

PART A - Initial Impact Assessment

Proposal Name: FACES Commissioning of the Adult Education Budget

EIA ID: 2630

EIA Author: Shabaz Abbas

Proposal Outline: The Family Adult Community Education Service (FACES) receives Adult Education Budget (AEB) funding from the South Yorkshire Mayoral Combined Authority (SYMCA). This funding is used to provide innovative, high quality, learning activities in the heart of the community, that look to improve the life chances of Sheffield Adults and their families through a pathway of learning. Annually a proportion of this funding is used to subcontract activities from partners and training providers that have the relevant skills and expertise to deliver to adults across the city.

Proposal Type: Non-Budget

Year Of Proposal: 23/24

Lead Director for proposal: Andrew Jones

Service Area: Education and Skills, Lifelong Learning and Skills

EIA Start Date: 27/02/2024

Lead Equality Objective: Break the cycle and improve life chances

Equality Lead Officer: Bashir Khan

Committees:

Policy Committees

- Economic Development & Skills

Portfolio

Primary Portfolio:

Children's

EIA is cross portfolio:

No

EIA is joint with another organisation:

No

Overview of Impact

Overview Summary:

The Family Adult Community Education Service (FACES) offers adult learning in community settings across the city. The services core values reflect the social values of supporting healthier, safer and more resilient communities through skills development activities. We recognise the profile of our community and aim to meet individual needs within all protected characteristics. We ensure equality of opportunity, address social exclusion, widen participation, raise confidence and facilitate personal achievement. Our teams support the most vulnerable learners across Sheffield to access training and explore new learning opportunities to develop 'active citizenship'. We deliver to a high proportion of asylum seekers and refugees so that they can integrate, feel welcomed, and gain skills for employment. The aims and ambitions of our service instil a passion for learning and enable learners to follow their pathway equipped with appropriate knowledge and understanding to succeed.

Impacted characteristics:

- Age
- Carers
- Cohesion
- Disability
- Gender Reassignment

Health
Partners
Poverty & Financial Inclusion
Race
Religion/Belief
Sex
Sexual Orientation
Voluntary/Community & Faith Sectors

Consultation and other engagement

Cumulative Impact

Does the proposal have a cumulative impact: No

Impact areas:

Initial Sign-Off

Full impact assessment required: Yes

Review Date: 27/03/2025

PART B - Full Impact Assessment

Health

Staff Impacted: No

Customers Impacted:

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Yes

Description 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.

Name of Lead Health Officer:

Comprehensive Assessment Being Completed:

No

Public Health Lead signed off health impact(s):

Age

Staff Impacted:

No

Customers Impacted:

Yes

Description of Impact:

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

Carers

Staff Impacted:

No

Customers Impacted:

No

Description of Impact:

Care Experienced

Staff Impacted:

Customers Impacted:

Description of Impact:

Cohesion

Staff Impacted:

No

Customers Impacted:

Yes

Description 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.

Disability

Staff Impacted:

No

Customers Impacted:

Yes

Description 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.

Gender Reassignment

Staff Impacted:

No

Customers Impacted:

Yes

Description 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.

Partners

Staff Impacted:	No
Customers Impacted:	Yes
Description 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.

Poverty & Financial Inclusion

Staff Impacted:	No
Customers Impacted:	Yes
Description 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.

Race

Staff Impacted:	No
Customers Impacted:	Yes
Description 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 and is delivered to some of the most

vulnerable and marginalised individuals including asylum seekers and refugees. FACES publicity is always inclusive, and the service has produced learner information booklets in a number of different languages. The service has reviewed the implications of the recent Race Equality Commission report and works with the Equality leads within the service to make improvements and take on any further considerations that can help shape the service and the changing demographics of the city.

Religion / Belief

Staff Impacted: No

Customers Impacted: Yes

Description 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

Staff Impacted: No

Customers Impacted: Yes

Description 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.

Voluntary / Community & Faith Sectors

Staff Impacted: Yes

Customers Impacted:

Description 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.

Action Plan & Supporting Evidence

Outline of action plan:

None

Action plan evidence:

FACES Strategy included <https://scceextranet.sharepoint.com/LLS/LLS/Staff/Current/Shabaz%20Abbas/2324/Quality/FACE>

Changes made as a result of action plan:

Mitigation

Significant risk after mitigation measures:

No

Outline of impact and risks:

Review Date

Review Date:

27/03/2025