

# GREATER LONDON AUTHORITY

## REQUEST FOR ASSISTANT DIRECTOR DECISION – ADD2231

### Title: Consent to LLDC for grant funding to Class of Your Own

#### Executive Summary:

The London Legacy Development Corporation (LLDC) is seeking Mayoral consent to it providing a £180,000 grant to Class of Your Own (COYO). The grant will fund a resource to coordinate delivery of the "Design...Engineer...Construct" (DEC) built environment curriculum programme in schools and colleges across east London. The employer-sponsored programme provides students with the knowledge and skills to be able to access training and job opportunities in the construction and built environment sectors.

The resource will be a DEC Coordinator who will be in place for 3 years from July 2018.

Mayoral consent is required under Section 213 of the Localism Act 2011 and Paragraph 3.2 of the LLDC Governance Direction 2013 because the grant value exceeds the Legacy Corporation's delegation level for giving financial assistance by grant (DD1245). Under the Governance Direction and Mayoral Decision-Making in the GLA, that consent can be provided on behalf of the Mayor by a specified senior officer.

#### Decision:

That the Assistant Director, Group Finance consents, on behalf of the Mayor and under Paragraph 3.2 of the LLDC Governance Direction 2013, to:

LLDC providing a grant of up to £180,000 to Class of Your Own

#### AUTHORISING ASSISTANT DIRECTOR/HEAD OF UNIT:

I have reviewed the request and am satisfied it is correct and consistent with the Mayor's plans and priorities.

It has my approval.

**Name:** David Gallie

**Position:** Assistant Director, Group Finance

**Signature:**



**Date:**

21 / 5 / 18

## **PART I - NON-CONFIDENTIAL FACTS AND ADVICE**

### **Decision required – supporting report**

#### **1. Introduction and background**

- 1.1. An increasingly digitised construction and built environment sector has unlocked more efficient methods for designing, creating and maintaining assets, changing the way the industry designs, engineers and constructs.
- 1.2. Industry-leading employers are therefore looking for established mainstream education provision to provide the necessary curriculum-based interventions required to develop a pipeline of built environment professionals.
- 1.3. In response to this opportunity, the LLDC is spearheading an intervention with employers linked to Queen Elizabeth Olympic Park (QEOP), local schools and further education (FE) colleges to develop young people's skills so they become the built environment professionals that the construction and built environment industry of the future will need.
- 1.4. The "Design...Engineer...Construct" (DEC) course will link employers and schools, shaping schools' curricula so east London is established as a centre of excellence in industry-led built environment education. It is an accredited Level 1/2/3 curriculum-based built environment course delivered by Class of Your Own (COYO), the industry-recognised national leader in educational delivery in the field.

#### *Design...Engineer...Construct at QEOP*

- 1.5. There is a strategic and business need for the DEC programme. At a macro level, the DEC curriculum programme responds to an identified industry skills gap within the UK labour market: the UK Commission for Skills predicts 1.2m new workers are needed in this sector. Despite the huge growth potential in the construction industry, there is limited provision in Building Information Modelling (BIM) and tech/professional roles currently available in this area.
- 1.6. At a local level, the DEC programme will ensure local people have the right skills to access jobs that are being generated on the Park. Of the thousands of jobs expected to be generated by a range of construction works at the Park, a significant percentage are anticipated to be skilled construction professionals. Construction opportunities and the presence of industry-leading built environment employers, present an ideal opportunity to provide a clear route into employment through education, curriculum activity and work experience. This will break down barriers to under-represented groups wanting to access construction and built environment opportunities.
- 1.7. The programme is currently being delivered in four schools and one further education college across east London, using QEOP and the Cultural and Education District (CED) development as the platform to work with employers on its delivery. Three more schools and another college are going through the final stages of implementing the programme from Sept. 2018.
- 1.8. DEC is unique because employers (LLDC has a consortium involving Balfour Beatty, Mace, Lendlease, Buro Happold, Allies and Morrison, Ballymore and Engie) participate in the project by sponsoring schools, allocating specialist staff to support teachers in the delivery of specific modules (eg. engineering, BIM 3-d modelling, sustainability, accessibility/inclusive design, project management etc) and providing project-based learning opportunities and work placements.
- 1.9. The LLDC is therefore seeking Mayoral consent to grant fund COYO to the value of £180,000 over three years to coordinate the delivery of the DEC programme through the recruitment of new schools and new employers.
- 1.10. COYO is providing £30,000 of match funding (£10,000 per annum) for the period covered by the grant funding.

- 1.11. With this funding, the project will enable a cross-industry partnership to co-create a training programme that will support people who are under-represented in the workforce to get advanced built environment skills and to access high value jobs on the Park and across London.
- 1.12. The project will do this by enabling residents from Hackney, Tower Hamlets, Waltham Forest and Newham to access knowledge, skills and experience through the DEC course at pre-GCSE, GCSE and A-Level. This will lead onto employer-led apprenticeships (which could be degree apprenticeships) and training, giving them the skills, information and experience they need to compete for jobs and advance their careers with employers on the Olympic Elizabeth Olympic Park and across London's growing and continuously evolving construction industry.
- 1.13. Without this investment in skills and educational growth, the people that live in communities around Queen Elizabeth Olympic Park may not be able to compete for these jobs.

## **2. Objectives and expected outcomes**

- 2.1. The objectives are to:
  - 2.1.1. Grow the cluster of schools and colleges delivering DEC and establish east London as a centre of excellence in built environment education provision
  - 2.1.2. Grow the consortium of employers that formally support the delivery of DEC in east London schools/colleges
  - 2.1.3. Open up technical/professional pathways into the built environment sector for under-represented groups.
- 2.2. Overall the project aims to:
  - 2.2.1. Better prepare young Londoners, particularly those from disadvantaged backgrounds and from under-represented groups for the knowledge and skills required in the construction industry to access skilled jobs.
  - 2.2.2. Create clear educational routes into employment through industry-led vocational training.
  - 2.2.3. Inspire more young people from under-represented groups to access careers in the built environment.
  - 2.2.4. Improve the pool of talent for the construction industry.
- 2.3. In achieving its aims, the project will:
  - 2.3.1. Give local students access to knowledge and work experience and facilities involving cutting edge equipment.
  - 2.3.2. Work with industry leaders to co-create a mixed training programme of courses and apprenticeships that focuses on BIM as well as built environment design and build techniques.
  - 2.3.3. Provide 'follow-on' education modules to advance the skills of local school and college students who have been through the DEC curriculum.
  - 2.3.4. Provide progression into a wide range of jobs in the construction industry, particularly for under-represented groups
  - 2.3.5. Provide wrap-around follow on employability support to ensure people receiving technical training are job-ready.
  - 2.3.6. Leverage links across the industry to broker paid work opportunities (including work experience, internships, apprenticeships or jobs) for people during and/or after students complete the course.

- 2.3.7. Link with contractors, local authorities, businesses and organisations across boroughs to explore collaborations and further opportunities in education and employment.
- 2.3.8. Work with employers to inspire people who live around the Park by hosting a number of school visits, taster skills sessions and inspirational talks.
- 2.4. Outcomes:
  - 2.4.1. For DEC to be delivered in 12 schools and four FE Colleges across four host boroughs by April March 2021.
  - 2.4.2. Of the total number of people participating in DEC at least 50 per cent will be BAME, 50 per cent women and 10 per cent disabled people.
- 2.5. The funding will be used for a DEC coordinator post that amongst its key duties will:
  - 2.5.1. Lead work with the LLDC, Class of Your Own, local schools and colleges, and industry to develop business planning for the sub-regional implementation of the DEC curriculum
  - 2.5.2. Support new/existing schools with the implementation/delivery of the DEC curriculum
  - 2.5.3. Secure employer participation across all levels of the DEC curriculum including adopter sponsorship for schools and participation in ad-hoc events. This will include building and sustaining effective sector-related partnerships that impact directly on DEC learning.
  - 2.5.4. Lead the implementation of a work experience placement programme with participating employers that secures placements on annual basis for students from the participating schools/colleges
  - 2.5.5. Work with HE institutions to develop key partnerships including ongoing delivery of the university mentoring programme for under/post-grad students
  - 2.5.6. Actively promote and celebrate pathways and learning that lead to progression onto careers pathways in the Built Environment
  - 2.5.7. Capture key metrics that demonstrate the outcome-based benefits of the DEC programme including:
    - qualification results
    - learner engagement
    - sector-related progression data including employment/apprenticeships/further training
    - case studies

### **3. Equality comments**

- 3.1. The provision of £180,000 funding to deliver the DEC programme will have a positive impact on equalities and will support LLDC's Priority Theme 'championing equalities and inclusion'. It will enable local people and groups who are under-represented in the workforce to access construction industry-led skills training that will enable them to get and sustain high value jobs. The DEC programme will connect with local and community organisations, disability service providers, schools and colleges to develop robust referral pathways from grass-roots provision.
- 3.2. The LLDC's grant agreement will stipulate that learners must meet the minimum targets at paragraph 2.4.2 above.
- 3.3. An equalities impact assessment will be undertaken on all aspects of delivery, this will include reviewing recruitment plans, training content and delivery plans, pastoral support and in-work support.

3.4. By providing this grant no adverse impact is anticipated on equalities issues or any protected characteristic groups<sup>1</sup>.

**4. Other considerations**

**a) Key risks and issues:**

<b>Key Risks and Issues</b>	<b>Action Points</b>
Low take up of schools	To work with borough officers to engage schools, develop a peer to peer package of support for schools in rolling out DEC. The bespoke support that the DEC Coordinator will provide schools will help overcome barriers to engagement
Challenges with tracking students post-DEC	Possible considerations around setting up a post DEC support network, encouraging further training and development.  To be overseen by a DEC Schools partnership, employers, boroughs and the LLDC
Low take up of employers.	Get employers to buy in by work week /boroughs and the LLDC to communicate contractual commitments on CED and Queen Elizabeth Olympic Park wide

**b) Links to Mayoral strategies and priorities:**

- 4.1. The project responds to the Mayor’s Good Growth agenda by empowering people and by making London more inclusive by assisting under-represented groups to overcome barriers and provide access to the opportunities created by growth.
- 4.2. The project aligns with the Mayor’s objectives and priorities, it will:
  - 4.2.1. Empower all Londoners to access the education and skills to participate in society and progress in education and in work; DEC will give the skills and knowledge for individuals from disadvantaged communities to gain the skills and experience necessary for them to compete for skilled jobs in the construction industry. In this way, it will contribute to increasing the diversity of the sector’s workforce.
  - 4.2.2. Meet the needs of London’s economy and employers, now and in the future: The DEC programme will develop initiatives that match employer demand with appropriately skilled new entrants to the construction industry in areas where there is currently a skills shortage. Additionally, the programme will develop clear routes to employment through vocational training – and delivered by industry experts. As well as appropriate work experience, learners will benefit from direct experience of the workplace which will help them to prepare for jobs in the industry.

<sup>1</sup> 1.1. The GLA must have due regard to the need to eliminate unlawful discrimination, harassment and victimisation as well as to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not under section 149 of the Equality Act 2010. This may involve, in particular removing or minimising any disadvantage suffered by those who share a relevant protected characteristic, taking steps to meet the needs of such people; and encouraging them to participate in public life, or in any other activity where their participation is disproportionately low, including tackling prejudice and promoting understanding. The protected characteristics and groups are: age, disability, gender reassignment, pregnancy and maternity, race, gender, religion or belief, sexual orientation and marriage/ civil partnership status. Compliance with the Act may involve treating people with a protected characteristic more favourably than those without the characteristic.

4.3. The project also directly delivers key priorities of the Mayor's Construction Academy Scheme:

- 4.3.1. Improving diversity: Working through local schools, the DEC programme has specific targets for under-represented groups and breaks down barriers to accessing the construction and built environment sectors for women, BAME groups and disabled people. It is already being delivered in one all-girls' school and will be in one school for students with Social, Emotional and Mental Health needs from Sept. 18.
- 4.3.2. Skills shortages in the construction industry: By placing employers directly at the heart of curriculum delivery, DEC is laying the foundations for shaping the workforce of the future as the construction industry digitises and adopts more modern methods of construction. Employers will use DEC to recruit apprentices into a range of emerging tech/professional roles as the industry evolves.
- 4.3.3. Post-16 Skills Plan and new vocational routes: The government's Post-16 Skills Plan, published in July 2016 outlines an ambitious framework to reform the post-16 vocational qualification system, based on recommendations from the Lord Sainsbury Panel. The ambition is that every young person is presented with two choices that are of parallel quality and lead to the highest levels of study, either academic or technical. DEC is a good example of a curriculum-based activity that is currently being carried out in east London schools and colleges and which covers both academic as well as technical study activity.

#### **c) Impact assessments**

- 4.4. The project will deliver skills growth in the most disadvantaged parts of London. It will give east Londoners and particularly those from disadvantaged groups opportunities to gain the right skills to compete for and sustain high value jobs. It will have a positive impact to narrow the gap in level 3 and 4 qualifications and in the employment rate and median earnings, between residents living in the growth boroughs and the average Londoner thereby contributing to the convergence agenda.
- 4.5. The project will provide a monitoring report on the numbers of people trained and their employment destination as well as providing detailed equalities information. This will identify if there are any areas that need improving as well as identifying successes, positive outcomes and good practise.

#### **d) Consultations**

- 4.6. The London Boroughs of Hackney, Tower Hamlets, Newham and Waltham Forest have been consulted through the Legacy Community Scheme Careers Programme Group.

### **5. Financial comments**

- 5.1. The activities proposed are contained within the existing budget lines for the socio-economic budget that has been approved as part of the LLDC's ten-year business plan and within the GLA's budgeted grant support for LLDC, and forms part of the Legacy Communities Scheme s106 agreement that has been approved by LLDC's Planning Policy and Decision Team and the four neighbouring boroughs.
- 5.2. Specifically, funding was ear-marked to provide "park-wide 'Post-Education Training' that enables people living in the four boroughs around the Park to access skills training and apprenticeships in creative, digital and technology sectors." This forms part of the LCS S106 contribution.

**6. Legal Comments**

6.1. No particular legal issues arise for the GLA.

**7. Planned delivery approach and next steps**

<b>Activity</b>	<b>Timeline</b>
DEC Grant Agreement signed	May 2018
DEC Coordinator recruited	May 2018
3 new schools and 1 new FE College start delivery	Sep 2018
2 new employers recruited	Sep 2018
2 additional schools recruited	Feb 2019
First cohort of Level 2 students completes	June 2019
2 new employers recruited	Sep 2019
2 additional schools recruited	Feb 2020
Second cohort of Level 2 students completes	June 2020
Delivery End Date [for project proposals]	June 2020
Project Closure: [for project proposals]	Mar 2021

**Appendices and supporting papers:**

None

**Public access to information**

Information in this form (Part 1) is subject to the Freedom of Information Act 2000 (FOI Act) and will be made available on the GLA website within one working day of approval.

If immediate publication risks compromising the implementation of the decision (for example, to complete a procurement process), it can be deferred until a specific date. Deferral periods should be kept to the shortest length strictly necessary.

**Note:** This form (Part 1) will either be published within one working day after approval or on the defer date.

**Part 1 Deferral:**

**Is the publication of Part 1 of this approval to be deferred? NO**

If YES, for what reason:

Until what date: (a date is required if deferring)

**Part 2 Confidentiality:** Only the facts or advice considered to be exempt from disclosure under the FOI Act should be in the separate Part 2 form, together with the legal rationale for non-publication.

**Is there a part 2 form – NO**

**ORIGINATING OFFICER DECLARATION:**

**Drafting officer:**

Tim Somerville has drafted this report in accordance with GLA procedures and confirms that the Finance and –if relevant- Legal teams have commented on this proposal as required, and this decision reflects their comments.

**Corporate Investment Board:**

The Corporate Investment Board reviewed this proposal on 18 May 2018.

**HEAD OF FINANCE AND GOVERNANCE:**

I confirm that financial and legal implications have been appropriately considered in the preparation of this report.

**Signature:**



**Date:**

24.05.18