

Equality Impact Assessment Number 1266

PART A

Introductory Information

Proposal name

Commissioning of the Adult Education Budget

Brief aim(s) of the proposal and the outcome(s) you want to achieve

The Family Adult Community Education Service (FACES), Lifelong Learning & Skills commissions a proportion of the South Yorkshire Mayoral Combined Authorities (SYMCA) Adult Education Budget (AEB) annually, to a framework of approved suppliers to deliver learning activity within community settings.

This commissioning framework needs to be refreshed after the current 2022/23 academic year to continue to allow for flexible and agile commissioning to ensure that learner's needs are met appropriately.

Proposal type

Budget Non Budget

If Budget, is it Entered on Q Tier?

Yes No

If yes what is the Q Tier reference

Year of proposal (s)

<input type="radio"/> 21/22	<input type="radio"/> 22/23	<input checked="" type="radio"/> 23/24	<input checked="" type="radio"/> 24/25	<input type="radio"/> other
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Decision Type

- Coop Exec
- Committee (e.g., Health Committee) which committee
- Leader
- Individual Coop Exec Member
- Executive Director/Director
- Officer Decisions (Non-Key)
- Council (e.g., Budget and Housing Revenue Account)
- Regulatory Committees (e.g. Licensing Committee)

Lead Committee Member

Economic Development & Skills

Lead Director for Proposal

Andrew Jones

Person filling in this EIA form

Ellie Churchward / Shabaz
Abbas

EIA start date

14/9/22

Equality Lead Officer

- Adele Robinson Ed Sexton
 Annemarie Johnston Louise Nunn
 Bashir Khan Beverley Law

Lead Equality Objective ([see for detail](#))

<input checked="" type="radio"/> Understanding Communities	<input type="radio"/> Workforce Diversity	<input type="radio"/> Leading the city in celebrating & promoting inclusion	<input checked="" type="radio"/> Break the cycle and improve life chances
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Portfolio, Service and Team

Is this Cross-Portfolio

- Yes No

Portfolio/s

Children's Service

Is the EIA joint with another organisation (e.g. NHS)?

- Yes No Please specify

Consultation

Is consultation required? (Read the guidance in relation to this area)

- Yes No

If consultation is not required, please state why

Partners, providers, and potential suppliers have already been consulted to ensure that the service strategy and curriculum priorities including the thinking and planning behind these meets the needs of the adults, residents and communities of the city.

Learners have been consulted through surveys to ascertain if the service is meeting their needs, making learning accessible, and to gather interest for future planning and coordination of delivery.

Are Staff who may be affected by these proposals aware of them?

- Yes No

Are Customers who may be affected by these proposals aware of them?

- Yes No

If you have said no to either please say why

Yes through learner surveys mentioned above (see FACES Strategy which evidences data accompanying this report).

See data below:

From FACES: Intent Strategy 2022/2023

Consultation and Data Intelligence

Potential **providers and advocates for the service were consulted in March 2022.**

The results yield confirms that our strategic thinking and planning is meeting the needs of communities. There is relevance in relation to our core offers relating to; maths, English, ESOL, digital and employment skills. In addition, it highlighted themes which we have targeted to our partner providers in the previous academic year, with a view to maintaining these links for delivery, for example, Support Work in Schools, Mental Health Awareness, Well-being, and Confidence.

This survey also identified that the service needs to develop a wider flexibility in pathways to employment sectors, widening our course offer to include courses up to level 2 for access to Health, Public Service and Care, Retail and Commercial Enterprise for example, with digital skills as a key component of all aspects of learning.

Most importantly, we **surveyed our learners in March 2022** to ascertain if we were meeting their needs, making learning accessible, and to reinforce the accuracy of other sources of data intelligence for the curriculum plan.

When asked what courses learners are interested in - 78% cited English, 51% maths, and ESOL 30%; followed by digital skills (28%), employment skills including volunteering (37%) and specific programmes such as childcare (31%). When asked if a qualification was a key aim over 88% said yes, with only 6% stating a categoric no. We wanted to know where learners like to learn, or where is the most convenient. Schools and Libraries scored 67% and 69% respectively, with Community Centres at 43%, and other places at just over 20%.

Finally, we needed to understand where the learners that we surveyed live. Using the locator indicator from the postcode we can confirm that the top 3 response areas are in the most deprived areas of Sheffield.

Although the number returned is not conclusive, we aim to roll out this survey again during each term going forward, to further validate our findings.

The service is continuing to utilize several aspects of data intelligence to ensure all activity is mapped proactively to areas of the city that need adult learning the most. This includes, but is not limited to, the following information:

- Community Knowledge Profiles
- Ward Census Data
- NEET unemployment and claimant data
- Academic achievement in maths and English at GCSE
- Free School Meals

Initial Impact

Under the [Public Sector Equality Duty](#) we have to pay due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

For a range of people who share protected characteristics, more information is available on the [Council website](#) including the [Community Knowledge Profiles](#).

Identify Impacts

Identify which characteristic the proposal has an impact on tick all that apply

<input checked="" type="radio"/> Health	<input checked="" type="radio"/> Transgender
<input checked="" type="radio"/> Age	<input checked="" type="radio"/> Carers
<input checked="" type="radio"/> Disability	<input checked="" type="radio"/> Voluntary/Community & Faith Sectors
<input type="radio"/> Pregnancy/Maternity	<input checked="" type="radio"/> Cohesion
<input checked="" type="radio"/> Race	<input checked="" type="radio"/> Partners
<input checked="" type="radio"/> Religion/Belief	<input checked="" type="radio"/> Poverty & Financial Inclusion
<input checked="" type="radio"/> Sex	<input checked="" type="radio"/> Armed Forces
<input checked="" type="radio"/> Sexual Orientation	<input type="radio"/> Other
<input checked="" type="radio"/> Cumulative	

Cumulative Impact

Does the Proposal have a cumulative impact?

Yes No

Year on Year

Across a Community of Identity/Interest

Geographical Area

Other

If yes, details of impact

FACES have been delivering Adult Learning and Skills programmes across the city for many years working across the Local Authority Areas (LACs). Many of the programmes leading to further opportunities to progress into further learning and / or employment. This has been coordinated and planned with infrastructure partners and key stakeholders.

An absence of continuation of this service delivery will have a considerable impact on potential opportunities for adults and families particularly with the current challenges (post pandemic and the current economic situation affecting all).

Local Area Committee Area(s) impacted

All Specific

If Specific, name of Local Committee Area(s) impacted

Initial Impact Overview

Based on the information about the proposal what will the overall equality impact?

Is a Full impact Assessment required at this stage? Yes No

If the impact is more than minor, in that it will impact on a particular protected characteristic you must complete a full impact assessment below.

Initial Impact Sign Off (EIA Lead to complete)

EIAs must be agreed and signed off by the Equality lead Officer in your Portfolio or corporately. EIA signed off:

Yes No

Date agreed

EIA Lead

Part B

Full Impact Assessment

Health

Does the Proposal have a significant impact on health and well-being (including effects on the wider determinants of health)?

Yes No *if Yes, complete section below*

Staff

Yes No

Customers

Yes No

Details of impact

A proportion of the learning offer provided by FACES is covered through the Health and Wellbeing curriculum which is used for the delivery of non-accredited learning. These programmes have demonstrated that in addition to skills development they result in better health outcomes.

In 2015-17 FACES was part of a National Research initiative that demonstrated that Adult and Community Learning contributed to improving the wellbeing of learners with Mild to Moderate Mental Health.

Comprehensive Health Impact Assessment being completed

Yes No

Please attach health impact assessment as a supporting document below.

Public Health Leads has signed off the health impact(s) of this EIA

Yes No

Name of Health Lead Officer

Page

Age

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The Commissioned activities will target learners from age 19+ upwards.

Disability

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The provision commissioned is open to all and the service actively supports Learners to overcome barriers that may prevent them from accessing the learning. This comes in the way of learning support and examples of where this has been used by FACES includes providing transport for disabled individuals, providing braille learning materials and resources for learners who are visually impaired/blind. From 21/22 data 23% of learners undertaking Adult Education Budget (AEB) qualifications had a declared disability and/or learning disability and on non-accredited Community Learning this was 17% of learners.

Pregnancy/Maternity

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Race

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The provision commissioned will target some specific BAME groups and communities of interest and provide ESOL for adult learners and take up will be monitored.

ESOL delivery is the services largest curriculum in terms of demand. 70% of learners undertaking AEB qualifications in 21/22 were BMAER and for Community Learning this proportion was 67% of learners.

FACES publicity is always inclusive, and the service has produced learner information booklets in a number of different languages.

The service will review the implications of the recent Race Equality Commission report and where it is deemed necessary will make improvements and take on any further considerations that can help shape the service and the changing demographics of the city.

Religion/Belief

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Provision will be inclusive and not tolerate any prejudice or associated related incidents. Programme delivery will be mindful of cultural and religious needs and this includes times of delivery.

Religion and cultural identity are celebrated in ESOL classes as a way of stoking up conversations and dialogue through conversations.

Sexual Orientation

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Provision will be inclusive for all and prejudices and intolerance attitudes/views will be dealt with instantly. Ground rules are established at the start of every programme/activity showing respect and tolerance for all and diversity is celebrated.

Gender Reassignment (Transgender)

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Provision will be inclusive for all and prejudices and intolerance attitudes/views will be dealt with instantly. Ground rules are established at the start of every programme/activity showing respect and tolerance for all and diversity is celebrated.

Carers

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Poverty & Financial Inclusion

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

Provision will be across the city but prioritised in areas of high need (neighbourhoods and communities that have been deemed as areas of deprivation according to a range of indices of deprivation). The learning and skills activities commissioned will look to improve the life opportunities for residents from these communities/neighbourhoods. This will include financial inclusion.

Cohesion

Impact on Staff

Yes No

Impact on Customers

Yes No

Details of impact

The Commissioned activities will look to improve Integration and Cohesion in particular through ESOL classes for Adults whose first language is not English and for recently arrivals through the international Humanitarian Displacement Initiatives.

Partners

Impact on Staff Yes No**Impact on Customers** Yes No**Details of impact**

Commissioned activities will take place across the city and will include a framework of suppliers that have the appropriate capabilities, skills and competencies to deliver – some of these may include third sector voluntary and community funded partners.

Armed Forces**Impact on Staff** Yes No**Impact on Customers** Yes No**Details of impact**

FACES learning programmes are open to all and may appeal to Officers who are wanting to retrain, upskill or are seeking new opportunities if they have recently been discharged from the armed services.

Other*Please specify*

NA

Impact on Staff Yes No**Impact on Customers** Yes No**Details of impact****Action Plan and Supporting Evidence**

What actions will you take to mitigate any equality impacts identified? Please include an Action Plan including timescales

Supporting Evidence (Please detail all your evidence used to support the EIA)

FACES Strategy included

Detail any changes made as a result of the EIA

Following mitigation is there still significant risk of impact on a protected characteristic. Yes No

If yes, the EIA will need corporate escalation? Please explain below

Sign Off – Part B (EIA Lead to complete)

EIAs must be agreed and signed off by the Equality lead Officer in your Portfolio or corporately. Has this been signed off?

Yes No

Date agreed

Name of EIA lead officer

Review Date