

Report of the Director City Development

Report to Executive Board

Date: 4th September 2013

Subject: Re-Making Leeds: Heritage Construction Skills Training

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. In May 2013, the Heritage Lottery Fund (HLF) awarded the council £810,300 from their Skills for the Future fund to deliver the Re-making Leeds project. This Stage 1 award has ring-fenced the funding to Leeds, subject to the submission of a Stage 2 bid that will include a detailed training plan which sets out how the project will be delivered and the impact on the City's construction training needs. In addition the HLF have awarded the council a further £34,500 to prepare the Stage 2 bid. Re-making Leeds aims to address several heritage construction skills shortages within the City, primarily in relation to the repair and maintenance of pre-1919 and other buildings within conservation areas. The project will be delivered in partnership with the Leeds College of Building and York College and will focus on providing:

- Quality work based training for over 19's in NVQ3 in Heritage Construction Skills
- Short craft based skills training for SMEs already in the construction industry
- Training the trainers to ensure that teacher competencies remain relevant
- Training and raising heritage awareness amongst construction specifiers

2. Officers are working closely with partners in the FE and construction sectors to finalise the training plan that will be at the heart of the Stage 2 bid. The Stage 2 bid must be submitted by 31st December 2013 otherwise the Stage 1 approval will lapse.

Recommendation

3. Executive Board is asked to agree:

- i. to the submission of a Stage 2 bid to the Heritage Lottery Fund for the Skills for the Future initiative based on the programme outlined in this report; and

- ii. that the council act as the accountable body for the bid, subject to Stage 2 being approved, and give authority to spend £810,300 on the activity outlined in this report.

1 Purpose of this report

- 1.1 The report seeks Executive Board approval to submit a Stage 2 bid to the Heritage Lottery Fund (HLF) under the Skills for the Future initiative. In addition, agreement is sought for the Council to act as grant administrator and accountable body for the operation of the bid, together with authority to spend up to £810,300 on the works outlined in this report.

2 Background information

- 2.1 The Skills for the Future is a Heritage Lottery Fund (HLF) programme is designed to support projects that can demonstrate the following:

- an increase the range and quality of work-based training to develop skills in the heritage sector
- meet identified skills shortages in the heritage sector
- increase the capacity of the sector to deliver training and share good practice
- increase the diversity of the heritage workforce.

- 2.2 The Skills for the Future bid process has two phases

- A Stage 1 approval was awarded to the Council in May 2013. The Leeds award was the second largest in the country. Furthermore, its size, geographical focus on one city and, its ambition to mainstream heritage construction skills makes it unique in terms of council-led training initiatives in England.
- The Stage 2 will incorporate a detailed training plan and must be submitted by 31st December 2013.

3 Main issues

- 3.1 There are an estimated 74,640 pre-1919 buildings in Leeds and there are increasing demands across the city for skilled and enthusiastic craftspeople to undertake the necessary repair and maintenance work needed on these properties. These buildings range from Victorian terraced housing to listed buildings of regional or even national importance. For several pre-1919 buildings such as Kirkgate Market the council is currently engaged in plans to enhance their contribution to the building heritage of the city.

- 3.2 In research commissioned for this project, members of the Federation of Master Builders (FMB) were questioned about their experience of heritage construction work. Tellingly 93% of them wanted to get more involved in repair and maintenance work to pre-1919 buildings and almost a third believed that they had lost contracts and money due to a lack of heritage skills within their company. Research by the National Heritage Training Group (NHTG), a joint venture between the sector skills council and English Heritage found that around two-thirds of those who work on pre-1919 buildings do not have the right skills to do so. Typically, this has been because the majority of work on pre-1919 buildings is undertaken by general builders moving between new-build and repair and maintenance projects, often without knowledge of the appropriate methods

and materials required on traditionally constructed historic buildings. From discussions with local colleges and heritage professionals, it is clear that not all professional training includes sufficient time and detail on topics related to working on heritage properties. This can result in poor or incorrect specifications being produced. Therefore, there is a need to train the trainers, surveyors and designers in order to create the environment for demand to be tailored to the needs of the buildings rather than the inadequacies of general constructions methods.

- 3.3 Despite the fall in new build figures construction SMEs dominate the repair and maintenance sector that is still expanding with growth predicted over the period 2013-2017 (Construction Skills Network 2013). Nevertheless, the contraction within the general construction sector cannot be ignored and has typically meant that larger contractors have sought to enter into markets dominated by SMEs. The training project will help local SMEs to continue to compete in the sector by up-skilling their workforce. In the medium term, construction output within Leeds is expected to grow by 38.7% to £1.43bn in 2022, significantly above the regional and national estimates of 31.1% and 35.1% respectively (Experian 2012). Therefore, even with the re-establishment of the new build sector considerable scope exists for the application of heritage skills on the sizeable pre-1919 stock of buildings.

The Training

- 3.4 In response to this research the Re-Making: Leeds project will focus on the practical heritage skills needed to maintain, repair and refurbish pre 1919 residential, commercial and institutional properties in Leeds. Priority will be afforded to increasing the heritage skills capacity of local construction SMEs to undertake work involving stone masonry, lime mortars, lime plastering and rendering, roofing (including stone slates and specialist leadwork), painting and decorating, carpentry, brickwork and electrical and plumbing work. An NVQ3 will be offered to placement trainees with NVQ2 in Construction (or equivalent experience) in addition to discrete short courses to fill identified skills gaps. It is likely that the former will be attractive to unemployed construction workers and to young people aged 19-25 years as a result of the limited grant support available and their relatively limited experience.
- 3.5 The priority will be to provide quality work based training, accredited to NVQ 3 (see Appendix 1). The courses will be delivered by the Leeds College of Building (LCB) and York College. The colleges will operate under a Partnership Agreement, to be drawn up in consultation with the Council, acting as the lead partner and the accountable body. Every NVQ3 trainee will require a host organisation to 'employ' him or her for 12 months. Trainees will also receive a 12 month bursary and equipment grant to allow participation in the full training experience offered by the qualification. All trainee placements will be identified by the colleges or local SMEs. Trainees could also be placed with the council to work, under supervision, on its own stock of pre-1919 buildings. The training model, as specified in the HLF application guidance, is complementary to, but distinct from the ATA model, launched in Leeds last year. The ATA focuses on 16-18 year olds employed by the ATA as apprentices under an Apprenticeship Framework. The vocational element of the framework is delivered through a host employer for a minimum of 12 months. The employer pays the apprentice's wages and a finders' fee to the ATA. Under Re-making Leeds, the target group is 19-24 year olds and the trainee, although theoretically 'employed' by an SME specialising in heritage craft skills, they will not receive a wage. The trainee receives a

bursary to support them to undertake the training for 12 months. Any additional costs to cover uniforms, steel capped boots etc is also covered.

- 3.6 It is expected that many trainees will have already undertaken the NVQ 2 in Construction and have experience within the sector. This will ensure that they arrive equipped with the industry awareness that will help them to provide a strong foundation for the transference of new skills and an understanding of the demands of the profession. In addition, each of the trainees will have a mentor, recruited from the college's alumni, able to visit them regularly during the year and to provide phone / e-mail support as required. This will provide a fantastic professional development opportunity for mentors to pass on their heritage construction skills and knowledge. For the trainees the mentors will provide individual recognition, encouragement and support - providing a realistic perspective of the workplace and advice on how to balance work and other responsibilities. For the project, this will also help to minimise dropout rates.
- 3.7 A number of additional skills will also be included to develop fully rounded heritage craft professionals able to work adeptly within construction teams. These skills will include project management and building information modelling. Some trainees may wish to establish their own business or need awareness of the business considerations within micro-businesses. Therefore, business administration, marketing skills and health and safety training certification will also be included. The project will also involve training the trainers and construction specifiers.
- 3.8 The construction profession is in a challenging place economically and some SMEs may not want or need to release staff on a longer NVQ qualification. For some the paramount requirement will be to address a particular niche skills gap in their workforce quickly and with the minimum of disruption. As such short courses will be attractive to local construction SMEs who wish to up-skill their existing workforce to improve their opportunities to access the pre-1919 construction market and the cross-skilling opportunities posed by these properties under the Green Deal. These courses will last between 2-9 days and will need to be applied flexibly depending upon the skills base of trainees and the priorities indicated by individual SME's.
- 3.9 The following outcomes will be achieved during the project:

Courses and Qualifications	No.
NVQ3 On-site Training & Assessment	8
NVQ3 Work Placement (mainly 19-25yrs)	25
NVQ3 Work Placement (any age)	8
Train the Trainers (linked to NVQ3)	12
Short courses	
Certificates in Heritage Construction (day release / on-site assessment)	35
Training for Volunteers (day release with on-site assessment)	6
CSCS Cards	20

4 Corporate Considerations Consultation and Engagement

- 4.1.1 Consultation on Re-Making: Leeds has been undertaken with a number of organisations including Leeds College of Building, York College, Leeds Civic Trust, English Heritage, Construction Sector Skills Council, National Heritage Training

Group, the Federation of Master Builders and small and medium sized construction enterprises in Leeds.

4.1.2 In 2011 members of the public were asked about their views on construction craft training as part of consultations on the Lower Kirkgate Townscape Heritage Initiative. A total of 265 people responded showing considerable interest in and support for training and education initiatives linked to heritage construction. There was particular support for training aimed at young people, builders and existing businesses. This reaction represents significant support for the aspirations and focus of the Re-Making: Leeds proposals. Further consultation will be undertaken during the development of the Stage 2 bid.

4.2 Equality and Diversity / Cohesion and Integration

4.2.1 Giving due regard to equality, the proposals in this report has been subject to an Equality Screening, which is appended to this report (Appendix 2). In the general construction industry BAME communities, disabled people and in particular women are underrepresented. Whilst there is anecdotal evidence that there has been some recent progress in recruiting women to plumbing, painting and decorating and management skills, they represent only 11% of the Leeds construction sector. BAME communities make up 7.1% of the Leeds total. The training courses will be promoted to encourage greater awareness of the career options available to women and BAME communities.

4.2.2 Nationally the Construction Industry Council (CIC) and Construction Skills (2009) report that 14% of those within the construction sector have some form of impairment, providing plenty of scope for improvement. Both colleges have experience of running courses with disabled trainees and adapting teaching and other spaces to accommodate access or other requirements. The training courses will be promoted to encourage greater awareness of the career options available to BAME communities, disabled people and women, in particular. Awareness-raising will also be provided for potential SME contractors to ensure the fair selection and recruitment of trainees and, an understanding of equality and access principles that apply in the workplace and beyond. Flexible working arrangements will also be explored to assist work-life balance, in particular for parents and carers. In addition, adaptations will be encouraged where required to enable disabled applications to engage fully in the training process. This is in addition to the health and safety, safeguarding and other checks and balances carried out by the colleges prior to placements entering the employing organisation.

4.3 Council Priorities

4.3.1 The project will support the Best Council Plan 2013-17 objective to **promote sustainable and inclusive economic growth**. This will be achieved by improving the economic wellbeing of local people and businesses through increasing the skills base of local SMEs and their workforce. Specifically the training will help to address skills gaps within construction SMEs assisting their ability to become more competitive and sustainable during the current downturn in the wider construction sector.

4.4 Resources and value for money

4.4.1 The project will bring training investment to the city totalling £810,800. This represents almost 90% of the total project costs and offers good value for money for Leeds residents and businesses. The level of match funding required to support the bid will be met by Employment and Skills service and local SMEs.

4.5 Legal Implications, Access to Information and Call In

4.5.1 The council has the legal authority to bid for and implement the provisions of the Re-Making Leeds project. The commitment and performance of partners will be managed through a legally binding partner agreement. Similar agreements covering the level of service needed to deliver the bid will also be agreed with prospective placement employers and trainees.

4.6 Risk Management

4.6.1 Understanding the risks associated with the project will be a key consideration for partners. The potential risks arising from the project will be limited by the detailed development work planned during the Stage 2 bid. Some risks such as HLF grant payment in arrears are already understood from other projects supported by the HLF. However, regular communication and the development of yearly actions plans with clear outcomes will help to mitigate that risk. Partner engagement and performance risk will be managed through a separate partner agreement that will be monitored at regular intervals. A separate risk log has been prepared and will be updated throughout the project.

5 Conclusions

5.1 The council and its partners have grasped the opportunity provided by Skills for the Future to help strengthen a key sector of the Leeds economy by addressing an unmet training need. Whilst the project is time limited, bringing together a new partnership of training, commercial and public sector expertise will create new synergies that will inform novel and innovative training pathways during and beyond its implementation. Therefore, the training prospects provided by the Skills for the Future should be given the opportunity to address the shortages within the Leeds economy identified by the report.

6 Recommendation

6.1 Executive Board is asked to agree:

- i. to the submission of a Stage 2 bid to the Heritage Lottery Fund for the Skills for the Future initiative based on the programme outlined in this report; and
- ii. that the council act as the accountable body for the bid, subject to Stage 2 being approved, and give authority to spend £810,300 on the activity outlined in this report.

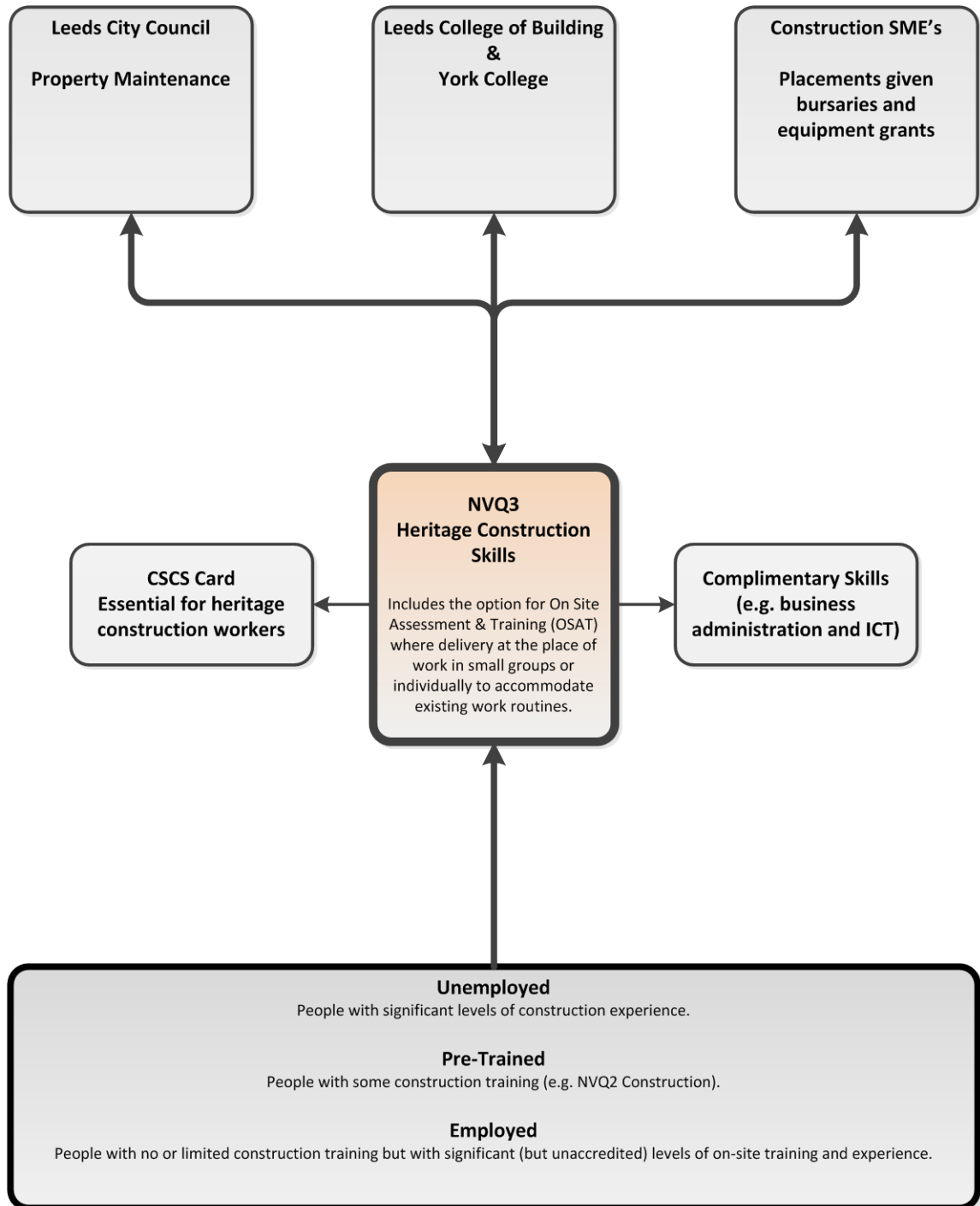
7 Background documents¹

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

7.1 None

APPENDIX 1: ROUTES TO NVQ3

Routes to NVQ3 Heritage Construction and Training Hubs



APPENDIX 2: Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: City Development	Service area: Regeneration and Employment & Skills
Lead person: Franklin Riley / Michelle Anderson	Contact number: 247 8138 / 24 78424

1. Title: Accessing Heritage Lottery Funds (HLF) to Heritage Construction Skills in Leeds

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify

2. Please provide a brief description of what you are screening

The Heritage Lottery Fund (HLF) Skills for the Future Fund will make £15m available to support the development of specialist heritage craft training across the country. Following the awarding of a Stage 1 approval, the report proposes that the Council submits a Stage 2 bid to address several heritage construction skills shortages within the city, primarily in relation to the repair and maintenance of pre-1919 buildings and other buildings within conservation areas. The bid would be submitted in partnership with the Leeds College of Building and York College.

In order to address a number of the Council's key objectives and to offer an innovative and multifaceted approach to the provision of quality training in heritage construction, the report proposes that the project focuses on the following training routes:

- An NVQ3 in Heritage to address skills shortages in the sector, aimed primarily at young people 19-25 years and an accompanying paid bursary

scheme to ensure that trainees receive work based learning and development.

- Short courses to fill discrete heritage construction skills gaps of construction SMEs based in the city.
- Short courses to train heritage construction trainers and construction specifiers within SMEs based in the city.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	✓	
Have there been or likely to be any public concerns about the policy or proposal?		✓
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	✓	
Could the proposal affect our workforce or employment practices?		✓
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	✓	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

<p>4. Considering the impact on equality, diversity, cohesion and integration</p>
<p>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.</p>
<p>Please provide specific details for all three areas below (use the prompts for guidance).</p>
<ul style="list-style-type: none"> • How have you considered equality, diversity, cohesion and integration? (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected.) <p>The report and the training opportunities it seeks to create will affect two main groups. Firstly, the NVQ3 will be available to Leeds residents with an NVQ2 or equivalent in construction. Unemployed people and employees working in the construction industry will have the opportunity to gain traditional craft skills either through this route or the short courses route. Secondly, Construction SMEs will be recruited to take trainee placements and to take up short courses to fill discrete training gaps in their organisations.</p> <p>Consultation was been carried out in January 2013, to see if local SMEs supported the training project and the overwhelming majority did so. Similar consultation was also carried out as part of the Lower Kirkgate THI which showed Leeds residents support for heritage based training, especially aimed at the young.</p> <p>There is limited equalities information on the heritage construction sector. However, information on the general construction industry suggests that BAME communities and in particular women are under represented. Whilst there is anecdotal evidence that there has been some progress in recruiting women to plumbing, painting and decorating and management skills they represent only 11% of the Leeds construction sector. BAME communities make up 7.1% of the Leeds total.</p>
<ul style="list-style-type: none"> • Key findings (think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another) <p>The training courses will be promoted to encourage greater awareness of the career options available to women and BAME communities. For example, women and BAME college alumni will be recruited to promote the scheme through workshops and roadshows and to offer mentoring opportunities where appropriate. Awareness raising will also be provided for potential SME contractors to ensure the fair selection and recruitment of trainees and an understanding of equality principles whilst in the workplace and beyond.</p>
<ul style="list-style-type: none"> • Actions (think about how you will promote positive impact and remove/ reduce negative impact) <p>The work mentioned above is designed to increase the diversity of the pool of trainees, especially those involved in the NVQ3. Awareness raising will also be</p>

provided for potential SME contractors to ensure fair selection and recruitment of trainees and an understanding of the principles equality whilst in the workplace and beyond.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Sue Wynne	Chief Employment and Skills Officer	4 July 2013

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

Please send a copy to the Equality Team for publishing

Date screening completed	1 July 2013
Date sent to Equality Team	1 July 2013
Date published (To be completed by the Equality Team)	