



## Report to Policy Committee

**Author/Lead Officer of Report:** Richard Smith

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**Report of:** *Lifelong Learning and Skills Advisory Board Quality update*

**Report to:** *Economic Development and Skills Policy Committee meeting*

**Date of Decision:** 21 February 2024

**Subject:** *To provide the committee with updated information about current provision being offered through the Lifelong Learning and Skills service*

Type of Equality Impact Assessment (EIA) undertaken	Initial <input type="checkbox"/>	Full <input checked="" type="checkbox"/>
Insert EIA reference number and attach EIA (1266)		
Has appropriate consultation/engagement taken place?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-		

### Purpose of Report:

This report is a briefing to the committee with updated information about provision in our service up to 31 December 2023 as presented to the Lifelong Learning and Skills Advisory Board in January 2024.

This report contains statistical information about the service, the numbers of learners being supported and the quality of our provision.

Lifelong Learning and Skills delivers the following provision to learners in Sheffield:

- Study Programme provision to young people with complex additional needs (High Needs) through Sheaf Training (aged 16-24)
- Family, Adult and Community Education through FACES
- Apprenticeship Provision

Our OFSTED report was issued on 23 August 2023 and determined that Lifelong Learning and Skills is a Good service overall with some Outstanding areas, including our Adult and Community Learning provision and provision for High

Needs learners at Sheaf Training as well as Good provision for apprentices.

We are determined to continue to develop the service and to develop the quality of our provision whilst also extending our reach to those furthest from the labour market. Following our recent Advisory Board (governing body) we wish to provide the committee with an update to our current delivery position and developments from the service in the area of post-16 learning and skills development.

**Recommendations:**

The Economic Development and Skills Policy Committee is recommended to:

- 1) Note the content of the report.
- 2) Note that officers will provide the committee with updated information at regular intervals to ensure the activities of the service are appropriately shared to demonstrate performance and the against the grant funding received.

**Background Papers:**

*Lifelong Learning and Skills performance report*

[Adult Education Budget Commissioning Strategy 18th January 2023](#)

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed.	Finance: <i>(Insert name of officer consulted)</i> Kayleigh Inman – for previous Committee decision
		Legal: <i>(Insert name of officer consulted)</i> Rike Ridings – for previous Committee decision
		Equalities & Consultation: <i>(Insert name of officer consulted)</i> Bashir Khan – for previous Committee decision
		Climate: <i>(Insert name of officer consulted)</i> Victoria Penman – for previous Committee decision
	<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>	
2	<b>SLB member who approved submission:</b>	<i>Meredith Dixon-Teasdale</i>
3	<b>Committee Chair consulted:</b>	<i>Cllr Martin Smith</i>
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	<b>Lead Officer Name: Richard Smith</b>	<b>Job Title: Service Manager - FACES</b>
	<b>Date: 26/01/24</b>	

## **1. PROPOSAL**

- 1.1 The Lifelong Learning, and Skills service receives grant funding and High Needs Block funding to enable us to provide education to disadvantaged communities in Sheffield and to learners aged 16-24 and adult learners who require foundational education provision to develop their community engagement, health and wellbeing and skills for work.
- 1.2 The service is delivered through the following funding streams: 1) Grant funding through the Adult Education Budget from the South Yorkshire Mayoral Combined Authority (SYMCA) for the delivery of Adult and Community Learning activity across the city. 2) The service also receives funding through the Education and Skills Funding Agency (ESFA) to provide Study Programme provision to 16-24 year olds with High Needs, plus a top-up amount from the High Needs Block funding in Education and Skills to provide the individual and small group support specified in post-16 learners' Education, Health and Care plans. 3) Finally, we also receive external funding through the ESFA to enable delivery of our Apprenticeship provision.
- 1.3 The AEB grant is managed and administered by the Family Adult Community Education Service who commission a proportion of the grant for adult learning provision. Approval for the current procurement framework and for this AEB expenditure has already been granted by the EDS committee. This provision is procured from suitably qualified and experienced providers via a framework arrangement in accordance with Regulations 74 – 76 of the Public Contracts Regulations 2015.
- 1.4 We would like to provide the committee with an update about our current delivery across Lifelong Learning and Skills and how this external funding is being utilised to support Sheffield residents.

## **2. HOW DOES THIS DECISION CONTRIBUTE ?**

- 2.1 This report is an update for members.
- 2.2 The Lifelong Learning and Skills Service contributes to the following ambitions in the Corporate Plan
- Tackling inequality and ensuring that everyone has an equal chance to access a wide range of opportunities to achieve their full potential
  - Strengthening Community Cohesion so that people get along and play an active role as a citizen of the city
  - Enabling people to take charge of their wellbeing and support them to stay healthy given the current challenges
  - Tackling Poverty through access of opportunity
  - Support for young adults and adults to access education,

employment, and training

- Supporting those furthest from the labour market to gain the skills and advice they need to get back into work including transitioning to opportunities in key growth skills sectors

Helping those who face obstacles to find lasting work and meaningful learning, including young people, disabled people and those with mental health conditions

### **3. HAS THERE BEEN ANY CONSULTATION?**

3.1 The FACES strategy, vision and approaches to service planning and delivery and how this was developed to meet the needs of the adults and communities across the city, has been shared and consulted with various key partners and stakeholders (March 2023). They included briefings to Members, presentations to key partners, and surveys with learners. They were also shared and consulted with the Further Education Commissioner at a National Level.

3.2 For AEB provision, consultation through Council Governance structures with Local Area Committee Managers was undertaken ahead of the current academic year to establish what skills provision was taking place, identify gaps in provision and further establish any demand or learning need. A similar process will be followed as we begin to plan our curriculum for 24/25 in the coming months.

3.3 Learners across Lifelong Learning and Skills provision are surveyed at key points every year to ascertain if we are meeting their needs, making learning accessible, and to reinforce the accuracy of other sources of data intelligence for the curriculum plan. For our 16-19 aged SEND population, parents are consulted through surveys, parent discussion with staff and views gained at review meetings.

## **4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

### **4.1 Equality Implications**

- 4.1.1 Decisions shared with previous Committee meetings and taken ahead of 23/24 academic year delivery have taken into consideration the requirements of the Public Sector Equality Duty contained in Section 149 (1) of the Equality Act 2010. As part of documenting the meeting of the requirements of the duty, we carried out an Equality Impact Assessment which highlighted the provision will particularly aim to engage young people and adults from disadvantaged areas of the city and/or in disadvantaged households and will contribute towards improved financial inclusion; include that specifically targeted at people with learning difficulties and disabilities; target some specific BME groups and provide ESOL for adult learners.

The equality implications have not changed and this agenda item is designed as an update to Committee members, rather than a new decision to consider.

### **4.2 Financial and Commercial Implications**

- 4.2.1 Lifelong Learning and Skills officers will be meeting with SYMCA officers on 23<sup>rd</sup> February to discuss our proposed grant allocation for 24/25. It is not anticipated that this allocation will change from 23/24.
- 4.2.2 The update to this Committee is based on the 23/24 grant allocation and expenditure to date. The FACES service continues to deliver employment and skills activities to improve the life opportunities for Adults and Families across the city.
- 4.2.3 Financial considerations for expenditure of 2022/23 grant funding has already been made ahead of previous Committee decisions about the commissioning of a framework arrangement for the procurement of adult learning in community settings in accordance with Public Contracts Regulations 2015 and Contract Standing Orders.

### **4.3 Legal Implications**

- 4.3.1 The processes we follow to commission provision adhere to the council procurement regulations and the Public Contract Regulations 2015
- 4.3.2 By virtue of the statutory instrument South Yorkshire Mayoral Combined Authority (SI 2020/806), the South Yorkshire Mayoral Combined Authority (SYMCA) exercises, in relation to their area, certain adult education functions of the Secretary of State under the Apprenticeships, Skills, Children and Learning Act 2009.
- 4.3.3 Sheffield City Council has a general power under Section 1 of the

Localism Act 2011 to do anything that an individual may generally do provided it is not prohibited by other legislation and the power is exercised in accordance with the limitations specified in the Act which enables the Council to accept the funding.

4.3.4 The framework terms and conditions and call off terms and conditions have been written by the Councils Commercial Legal team.

#### 4.4 Climate Implications

4.4.1 Lifelong learning and Skills is committed to the principle and practice of environmental protection and sustainable development, with a focus on continuing improvement and reducing pollution.

4.4.2 Whilst the Climate Impact Assessment evidenced a minor reduction in emissions the service does play a key role in the community to champion an environmentally sustainable approach across its activities and shares this knowledge with learners, partners and key stakeholders. This includes:

- Adapting and sharing recognised best practice on environmental sustainability
- Delivering learning and skills activities that provide all students with opportunities to develop their awareness of sustainability issues through sustainability related curriculum, tutoring and enrichment activities
- Promoting reduction of waste of natural resources, energy and water
- Inclusion of sustainability and environmental impact in procurement processes
- Working with local suppliers to ensure that they consider the impact on the environment in their roles as educators and infrastructure organisations

#### 4.4 Other Implications

4.4.1 None

### **5. ALTERNATIVE OPTIONS CONSIDERED**

5.1 No decision is required from Committee, this paper is to provide an update on the quality of provision current delivered.

### **6. REASONS FOR RECOMMENDATIONS**

6.1 This paper is to provide an update on the quality of provision current delivered.

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