly inspired students, but arguably raised false hopes about entering the sector.

A number of students said that some form of progression from the programme would be of great benefit to them, for example onto the Tywi Centre Bursary Programme.

### *Project Costs*

A breakdown of the proposed and actual project costs can be seen in Appendix 4.

The project finances were clearly reported and the project was completed £3,821.34 under budget within the project time frame.

The predominant reason for the under-spend was due to the scheme supporting only 7 students, rather than the proposed 8.

This project saving could have been utilised for the benefit of the project by increasing the length of the students' placements. This was considered, however,

- A number of students already had post project plans.

- The tight time frame at the end of the project due to the requirement to complete the project by end of the financial year made the logistics of this very challenging.
- Cadw placements were difficult to extend due to the work schedules of the teams.

All students were unemployed at the start of the programme and the challenges of living on the Job Seekers Allowance, even with the additional stipend offered were very great, particularly for those with a family and a mortgage.

The financial challenges of attending the elements of the programme in Llandeilo could have been met in advance if the students felt confident enough to ask for travel vouchers or travel funding up front, or if the Tywi Centre had offered this support up front. It was ultimately the location of the Tywi Centre which prevented the students attending the Level 3 Award.

No evaluation costs had been incorporated into the project as this was initially planned to be undertaken by Cadw in-house. This was an oversight in the project planning.

## Conclusions

The Experience Heritage Building project has been successful in meeting its aim:

To develop a pilot scheme to provide short work placements on historic buildings to support entry level skills development in the conservation, maintenance and repair of traditional buildings.

Feedback from all students attending the programme has been very positive with all being happy to recommend the course to others.

*“This course has given me inspiration and motivation”*

In revisiting the project objectives the following achievements can be highlighted:

- a) To provide practical training and work experience opportunities in stonemasonry, lime plastering and carpentry for 8 new entrants into the traditional building craft sector.

7 students were supported through the programme. Of these 1 was already familiar with the traditional building craft sector. Only very limited training in lime plastering was incorporated into the programme as there were no plastering placements identified.

- b) To increase the diversity of people working in the sector by encouraging applications from women and disadvantaged groups.

More than half of the opportunities offered were taken up by women and disadvantaged groups, and all applicants were unemployed.

- c) To offer students an opportunity to gain a Level 3 Award in the repair and maintenance of pre-1919 buildings.

Only 3 of the 7 students undertook the Level 3 Award. The main reason that the other participants did not undertake the award were predominantly due to financial constraints.

- d) To provide mentoring and careers advice to help students prepare their CVs and career development plan.

This was informally undertaken as part of this project and ongoing contact with the Tywi Centre has been retained.

## Recommendations

Any future delivery would be improved by incorporating the following recommendations:

1. Placement providers should be more involved in developing the on-site experience element of the work experience programme. The scheme would benefit by them having an input into the time of year and the length of placement that students should undertake.
2. Greater cooperation needs to be had between all partners in the project delivery:
  - The Tywi Centre needs to ensure placement providers are fully briefed on the ability and experience of the students;
  - the placement providers should be in a position to provide a programme of activities prior to the start of the period of work placement;
  - the Tywi Centre needs to ensure that the students are fully briefed on the content of their work placement programme.
3. Greater collaboration between the Tywi Centre and organisations supporting disadvantaged groups would be of benefit to recruiting and supporting trainees and contribute to a more successful programme through:
  - Increasing the number of applicants to the programme
  - Encourage a greater number of applicants from Communities First Areas
  - Greater awareness by the Tywi Centre of the financial benefits available to support unemployed students on the programme.
4. Providing students with a clear progression route into the industry. Whilst the Tywi Centre is aiming to provide NVQ Levels 2 & 3 in heritage construction skills in 2016, apprentices will need to be in employment to take up this training. There is a gap between the level of skill achieved by the majority of students on this short programme, and the entry level to an accredited level 2 or 3 qualification. A 3-6 month up-skilling introductory course would be of benefit, plus a funded bursary programme for unemployed students who find it hard to identify suitable, sympathetic employers.

## Appendix 1

### Student and Placement Provider questionnaires

#### Placement Provider Evaluation Questions

**Name:**

**Placement Venue:**

**1. What are your first thoughts on the programme?** – Explain your experience/benefits/problems in one sentence.

#### **2. Pre-Placement**

2.1 Did you have enough background information about the students before the interview

2.2 How was the interview?

- It was a challenge to really glean what each person was like just from the interview
- I would have liked to have more information about how to interview
- I would have like to have more information about the work experience programme

2.3 Did you have enough support from your Cadw supervisors for delivering the work experience programme

2.4 Did you feel that you could contact the Tywi Centre with concerns and questions?

#### **3. Work Experience**

3.1 Did the students have you have enough/appropriate PPE & Tools?

3.2 Were you happy with their level of H&S training when they arrived?

3.3 Were you happy with their level of heritage knowledge when they arrived?

3.4 Were you happy with their level of construction skills when they arrived?

3.5 Did you have enough for them to do?

- Restricted by the time of year
- Restricted by the amount of work we had on

3.6 Were they enthusiastic and pleasant to have on site?

3.7 Did you feel that you had enough resources to provide adequate supervision?

3.8 Did you feel that providing the on-site experience for the students met your expectations

- It was better than expected
- It was poorly organised
- I enjoyed imparting my knowledge
- It was refreshing to have an new member of our team

3.9 Did you feel that the on-site experience for the students met their expectations

- I think that they thought it was better than they had expected
- They seemed frustrated at times

3.10 What was the best bit about delivering the work experience programme?

3.11 What was the worst bit about delivering the work experience placement?

#### **4. Post Course**

4.1 Would you be happy to run a work experience programme again

4.2 What would you improve?

- Better qualified
- Better skills

4.3 If you could change one thing about the programme what would it be?

## Student Evaluation Questions

**Name:**

**Placement Venue:**

**5. What are your first thoughts on the programme?** – Explain your experience/benefits/problems in one sentence.

### **6. Pre-Programme**

**2.1** Why did you choose to join this work experience programme?

- I was told I had to by the job centre
- I thought it would be enjoyable
- I feel passionate about heritage
- I needed/wanted construction work experience

### **7. 1<sup>st</sup> Week of Training**

**7.1** Did you find the induction programme useful?

- General heritage education
- H&S day
- Day at St Fagans

**7.2** What was the best bit of the training?

**7.3** What was the worst bit?

**7.4** What did you think about having to stay in Llandeilo?

- Fun
- Too far
- Good way to meet people

### **8. Work Experience**

**8.1** Did you have enough/appropriate PPE & Tools?

**8.2** Did you enjoy the work on site?

**8.3** Did you learn any new skills on work experience?

**8.4** Did you feel that the on-site experience met your expectations

- It was better than expected
- It was poorly organised
- I was led to believe that I might have a future with this firm
- It gave me a real insight into construction
- It gave me a real insight into heritage

**8.5** Did you feel that the level of supervision and guidance was appropriate?

**8.6** What was the best bit of the work experience?



8.7 What was the worst bit about the work experience placement?

8.8 Did you feel that you could approach the Tywi Centre if you had any concerns?

- Did you need to?
- Do you wish you could?

## **9. Final Course**

### 5.1 For those that didn't attend:

5.1.1 What was the reason that you didn't attend the final 2 day award.

- You found a job so you couldn't come, but you would have liked to
- It was never your intention to attend
- You thought that you wouldn't be able to pass the Level 3 award
- You thought that you would fail the qualification
- Was the distance to the Tywi Centre for the 2 day qual part of your reason for not attending?

5.1.2 Do you think that attending this work experience programme was of benefit to you?

5.1.3 How did you benefit?

- Learnt about construction
- Learnt about heritage
- It gave me confidence

### 5.2 For those that did attend:

5.2.1 Did you think that the 2-day course was worthwhile?

5.2.2 Which elements of the course did you most enjoy?

- Practical plastering
- Classroom information
- Meeting other students
- Defect identification

5.2.3 Which elements of the course did you find most useful?

- Practical plastering
- Classroom information
- Meeting other students
- Defect identification

5.2.4 Which elements did you least enjoy?

5.2.5 Has obtaining this qualification been of benefit to you?

- You have felt the benefits already
- You anticipate future benefits
- You don't expect to have any real benefits

## **10. Post Course**

10.1 What are you doing now?

10.2 Are you using what you have learnt in your home or work life

10.3 Do you think that you might work in construction in the future

### **11. General thoughts**

11.1 Would you recommend this work experience programme to others?

11.2 Why would you recommend it to others?

7.3 If you could change one thing about the programme what would it be?

### **12. Other Notes**

## Appendix 2

### Programme Delivery Timetable

Closing date	17th Jan
Shortlisting	18th Jan
Telephone Interviews	20th 21st Jan
Selection Meetings	25th - 29th Jan
Final decision made	29th Jan
Tywi Centre Induction	10th, 11th 12th Feb
Placements start	15th Feb
Duration of placements	15th Feb - 11th Mar
Level 3 Award (Provisional Date)	10th -11th Mar
Possible extension of placements	14th - 24th Mar

## Appendix 3

### Programme Advertisement

#### **EXPERIENCE HERITAGE BUILDING** **DEWCH I BROFI ADEILADU TREFTADAETH**

#### Heritage Construction Skills Short Placements Lleoliadau Byr Mewn Sgiliau Adeiladwaith Treftadaeth

- Are you interested in working on some of Wales most iconic historic buildings?
- Are you struggling to develop your masonry and carpentry skills and would value an opportunity to work alongside skilled masons and carpenters?
- Would you like to qualify in a short heritage course: the Level 3 award in the Repair and Maintenance of Traditional Pre-1919 Buildings

We are currently recruiting **8 people** from Communities First Areas in Wales; from socially disadvantaged groups; or groups that are under-represented in the construction sector (eg women).

Get in touch if you have:

- a passion for old buildings
- undergone a college construction course **OR** have at least 2 years experience in construction



- A oes gennych ddiddordeb i weithio ar rhai o adeiladau mwyaf eiconig hanesyddol Cymru?
- Ydych chi'n ymdrechu i ddatblygu eich sgiliau gwaith saer maen a gwaith saer coed a byddech yn gwerthfawrogi'r cyfle i weithio ochr yn ochr â chrefftwyr profiadol yn y maes?
- A hoffech chi gymhwyso mewn cwrs treftadaeth byr: Cwrs Dyfarniad Lefel 3, 'Atgyweirio a Chynnal a Chadw Adeiladau Traddodiadol a Godwyd cyn 1919'

Ar hyn o bryd rydym yn recriwtio **8 o bobl** o Ardaloedd Cymunedau'n Gyntaf yng Nghymru; grwpiau dan anfantais gymdeithasol; neu grwpiau heb gynrychiolaeth ddigonol yn y diwydiant adeiladu (ee menywod).

Cysylltwch â ni os ydych :

- yn dwlu ar hen adeiladau
- wedi cwblhau cwrs adeiladu yn y Coleg **NEU** o leiaf 2 blynedd o brofiad yn y diwydiant adeiladu



**DYDDIAD CAU: DYDD IAU 7<sup>fed</sup> IONAWR 2016 / CLOSING DATE FOR APPLICATIONS: THURSDAY 7<sup>th</sup> JANUARY 2016**

**I gael pecyn ymgeisio neu drafodaeth anffurfiol cysylltwch â / For an application pack or informal discussion please contact:**

**Canolfan Tywi Centre – 01558 824271 [post@canolfantywi.org.uk](mailto:post@canolfantywi.org.uk)**

## Appendix 4

### Project Cost summary

Agreed Scheme Total: £14,978.70

Actual Project Costs: £11,157.36

Underspent: £3,821.34

		Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Actual Scheme Total	Agreed Scheme Total
<b>Revenue</b>								
<b>Staff Costs</b>	<b>TOTAL</b>	£ 371.25	£ 726.00	£ 668.25	£ 2,089.50	£ 1,511.00	£ 5,366.00	£ 4,925.00
	Project Manager	£ 371.25	£ 726.00	£ 668.25	£ 1,451.50	£ 836.00	£ 4,053.00	£ 3,575.00
	Training Officer	£ -	£ -	£ -	£ 638.00	£ 675.00	£ 1,313.00	£ 1,350.00
<b>Travel Costs</b>	<b>TOTAL</b>	£ -	£ -	£ 58.05	£ 62.55	£ -	£ 120.60	£ 473.00
	Travel	£ -	£ -	£ 58.05	£ 62.55	£ -	£ 120.60	£ 473.00
<b>Trainee Costs</b>	<b>TOTAL</b>	£ -	£ -	£ -	£ 2,075.04	£ 3,595.72	£ 5,670.76	£ 8,219.00
	Trainee Recruitment	£ -	£ -	£ -	£ -	£ 173.47	£ 173.47	£ 6.00
	Stipend payment	£ -	£ -	£ -	£ 1,175.00	£ 2,325.00	£ 3,500.00	£ -
	Travel payment	£ -	£ -	£ -	£ 253.00	£ 116.00	£ 369.00	£ -
	Accommodation	£ -	£ -	£ -	£ 150.00	£ 25.00	£ 175.00	£ 6,840.00
	Training	£ -	£ -	£ -	£ 400.00	£ 762.80	£ 1,162.80	£ 893.00
	PPE	£ -	£ -	£ -	£ 97.04	£ 193.45	£ 290.49	£ 480.00
<b>Contingency</b>		£ -	£ -	£ -	£ -	£ -	£ -	£ 1,361.70
<b>TOTAL Eligible Revenue</b>		£ 371.25	£ 726.00	£ 726.30	£ 4,227.09	£ 5,106.72	£ 11,157.36	£ 14,978.70
<b>Funding</b>								
<b>Grant</b>	<b>Cadw</b>	£ 371.25	£ 726.00	£ 726.30	£ 4,227.09	£ 5,106.72	£ 11,157.36	£ 14,978.70
<b>BALANCE</b>		£ -	£ -	£ -	£ -	£ -	£ -	£ -

