# **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)

0	0			○ other
21/22	22/23	23/24	24/25	

## **Decision Type**

- Coop Exec
- Committee (e.g., Health Committee) which committee
- Leader
- $\odot~$  Individual Coop Exec Member
- Executive Director/Director
- Officer Decisions (Non-Key)
- $\odot~$  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 E	IA form	_			
Ellie Churchward / Sha Abbas	baz				
EIA start date	14/9/22	2			
Equality Lead Officer					
○ Adele Robinson		(	Ed Se	exton	
○ Annemarie Johnsto	n	(	D Louis	e Nunn	
Bashir Khan		(	Bever	rley Law	

## Lead Equality Objective (see for detail)

<ul> <li>Understanding Communities</li> </ul>	<ul> <li>Workforce</li> <li>Diversity</li> </ul>	<ul> <li>Leading the city in celebrating &amp; promoting inclusion</li> </ul>	<ul> <li>Break the cycle and improve life chances</li> </ul>
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# Portfolio, Service and Team

Is this Cross-Portfolio		Portfolio/s
○ Yes	● No	Children's Service

Is the EIA joint with another organisation (e.g. NHS)?○ Yes● NoPlease 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% respectfully, 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 locater 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 <u>Public Sector Equality Duty</u> we have to pay due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity Page 159
- foster good relations

For a range of people who share protected characteristics, more information is available on the <u>Council website</u> including the <u>Community Knowledge Profiles</u>.

# **Identify Impacts**

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

Health	Transgender
● Age	• Carers
<ul> <li>Disability</li> </ul>	Voluntary/Community & Faith Sectors
O Pregnancy/Maternity	Cohesion
Race	Partners
Religion/Belief	Poverty & Financial Inclusion
• Sex	Armed Forces
Sexual Orientation	○ Other
Cumulative	

#### Cumulative Impact

#### Does the Proposal have a cumulative impact? ○ Yes ● No

O Year on Year	<ul> <li>Across a Community of Identity/Interest</li> </ul>
<ul> <li>Geographical Area</li> </ul>	○ 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 O 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

 $\bigcirc$  No

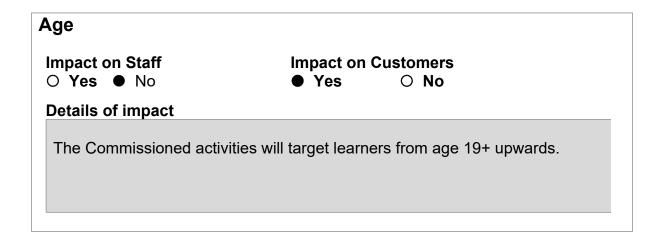
If the impact is more than minor, in that it will impact on a particular protected characteristic you must complete a full impact assessment below.

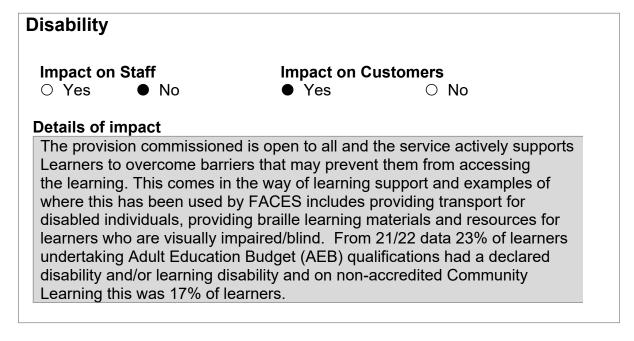
Initial Impact S	Sign Off (EIA Lead to complete)
	agreed and signed off by the Equality lead Officer in your prorately. EIA signed off:
• Yes	○ No
Date agreed	6/10/22
EIA Lead	Bashir Khan

# Part B

# **Full Impact Assessment**

Health					
Does the Proposal have (including effects on th	•	pact on health and well-being nants of health)?			
O Yes ● No	if Yes, complete	section below			
Staff ○ Yes ● No	Customers O Yes	O 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 Assessn	nent being completed			
O 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					
O Yes ● No					
Name of Health Lead O	fficer Page	9 161			









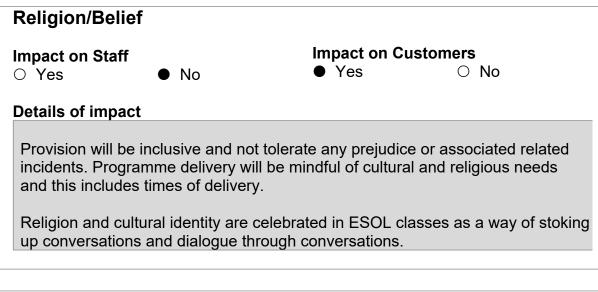
### Details of impact

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.

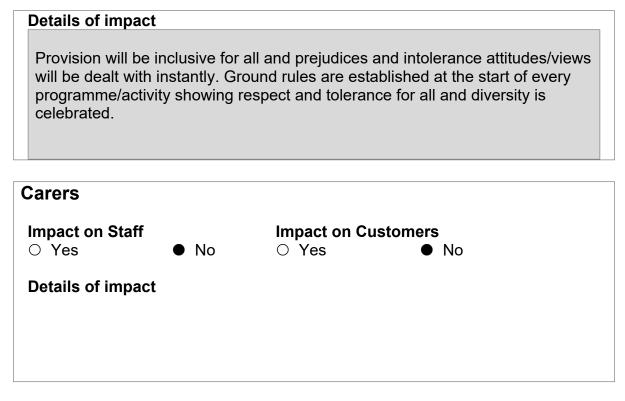
FACES publicity is always inclusive, and the service has produced learner information booklets in a number of different languages.

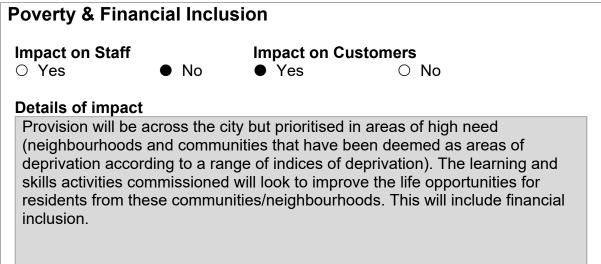
The service will review the implications of the recent Race Equality Commission report and where it is deemed necessary will make improvements and take on any further considerations that can help shape the service and the changing demographics of the city.

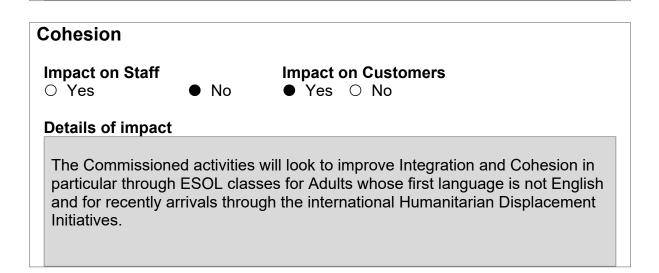


Sexual Orienta	tion		
Impact on Staff		Impact on Cu	stomers
○ Yes	No	⊖ Yes	No
will be dealt with	inclusive for instantly. Gro	ound rules are esta	and intolerance attitudes/views ablished at the start of every ce for all and diversity is









**Partners** 

Impact on Staff		Impact on Cus	stomers
○ Yes	No	Yes O No	0
Details of impact			
		•	the city and will include a
framework of sup	pliers that ha	ive the appropriate	te capabilities, skills and
competencies to	deliver - som	ne of these may in	nclude third sector voluntary
and community f	unded partne	rs.	
	•		
Г			
Armed Forces			
Impact on Staff		Impact on Cus	stomers
O Yes	No	$\bigcirc$ Yes	• No
		$\bigcirc$ 165	
Details of impact	•		
FACES learning	programmes	are open to all an	nd may appeal to Officers who
are wanting to re	train, upskill d	or are seeking nev	w opportunities if they have
Ŭ		n the armed servic	
	5		

Other			
Please specify			_
NA			
Impact on Staff		Impact on Custom	ers
○ Yes	O No	○ Yes	○ <b>No</b>
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

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. O Yes O No

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

Sign Off – Part B (EIA Lead to complete)		
	e agreed and signed off by the Equality lead Officer in your orporately. Has this been signed off?	
• Yes	○ No	
Date agreed	6/10/22	
Name of EIA lead officer Bashir Khan		

<b>Review Date</b>	31/09/24