



Report to Economic Development and Skills Policy Committee

Author/Lead Officer of Report: Richard Smith – Service Manager FACES

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Report of: *Ellie Churchward*

Report to: *Economic Development and Skills Policy Committee*

Date of Decision: *18th January 2023*

Subject: *Decision seeking approval to update the Adult Education Budget (AEB) commissioning strategy for Family Adult Community Education Service*

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? (1266)				
Has appropriate consultation 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:-				
<p><i>“The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>				

Purpose of Report:

Lifelong Learning and Skills receives and manages the Adult Education Budget (AEB) grant from the South Yorkshire Mayoral Combined Authority (SYMCA).

A proportion of this grant is used to commission adult learning provision from partner suppliers that have the capability to deliver learning that includes employment skills activities and learning to Adults 19+ across the communities of Sheffield.

They are procured via a framework arrangement in accordance with Regulations 74 – 76 of the Public Contracts Regulations 2015

The current framework arrangements are scheduled to terminate at the end of the current academic year, and it is recommended that a successor framework is commissioned for the next four academic years commencing 2023/24.

The Family Adult Community Education Services (FACES) which manages and administers this grant funding is seeking approval from the committee to update the procurement framework to ensure the service can continue to diversify its offer for adult learning in community settings from August 2023.

Recommendations:

- To enable a new framework so that FACES can commission adult learning provision across the city, undertaking the necessary due diligence and quality assurance.
- To liaise with the Head of Commercial Services and the Director of Legal and Governance to procure and award contracts for the delivery of AEB funded adult learning provision by means of a framework arrangement in accordance with Regulations 74 – 76 of the Public Contract Regulations 2015.

Background Papers:

(Insert details of any background papers used in the compilation of the report.)

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, where required.	Finance: Kayleigh Inman
		Legal: Rike Ridings
		Equalities & Consultation: <i>Bashir Khan</i>
		Climate: Victoria Penman
		Commercial: Ged Higgins
	<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	SLB member who approved submission:	<i>Andrew Jones</i>
3	Committee Chair consulted:	<i>Cllr Martin Smith / Cllr Mick Rooney</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.	
	Lead Officer Name: <i>Richard Smith</i> <i>Ellie Churchward</i>	Job Title: <i>Service Manager FACES</i> <i>Head of Service, Lifelong and Skills</i>
	Date: 29/11/2022	

1. PROPOSAL

- 1.1 Lifelong Learning, and Skills receives the Adult Education Budget from the South Yorkshire Mayoral Combined Authority (SYMCA) for the delivery of Adult and Community Learning activity across the city.
- 1.2 The grant is managed and administered by the Family Adult Community Education Service who commission a proportion of the grant for adult learning provision. 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.
- 1.3 The current framework is scheduled to terminate on 31.7.23. It is recommended that a new framework is procured for the academic years, 2023-24 – 2027-28 to enable the LA to continue to procure AEB funded adult learning provision in community settings.

2. HOW DOES THIS DECISION CONTRIBUTE?

- 2.1 Family Adult Community Education 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 2022). 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 Consultation through Council Governance structures with Local Area Committee Managers was undertaken to establish what skills provision was taking place, identify gaps in provision and further establish any demand or learning need. This identified that the service needed 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. Those findings have been included for the most recent strategy for 2022/2023. This exercise is repeated each academic year to ensure it remains current and appropriate.
- 3.3 Learners 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.
- 3.4 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
 - UC claimant data
 - NEET unemployment
 - Academic achievement in maths and English at GCSE
 - Free School Meals
 - Learner Voice

4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

4.1 Equality Implications

- 4.1.1 Decisions 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 have carried out an Equality Impact Assessment this highlights 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; in addition to generic activity, the provision commissioned will include specific activities including adult learning provision targeted at

lone parents as well as targeted skills programmes for men and women seeking employment.

4.2 Financial and Commercial Implications

- 4.2.1 In 2023/24 Lifelong Learning and Skills are expected to receive continuation Adult Education Budget funding from SYMCA. As part of that commitment the service will be expected to continue to deliver employment and skills activities to improve the life opportunities for Adults and Families across the city.
- 4.2.2 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 will ensure that legal compliance is maintained thereby mitigating any risk of challenge in this regard.

4.3 Legal Implications

- 4.3.1 The process will 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 will be drafted 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.

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 The service could explore the option to extend the existing framework arrangement and contracts thereunder with current suppliers. However, the funding is now received via SYMCA and not direct from government (Education and Skills Funding Agency – ESFA) and this should allow more localised flexibilities, the service recognises this is an opportunity to update the commissioning strategy to align to this.
- 5.2 Commissioning of a new framework will allow the service to take account of any fundamental changes in the context of delivery of adult learning in the city, and ensure it aligns to local, regional and national skills demands.

6. REASONS FOR RECOMMENDATIONS

- 6.1 The intended outcome is the commissioning of a framework which supports the delivery of adult learning in community settings. This will adhere to the Adult Education Budget Funding regulations to allow the service to procure niche delivery or curriculum high in demand that the service does not have the capacity to meet. It will also meet the demands of OFSTED criteria which are critical as the service is in scope for an imminent inspection.

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