

Notice of a public

Decision Session - Executive Member for Culture, Leisure and Communities

To: Councillor Smalley (Executive Member)

Date: Tuesday, 31 January 2023

Time: 10.00 am

Venue: The Thornton Room - Ground Floor, West Offices
(G039)

A G E N D A

Notice to Members – Post Decision Calling In:

Members are reminded that, should they wish to call in any item* on this agenda, notice must be given to Democratic Services by **4:00 pm** on **Thursday 2 February 2023**.

*With the exception of matters that have been subject of a previous call in, require Full Council approval or are urgent which are not subject to the call-in provisions. Any called in items will be considered by the Customer and Corporate Services Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm** on **Friday 27 January 2023**.

1. Declarations of Interest

At this point in the meeting, the Executive Member is asked to declare any disclosable pecuniary interests or other registerable interests he might have in respect of business on this agenda, if he has not already done so in advance on the Register of Interests.

- 2. Minutes** (Pages 1 - 4)
To approve and sign the minutes of the Decision Session held on Tuesday 3 January 2023.

- 3. Public Participation**
At this point in the meeting members of the public who have registered to speak can do so. Members of the public may speak on agenda items or on matters within the remit of the committee.

Please note that our registration deadlines are set as 2 working days before the meeting, in order to facilitate the management of public participation at our meetings. The deadline for registering at this meeting is **5:00pm on Friday 27 January 2023**.

To register to speak please visit www.york.gov.uk/AttendCouncilMeetings to fill in an online registration form. If you have any questions about the registration form or the meeting, please contact Democratic Services. Contact details can be found at the foot of this agenda.

Webcasting of Public Meetings

Please note that, subject to available resources, this meeting will be webcast including any registered public speakers who have given their permission. The meeting can be viewed live and on demand at <http://www.york.gov.uk/webcasts>.

During coronavirus, we made some changes to how we ran council meetings, including facilitating remote participation by public speakers. See our updates (<http://www.york.gov.uk/COVIDDemocracy>) for more information on meetings and decisions.

- 4. York Learning - Self Assessment Report 2021/2022** (Pages 5 - 18)
This report presents York Learning's Self-Assessment Report (SAR) for the academic year 2021/22. The full report is attached at Annex 1 with performance data contained within. The report shows how York Learning performs in relation to the Education Inspection Framework and this final report is sent to Ofsted on 31 January 2023

5. City of York Council - Human Rights City Commitment Strategy (Pages 19 - 30)

This report seeks to reaffirm City of York Council's (CYCs) commitment to being a Human Rights City and to move forward the relationship between CYC and the York Human Rights City Network (YHRCN).

6. Urgent Business

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Democracy Officer:

Louise Cook

Tel: 01904 551031

Email: louise.cook@york.gov.uk

For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting.

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

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City of York Council

Committee Minutes

Meeting	Decision Session - Executive Member for Culture, Leisure and Communities
Date	3 January 2023
Present	Councillor Smalley (Executive Member)
In Attendance	Paul Cliff, Shared Head of Adult Learning and Skills (York and North Yorkshire), York Learning
In Attendance Remotely	Laura Clark, Assistant Director of Customer and Communities

13. Declarations of Interest (10:01 am)

The Executive Member was asked to declare, at this point in the meeting, any disclosable pecuniary interests, or other registerable interests he might have in the respect of business on the agenda, if he had not already done so in advance on the Register of Interests. None were declared.

14. Minutes (10:02 am)

Resolved: That the minutes of the Decision Session held on 4 October 2022 be approved and signed by the Executive Member as a correct record.

15. Public Participation (10:03 am)

It was reported that there had been no registrations to speak at the session under the Council's Public Participation Scheme.

16. Management and Governance of York Multiply Funding (10:03 am)

The Executive Member considered a report that proposed operational and governance arrangements for Multiply to ensure that value and scrutiny of the funding allocated was in line with the authority's expectations.

The Shared Head of Adult Learning and Skills provided an overview noting that the funding would allow providers to identify

ways to engage adults in maths related activity. He also stated that:

- Multiply funding was subject to a maximum 10% administration cap, therefore, to ensure that more of the money allocated to York could be spent upon provision, the proposal was for the funds to be shared and managed by a Multiply Development Manager (incorrectly referred to in the report and at the meeting as Multiply Operations Manager) and team based within North Yorkshire County Council.
- The external governance of Multiply would sit within the York and North Yorkshire Local Enterprise Partnerships Skills and Employability Board.
- The Innovation Funding grant requests would be managed by the Multiply Board. The Board was expected to meet once a term but should funding be required sooner it was proposed that amounts could be signed off by the Assistant Director of Customer and Communities, taking advice from the Multiply Development Manager and the Heads of the Adult Learning Service(s).

In answer to questions raised, the Executive Member was informed that the first year's allocation of funding had been received and the allocation for year two would be distributed on 1 April 2023.

The Executive Member thanked officers and

Resolved:

- (a) That the transfer of all Multiply funds to North Yorkshire County Council for management, in a ring-fenced way, with oversight on performance provided by close working arrangements between Assistant Director (Customer and Communities) at City of York Council and Assistant Director (Education and Skills) at North Yorkshire County Council providing open financial oversight of the work of the Multiply Development Manager, be approved.

Reason: Multiply funding was subject to a maximum 10% administration cap, some of this was allocated to the development manager role and further was to be passed onto project management for partners following procurement. North Yorkshire County Council have

agreed that the management of Multiply funding can be completed within the existing central support arrangements for servicing the Adult Learning and Skills Service. This will then ensure that more of the money allocated to York could be spent upon provision.

- (b) That the Governance of Multiply sits with the York and North Yorkshire Local Enterprise Partnerships Skills and Employability Board, be approved.

Reason: Multiply funding was an aspect of UK Shared prosperity Funding (UKSPF) with the most obvious crossover being with the People and Skills Strand of this funding. In the proposals for the wider UKSPF in North Yorkshire there was a suggestion that the current York and North Yorkshire Local Enterprise Partnerships (YNYLEP) Skills and Employability Board (SEB) become the board with oversight over the People and Skills aspects of UKSPF. As this board was already formed and has representation from both authorities, FE (Further Education) Colleges, Community and Voluntary Sector and Employer membership that Multiply was also governed by this board.

- (c) That the Innovation Funding Pot grant requests to be managed by the Multiply Board but can be authorised by the Assistant Director for Customer and Communities where necessary, be approved.

Reason: The Innovation Pot funding as described within the investment plan was to be used for providers to identify innovative ways that they may engage adults in maths related activity. This fund was £130k for North Yorkshire and £32k approximately for York. The board was expected to meet once a term, but funding may be required sooner than the board can meet. It was proposed that if required amounts could be signed off by the Assistant Director, taking advice from the Multiply Development Manager and the Heads of the Adult Learning Service(s).

Cllr Smalley, Executive Member

[The meeting started at 10.01 am and finished at 10.08 am].

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**Decision Session – Executive Member for
Culture, Leisure & Communities****31 January 2023**

Report of the Assistant Director (Customer and Communities)

York Learning – Self Assessment Report 2021/2022**Summary**

1. This report presents York Learning's Self-Assessment Report (SAR) for the academic year 2021/22. The full report is attached at Annex 1 with performance data contained within. The report shows how York Learning performs in relation to the Education Inspection Framework and this final report is sent to Ofsted on 31 January 2023.

Recommendations

2. The Executive Member is asked to consider and approve the service's self-assessment report for submission to Ofsted.

Reason: To help monitor the service and ensure robust governance arrangements.

Background

3. York Learning is a council service, which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income.
4. This report, which is for the academic year 2021/2022, is an important element in enabling the service to demonstrate to Ofsted that it has secure and robust governance arrangements in place.

Consultation

5. The report has been consulted upon and robustly challenged and by various members of York Learning, a peer challenge from regional providers and the York Learning Improvement Board. This is now presented for final consultation and approval.

Options

6. The attached self-assessment is presented for comment and approval, the submission can be amended in light of any comments.

Analysis

7. Performance of York Learning continues to be good and overall achievement is above national benchmarks. Learners enjoy learning with York Learning, they feel well supported, achieve their goals, become committed learners and progress well. There is a wide curriculum offer with highly skilled tutors, which ensures York residents receive a good choice of learning opportunities and York Learning work hard to support learners to identify their skills and opportunities towards employment. Partnership working with a wide variety of local charities, services and employers has created new co-designed courses which meet their clients needs.
8. Functional Skills performance has dropped this year due to the impact of some small classes affecting overall retention and achievement. Online learning has also had an impact in this area where learners have not fully understood the time they need to commit to study when learning online. New induction processes are already in place and performance is already improving.
9. The 16-18 study programme continues to be good, but recruitment has been slow to recover since the pandemic. Post pandemic there has been a negative increase in the social and emotional health of young people, and more specialist teaching and 1-1 work has been needed to support those young people who are nervous of leaving their homes. Tutors have taken on specialist training in 'Trauma Informed Teaching' to deliver teaching in a way that better supports these young people. 78% of these learners' progress with positive outcomes which is a testament to the commitment and dedication of the managers and teaching team.
10. Apprenticeships remain good but recruitment to apprenticeship programmes has been slower in the last two years and more learners are taking on loans or accessing provision by the Free Skills for Jobs funding. Employers are still struggling to recruit in the industries of Childcare and Adult Care and we are proposing to start boot camps to support the city in these areas.
11. Learner voice feedback has dropped off post pandemic and new approaches have been developed for face to face classroom based learning. Progression information from learners has also been slow to be received and again new approaches are being developed.

Council Plan

12. York Learning's offer supports the regional and local skills plans as well as the Council Plan. The service promotes an offer that supports the overall health and wellbeing of communities affording York residents the opportunity to secure well-paid jobs within an inclusive economy; a better start for children and young people; safe communities and culture for all. The service will adapt to the asks that come out of the Local Skills Improvement Partnership.

Implications

13. **Financial** - The service is fully funded via external contracts and grants. The budget remains challenging, and the service will continue to seek additional income streams.
14. **Human Resources (HR)** - The report has no Human Resources implications.
15. **Equalities** - 9.7% of York Learning Learners are from black and minority ethnic community groups which is above the city's profile of 5.7% and 18.6% has a learning difficulty or disability which is above the York profile of 15.3%. This would suggest we work well to reach across the city and give good and equal access to skills development. This report has no impact on reducing that demographic reach.
16. **Legal** - The report has no Legal, Crime and Disorder, Information Technology, Property or other implications.
17. **Risk Management** -
In compliance with the Council's risk management strategy the main risks identified associated with the areas of work covered in this report are operational: affecting delivery of the Council's business objectives and its image and reputation. Measured in terms of impact and likelihood, the risk score has been assessed at 10 which equates to "Low". This is acceptable but means that regular monitoring will be required of the Quality Improvement Plans.

Contact Details

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Chief Officer Responsible for the report:

Laura Williams
Assistant Director Customer and Communities

Report Approved

Co-Author's Name

Paul Cliff
Title Joint Strategic Head of
York and North Yorkshire
Adult Learning and Skills
York Learning
Tel No. 01904 554277



Date 31/01/2023

Wards Affected: [List wards or tick box to indicate all]

All



For further information please contact the author of the report

Background Papers: n/a

Annexes

Annex 1 York Learning Self-Assessment Report 2021_22

List of Abbreviations Used in this Report

FE - Further Education

HE – Higher Education

ILP – Individual Learning Plan

RARPA – Recognising and Recording Progress and Achievement

OTL – Observations of Teaching and Learning

CL – Community Learning

HNS – High Needs Students

SEND – Special Education Needs

EHCP – Educational Health and Care Plan

IAG – Information Advice and Guidance (Careers Guidance)

ESOL – English for Speakers of Other Languages

ICT – Information Communication Technology (computing)

CYC – City of York Council

LSIP – Local Skills Improvement Partnership

EPA – End Point Assessment

AEB – Adult Education Budget

NEET – Not in Employment Education Employment or Training

City of York Council

York Learning

Self-Assessment Report

2021-2022



York Learning - High Level Summary

York Learning is the Adult Learning arm of City of York Council. We offer a broad curriculum plan across the City to provide residents with different opportunities in which to engage with learning to deliver in line with [York & NY Skills Strategy / LEP Skills Strategy](#). York Learning was visited by Ofsted at the end of November 2019 and were graded as a 'Good' provider.

York is viewed as an affluent city which is highly qualified however it does have some small pockets of deprivation, with a significant number of individuals with low skills wages and qualification levels. York Learning's representative are working closely with the LSIP to ensure our offer is aligned with local needs and which will feed into our accountability statement. York Learning's offer closely aligns with [York's Council plan](#) and [York's Skill Plan](#) on which we report progress on to York Learning's governance board and CYC scrutiny sessions.

York Learning has a high-quality curriculum for adult learning that focuses on improving learners' essential skills knowledge in English, mathematics, ESOL and Digital/ICT as recognise the importance of these skills in tackling social disadvantage. The curriculum is also complemented with a wider range of learning and skills opportunities and a social prescribing route for referrals from partners for courses that are targeted to improve wellbeing and mental health. Learning is usually delivered in safe and accessible community locations such as local libraries, schools, and children's centres.

Very positive relationships are fostered in class/online by tutors which helps to motivate, inspire & contribute to the social wellbeing of our learners. Individuals achieve and often extend their learning goals because of this. Peer learning, which occurs within classes, is often cited as one of the main reasons for re-enrolment.

York Learning run a number of highly valued extension opportunities for existing learners joining with other communities from local heritage crafts, art and with vulnerable groups. This year the theme was 'Flight' (<https://yorklearning.org.uk/community-arts/flight/>) using recycled materials in an art installation. We exhibited 600 birds, made from recycled materials to create a large-scale art installation which went on display in different venues.

Many learners attended a graduation celebration event, particularly those learners who are on higher level qualifications which this year included; Counselling; Childcare; Business Admin and Adult Care.

York Learning develops long lasting, effective partnerships with libraries, employers, Job Centre Plus, schools, nurseries, charities, and community groups.

Good governance has been provided by our Governance Improvement Board which is also scrutinised by our elected members and senior leaders.

The broad curriculum offer includes; English, maths, ICT, 16-18 Foundation Learning, 16-25 High Needs Supported Delivery, Apprenticeships & Work Based Learning, Employability, Family Learning, Counselling, Bookkeeping, and a wide range of programmes relating to Art, Culture and Wellbeing. Wrapped within and around this is a robust Information Advice and Guidance offer.

Types of Provision

Provision for 16-25 Learners with High Needs

Provision for learners with High Needs and targeted at those with an Education, Health & Care Plan is very good and the partnership working and co-ordinated offer through sub-contractors provides an outstanding offer to these learners. This provision has continued to be highly responsive and of significant benefit to young people, providing a very good educational experience. All subcontractors are provided full support and assistance throughout the process, and we provide robust continuous quality monitoring.

Adult Learning Programmes

The wide and inclusive curriculum offer is evenly spread across the city and online. We ensure all our classes have a welcoming environment in which learners feel safe and able to learn. Achievement rates in Education and Training are 80.1% which is good but slightly below national benchmarks and is due to the drop in achievement within Functional Skills and learners moving across regions from ESOL due to refugees who are finding accommodation out of area and moving away, leading to lower overall achievement.

English, maths and ICT have made good progress across nearly all programme types and aims with good improvement in all areas. Recovery in these areas has been improving however, the achievement rates in functional skills has dropped, English is 76% and maths 68.8% both have dropped due to a variety of reasons from drop out of small class sizes, increased sickness and competing job demands of learners. The pass rates (those who stayed on the course) are better; English=89.3%; Maths=83.8%, and this clearly shows that the drop out from these small classes have been the major factor in the low achievement for English particularly but within Maths it is more multi-faceted including a group of online GCSE learners not fully committing to the workload needed and FS learners' ill health and changing shifts at work. Improved induction processes are already in hand to mitigate this moving forward so that expectations of attendance and out of class study are clear.

16-18 Study Programmes

The 16-18 study program continues to be good and meeting the needs of some of the most vulnerable young people in the city. This is a full-time programme which attracts those young people who cannot attend college or other provision. Tutors

quickly identify any additional learning and specialist support needs that a learner may have and have found an increase in Social Emotional Health needs this year. Tutors manage learner behaviours and reduce anxieties with learners, and they do make good progress in their chosen study programme with 78% into positive outcomes and an achievement rate of 77.5%.

Apprenticeships

Apprenticeship provision has maintained its performance at good, the offer currently includes qualifications related to Adult Care, Childcare, Business Admin and Customer Service.

Apprentices receive good support throughout their learning supporting their achievement and progress into higher employment.

What do we do well?

- We create an excellent learning and supportive environment for our learners which nurtures them and encourages them to learn.
- Courses are designed carefully with clear progression routes to enable learners to achieve their potential.
- Internal and external partnerships are strong and helps us to develop courses that are linked to local and regional needs.
- There is very good quality of teaching and learning, and leaders ensure tutors are highly experienced and understand how to provide good education experiences.
- Learners are committed, engaged and enthusiastic about their learning.
- Overall retention and achievement are both good.
- Varied, wide reaching and accessible curriculum developed alongside partners.

Key Areas for Development

- Improved induction processes for Functional Skills English and maths
- Further development to embed employability skills into classes and employment links and pathways need strengthening within a few curriculum areas.
- Learner voice needs strengthening and developing alongside collection of destination data which is inconsistent
- Delivery of Prevent and British Values is inconsistent in some small parts of the offer.

Overall Grade	Good
Quality of Education	Good
Personal Development	Good
Behaviours & Attitudes	Good
Leadership & Management	Good

York Learning – 2021-22

Consolidated and Key Themes from all area's Self-Assessment –

Quality of Education

Intent

Strengths

- Good curriculum planning leads to various routes for learning that is flexible and responsive that prepares learners for their next stage into further education, training, employment, or volunteering.
- Good and effective partnerships across communities, employers and range of organisations ensures the majority of the curriculum offer is aligned to local and regional economic need and is engaging with those hardest to reach groups who are furthest from the job market.
- Good access to information advice and guidance, career guidance and skills courses that develop learners' confidence so that they can identify pathways for progression into further learning, employment, or other positive outcomes after their current learning ends.
- Exceptional offer available to those suffering hardship or furthest away from employment or education to support wellbeing and health inequalities via a growing social prescribing offer.
- Accessible and very good learner support provided meeting the needs of all learners but particularly those most disadvantaged through poverty, lack of opportunities, low skills, learning difficulties, and those with SEND/high needs to ensure all benefit from the same learning experience regardless of ability or priori experience in education.
- Ambitious and well-designed curriculum offer planned with partners, learners and employers which leads to higher academic and vocational learning progression opportunities and outcomes.

Implementation:-

Strengths

- High quality learning resources both within face-to-face learning and online learning, which is sequenced to build new skills onto what has been taught which supports learners' achievement and development within their chosen subjects to meet defined outcomes.
- Highly skilled tutors and responsive digital infrastructure enables student to access high quality teaching, learning and assessment online.
- Tutors develop and enable learners to comprehend key concepts, with clear presentations and promoting discussions to further enhance their understanding.
- Tutors check understanding successfully and identify and correct misunderstandings to support learners.

- Good induction ensures learners starting points are accurately identified and very good support is put in place where needed (89% of learners agreed support was excellent/good).
- 100% of employers agreed teaching was good 98% of learners agreed the skills of their tutor was excellent (87%) or good (11%).
- Good strategies are in place to ensure all students who have yet to obtain functional skills have access to 1-1 support.

Impact:-

Strengths

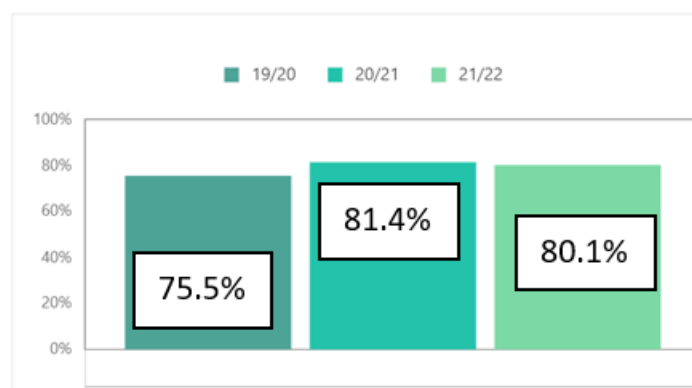
- Candidates grow in confidence.
- Apprenticeship achievement rates are above the national average at 71.4%.
- 99% of learners are enjoying their training and would recommend us to their friends.
- Good online resources have improved learners focus and improved assessment marking to help learners progress and achieve.
- Good education programme offer to SEND learners which builds confidence and job skills
- Wide curriculum offer supports sense of community and helps combat, stress, loneliness and feelings of isolation whilst having an enriching and improving effect on learners lives due to the skills/knowledge learnt in class. 91% of learners agreed that the range of offer was excellent or good.
- Good awareness of alternative funding sources allows for variation within offer focusing on future skills such as coding bootcamps.
- Good partnership work with community partners working in the region has led to an increase in co-designed meaningful courses being delivered.
- 94% of learners said they had an excellent/good experience overall.

Education and Training -- 19+

Achievement 80.1% (20/21 81.4) -Pass Rate of 89.5% (20/21 90%)-

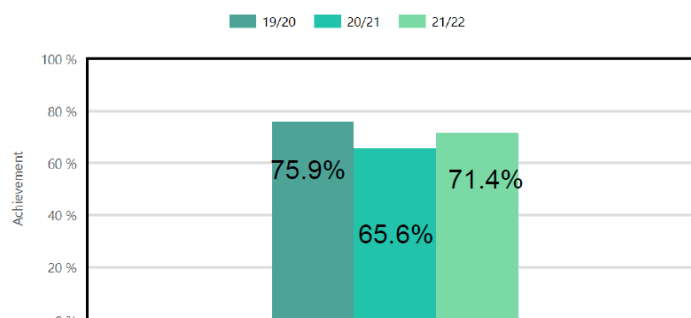
Retention 89.5% (20/21 at 90.4%)

Area Name	Headline
Aims	104
Courses	138
Starts (-Transfers)	1,067
Leavers	1,067
Achievement %	80.1 %
Year-on-Year Change	-1.3 %
Predicted Achievement %	80.1 %
Best Case Achievement %	80.1 %



Apprenticeships

Area Name	Headline
Frameworks	2
Standards	3
Leavers	21
Achievement %	71.4 %
Year-on-Year Change	5.9 %
Predicted Achievement %	71.4 %
Best Case Achievement %	71.4 %
National Achievement % (Prov Grp)	66.7 %



Area Name	Starts (-Xfr)	Ret (In Yr)	Ret % (In Yr)	Transfers	Withdrawn	Leavers	Continuer	Complete	Achieved
Headline	21	15	71.4 %	0	5	21	0	-	15

Best Performing Frameworks

Framework	Ach %
Care Leadership and Management	100.0 %

Least Performing Frameworks

Framework	Ach %
Children and Young People's Workforce	57.1 %

Best Performing Standards

Standard	Ach %
Adult Care Worker	100.0 %
Early Years Educator	75.0 %
Business Administrator	66.7 %

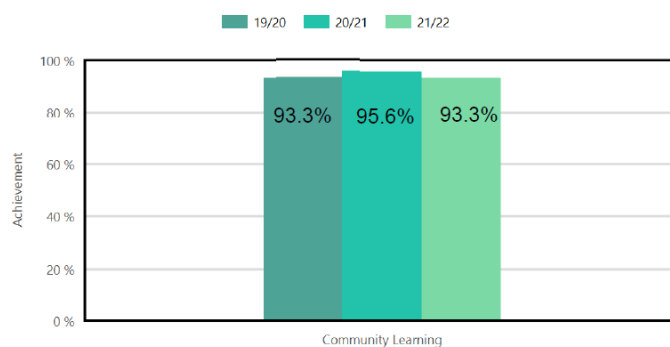
Least Performing Standards

Standard	Ach %
(n/a)	62.5 %
Business Administrator	66.7 %
Early Years Educator	75.0 %

Community Learning

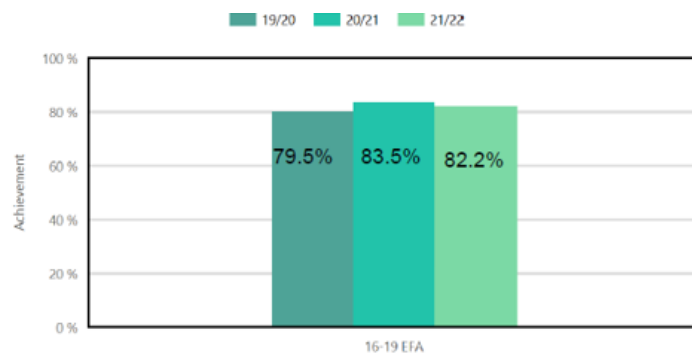
Key Statistics

Area Name	Community Learning
Aims	16
Courses	337
Starts (-Transfers)	2,632
Leavers	2,633
Achievement %	93.3 %
Year-on-Year Change	-2.3 %
Predicted Achievement %	93.3 %
Best Case Achievement %	93.3 %
National Achievement % (Prov Grp)	-



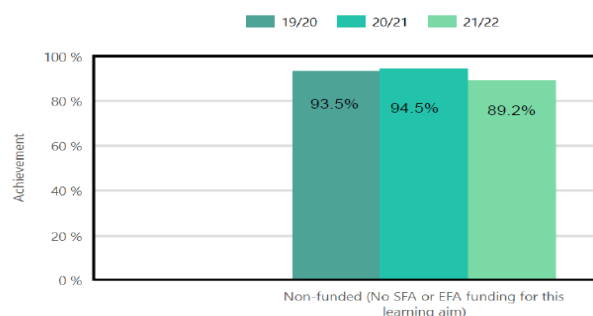
16-19 Education

Area Name	16-19 EFA
Aims	58
Courses	58
Starts (-Transfers)	533
Leavers	533
Achievement %	82.2 %
Year-on-Year Change	-1.3 %
Predicted Achievement %	82.2 %
Best Case Achievement %	82.2 %



Area Name	Starts (-Xfr)	Ret (In Yr)	Ret % (In Yr)	Transfers	Withdrawn	Leavers	Continuer	Complete	Achieved
16-19 EFA	533	493	92.5 %	0	40	533	0	493	438

Area Name	Non-funded (No SFA or EFA funding for this learning aim)
Aims	22
Courses	178
Starts (-Transfers)	1,501
Leavers	1,500
Achievement %	89.2 %
Year-on-Year Change	-5.3 %
Predicted Achievement %	89.2 %
Best Case Achievement %	89.2 %



Full Costs

Quality of Education

Areas for Development

- Some small areas of the curriculum offer still requires development to ensure comprehensive growth, depth and reach of curriculum and to ensure they meet underrepresented groups to represent the community.
- English and maths achievement rates have dropped overall for English 76.9% and maths 68.6% both below National Benchmarks. This is particularly related to Functional Skills L1/2 maths and Entry Level 2 English.
- EPA for Early years apprenticeships require further development to ensure better outcomes.
- Progression routes and careers guidance require improved definition within some areas of the curriculum that signpost to other qualification routes and identify transferrable skills or wider career opportunities.

Behaviour and Attitudes

Strengths

- Leaders and managers and tutors have high expectations. Learners have positive attitudes with a respectful culture and happy safe environment and value the support they receive.
- Learners' behaviour and attitudes to learning are excellent, they value and remain committed to their learning.
- Learners often undertake additional activities outside of class and/or at home within many areas of the curriculums.
- Monitoring of learner's personal development, behaviour and welfare is very good leading to improved learning wellbeing.
- Safeguarding of learners is very good, systems are used correctly with regular reviews and processes are followed. This enables us to support those learners who are extremely vulnerable and subject to multi-disciplinary arrangements due to complex layered needs.
- Excellent relationships with professionals to ensure a holistic approach in supporting and meeting individual's needs and relations between tutors/learners/peers is also excellent.
- Learner feedback, is good, indicating high levels of learner satisfaction.
- Learners have good attendance and retention rates 89.5% for 19+ AEB, 92.5% 16-19 HNS, 94.1%(loans); 96.8 (CL);

Areas for Development

- British Values, Prevent and Digital Safeguarding resources developed by the service, are not, always, promoted in every class and are being redeveloped and promoted.
- Continue to develop and raise awareness of sexual harassment and violence aspects, unconscious bias and a no tolerance approach in line with inclusive cultures and environments.

Personal Development

Strengths

- Our offer brings a sense community and the learning experience, helps to combat loneliness, stress and the sense of isolation and therefore supports learners' mental health and wellbeing. (95% of learners agreed their class was very welcoming)
- 91% of people asked, said that the benefits they had gained by attending their course were either Good or Excellent.
- Community arts projects and creative extension opportunities we offer, increases, and heightens the sense of achievement and creative aspirations of learners, as well as attracting new learners to the service.

- A high percentage of learner comments show that attending a course improves their health, wellbeing, and confidence (ILP/End of Course Questionnaire's & OTL feedback).
- Learner ILPs/RARPA show a significant number of learners use the skills/knowledge and confidence gained in class as a means of enriching and improving their lives or as a springboard into higher education or employment/self-employment.

Areas for Development

- Continue to develop and improve the mechanisms and strategies to engage learners in regard the Prevent and British Values policies.

Leadership & Management

Strengths

- Governance, Leadership and Management and Scrutiny have clear oversight of provision and address any gaps through a variety of quality review points in the year. They provide good strategic oversight and have a good understanding of the local community and economic landscape.
- Leadership and Management have high expectations of the impact of provision for learners and monitor the local landscape for changing economic directions and opportunities which will continually develop the curriculum offer. This leads to wide learner engagement & excellent opportunities for individuals and employers.
- There is a shared understanding with partners for the intent of co-developed programmes and the expected impact from them alongside the socially prescribed offer and who those programmes are available for.
- Mental health and wellbeing information and guidance is regularly distributed to staff to promote wellbeing to give effective support to all.
- Very good communication between Management, teaching & non-teaching staff ensures that learner needs are addressed quickly & efficiently.
- Manager support, encouragement and praise for staff is very good
- Opportunities for professional development of staff is good

Areas for Development

- Improve mechanisms for Employer and Learner voice and collection of destination data
- Further development of 16-18 NEET prevention study programme required to increase the focus on wider life skills to support effective learner transition into adulthood and independent living
- New Mental Health lead must develop and embed strategies to support the mental health of learners and staff



**Decision Session – Executive Member for
Culture, Leisure and Communities****31 January 2023**

Report of the Director of Customer and Communities

City of York Council - Human Rights City Commitment Strategy**Summary**

1. This report seeks to reaffirm City of York Council's commitment to being a Human Rights City and to move forward the relationship between CYC and the York Human Rights City Network (YHRCN).

Recommendations

2. At this stage the Executive Member is asked to:
 - Re-commit to the declaration made in 2017 to become a Human Rights City, recognising that this marked an ambition and was a significant step on a journey, and putting those rights at the heart of decision making;
 - Commit to moving forward in agreement with YHRCN with a refreshed structure for the Human Rights and Equalities Board produced by a joint task group;
 - Facilitate in partnership an annual or bi-annual national Human Rights City conference;
 - Implement the Council's responsibilities within the attached Action Plan (Annex A) and any agreed priority items in the annual indicator report including:
 - Work with the YHRCN and the University of York to develop and deliver Human Rights training to CYC leadership team, managers and staff.
 - Commit to planned meetings between the YHRCN Executive, senior members, and officers to discuss progress with the human rights agenda.

- Agree to work alongside YHRCN to review the 'Community Voices' project to ensure that it meets its original objective to work with the most marginalised.

and

- Agree for a regular public reporting back through the Executive Member's Decision Sessions.

Reason: To reaffirm City of York Council's commitment to being a Human Rights City.

Background

3. On 24 April 2017 the Lord Mayor of York signed a declaration making York the UK's first Human Rights City. The declaration states that it marks an ambition, not a destination, and as such work on the human rights agenda should be ongoing, with human rights and equalities at the heart of policy and decision making in the city.
4. York Human Rights City Network (YHRCN) is a civil society partnership hosted jointly by York CVS (Centre for Voluntary Service) and the Centre for Applied Human Rights (CAHR) at the University of York. York CVS roots the Network within York's vibrant civil society. CAHR roots the Network in wider human rights discourse.
5. In early 2018 the Human Rights and Equalities Board (HREB) was set up to work with partners across the city to further the Human Rights agenda. This board has been Chaired by the relevant Executive Member. Until recently this model worked relatively well, with CYC and YHRCN working closely together on a number of priority areas from the annual indicator reports for example on hate crime, young people not in education, employment or training (NEET) and homelessness- with YHRCN retaining the role of 'critical friend'.
6. In 2021 City of York Council's Executive made a decision to alter access arrangements to the city centre for Blue Badge holders as reported here: [Agenda for Executive on Thursday, 18 November 2021, 5.30 pm \(york.gov.uk\)](#).
7. Executive made the decision on balance of all the evidence from the report including consultation and scrutiny feedback to reduce the risk to life caused by the use of vehicles as a weapon in the City Centre's most heavily pedestrianised streets. The decision was to remove as many vehicles as possible from accessing the whole footstreets area during pedestrianised hours which included those with blue badges.
8. In December 2021 YHRCN released a statement expressing its 'disappointment and dismay' at the decision taken by Executive. It

highlighted the fact the network had been commissioned to produce a report on how the council could respect human rights when taking complex decisions which, it felt, was ultimately ignored.

9. The YHRCN referred to this in their 2021 '*York Human Rights City Indicator Report*' here: [York Human Rights City Indicator Report 2021](#) as '...the biggest challenge to-date to York's Human Rights City status..... the York Human Rights City Network (YHRCN), a civil society coalition, is looking to reset its engagement with the City of York Council'.
10. Since the City Centre Access decision taken in November 2021 the Human Rights and Equalities Board has not met. CYC and YHRCN agreed there is a need to develop new structures to move forward constructively.
11. Members of the CYC Executive and leading members of the YNRCN have met twice to consider how to move forward to ensure that any governance model in the future does not fall or cease if two key members are at fundamentally different positions on a matter of significance to residents in the city. Equally the governance structure must demonstrate there is trust that all parties have considered fully the Human Rights impacts of decisions being considered, and that this is at the heart of policy and processes going forward.
12. Within these proposals CYC and YHRCN will work together to reset their relationship within the new structure and provide residents with reassurance that there is real intent by all parties to deliver on the promise of being a Human Rights City.

Consultation

13. The Leader, Deputy Leader and portfolio holder along with senior officers including the Chief Operating Officer have met with the YHRCN Executive to develop the proposals included in this report.

Options

14. It is open to the Executive to accept the recommendation to move forward on the proposals in this report and its commitment to Human Rights City status or decline to do so.

Analysis

15. This sets out in further detail the Council's commitment to deliver its contribution to reset this relationship and to move forward with a refreshed strategy and architecture around the Human Rights agenda.
16. YHRCN presented CYC with a 6-point Plan which has been used as a steer in creating this report and the attached Action Plan at

Annex A.

17. CYC and YHRCN agree there is a need to develop new structures to move forward. This will recognise that consideration of human rights will entail debate and, at times, contention and that also there needs to be a mechanism for direct discussion between the council and the YHRC Network that respects the different roles of the two bodies. This report is asking for Executive to endorse ongoing work to develop joint proposals for a governance structure that resets the relationship and achieves the objectives outlined below.
18. In relation to the development of new structures the Executive agrees and recognises that no one single group, board or structure can meet all needs and that we should consider structures that provide, as a minimum, for the following:
 - Tackling the issues raised within the York Human Rights City Indicator Report and reporting back on progress; and
 - Engaging the city's key agencies in the vision of York Human Rights City, developing human rights approaches as a means of every day problem solving for all and encouraging "translators" and "champions" who will help to institutionalise human rights values across the city's institutions.
19. There are several practical steps the council, and Executive, is taking to demonstrate its shared commitment to being a Human Rights City.
20. It has already been agreed there is a need to allocate sufficient officer resource to Human Rights and Equalities. As such, a team to focus on all aspects of Human Rights, Equalities, Diversity & Inclusion is being brought together and led by the Assistant Director of Customer & Communities. The team will include the Access Officer, a post created to ensure accessible design standards are developed and adhered to, and equalities impacts for the disabled community are considered as part of associated impact assessments which will directly influence key decisions and policy development.
21. The team will also provide strategic direction and organise training in relation to the council's human rights and equalities work, increasing knowledge and awareness amongst all officers and elected members. The Human Rights and Equalities Impact Assessments will be a fundamental part of decision making and not a 'tick box exercise'. This process will be continually developed and refined.
22. Reporting back on progress against associated action plans regularly to the Executive Member in public will be undertaken.

23. The council in partnership will facilitate an annual or bi-annual national Human Rights City conference commencing in 2023/24 in York with a view to sharing national best practice and undertake learning and development.
24. YHRCN run the Community Voices project on behalf of CYC, with the intent of amplifying the voices and agendas of those residents in marginalised communities and groups. It is acknowledged that YHRCN are seeking to jointly review this project review this programme with CYC, to ensure that it meets its original objective to work with the most marginalised and:
 - a. Create an opportunity for them to be heard both individually and collectively and influence policy making.
 - b. Encourage meaningful participation by engaging with communities and individuals in ways that enabled those participants to set the agenda.
 - c. Engage with, and understand, the needs and priority issues for those whose voices are not being heard already.

Council Plan

25. Human Rights City status is consistent with the Council Plan priority of “Safe communities and culture for all”.

Implications

26.
 - a. **Financial** – The costs of the proposals in the report can be contained with current council budgets
 - b. **Legal** – The continuation of the Human Rights City commitment will assist in demonstrating the Council’s consideration of the human rights impacts of both the Executive and non-Executive decisions it makes; however, all parties must be clear that, with regard to decision-making, the Council’s discretion to take decisions which are contrary to expressed views cannot be fettered.
 - c. **Equalities** – The Executive Member is not being asked to make a decision which requires a full Equalities Impact Assessment. However, the recommendations in the report and attached action plan have clear, positive implications for both equalities and Human Rights. The review of EIAs, which will be co-produced with the Centre for Applied Human Rights, and the transition to using Human Rights and Equalities Impact Assessments (HR&EIA) will ensure proportionality in decision making. The

ongoing recruitment and establishment of an equalities team will significantly strengthen the Council's commitment to Human Rights and Equalities.

- d. **Human Resources** – As per the content of the report
- e. **Crime and Disorder** - If the recommendations of this this report are implemented the hate/crime elements of work, undertaken in partnership, will have a positive impact on crime and disorder.
- f. **Other** - There are no known Information Technology, Property, or other implications arising from the report.

Risk Management

- 27. The main risks that have been identified associated with the proposals contained in this report are those which concern risks to effective working in partnership and the Human Rights City status.

Contact Details

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	Report Approved	✓	Date 20 January 2023
Specialist Implications Officers: Legal – Bryn Roberts Finance – Patrick Looker			
Wards Affected: All			
For further information please contact the author of the report			

Annexes:

Annex A - CYC Action Plan

Background Documents:

Executive Report November 2021 on City Centre Access:

[Agenda for Executive on Thursday, 18 November 2021, 5.30 pm
\(york.gov.uk\)](#)

Abbreviations:

CAHR - Centre for Applied Human Rights

CMT – Corporate Management Team

CYC – City of York Council

EIA - Equalities Impact Assessment

HREB - Human Rights and Equalities Board

HR&EIA - Human Rights and Equalities Impact Assessments

NEET - Not in Education, Employment or Training

York CVS - Centre for Voluntary Service

YHRCN - York Human Rights City Network

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Annex A - York Human Rights City Action Plan

Ref	Action	Responsibility	Date	Progress
1	Taking a public report setting out the council's practical commitment to a human rights agenda and setting out new arrangements for driving it forward	CYC - Director/Assistant Director Customer & Communities	Jan 2023	In progress for January 2023 Executive Member meeting
2	Dedicating officer resource to addressing the priority issues set out in the annual indicator report, creating a work plan around these and reporting back to CMT and the Executive on progress with the workplan To incorporate in this Executive Member action plan going forward.	CYC – Assistant Director, Customer & Communities	Jan 2023 and ongoing	Team being built around Human Rights, Equalities and Inclusion including Access Officer. Workplan will include responding to the annual indicator reports and reporting to CMT/Executive members
3	Agreeing to a regular (say 6 monthly) meeting between the YHRC Network Executive and members of the council's Executive to discuss progress with the human rights agenda. (Council Executive Members to be included would be those responsible for the strands of work in the Indicator Report).	YHRCN Executive/CYC Executive Portfolio Holders re the indicator Report	Jan 2023 and ongoing	Included in Executive Member Report
4	Regular reporting to CMT/Executive or Executive Member on progress	CYC - Director/Assistant Director Customer & Communities	Ongoing	Included in Executive Member Report
5	Cross-organisation training programme. We would continue to welcome the input of the Network in designing this programme.	CYC - Assistant Director Customer & Communities	Ongoing	Discussions with Centre for Applied Human Rights – pilot training session undertaken. Delivery Plan being considered by a new Corporate Equalities Group.

Ref	Action	Responsibility	Date	Progress
6	Agree continued engagement from the Network in refining and developing CYC EIA process – move to HR&E Impact Assessments following any training.	CYC - Assistant Director Customer & Communities	Ongoing	Included in Member Executive Report. To follow officer training.
7	Summary reporting back on EIAs at regular intervals on themes and issues emerging – Incorporate into Item 4 above	CYC - Director/Assistant Director Customer & Communities	Ongoing	Review of EIAs to be coproduced with YCHRN/Centre for Applied Human Rights and reported via the HREB successor body.
8	Establish a team to lead on Human Rights and Equalities work. The team will provide strategic direction and organise training in relation to the council's human rights and equalities work, increasing knowledge and awareness amongst all officers and elected member, including use of impact assessments.	CYC - Assistant Director Customer & Communities	March 2023	As per Action 2 above.
9.	<p>Joint review of the Community Voices programme to ensure that it meets its original objective to work with the most marginalised and:</p> <ul style="list-style-type: none"> • Create an opportunity for them to be heard both individually and collectively and influence policy making. • Encourage meaningful participation by engaging with communities and individuals in ways that enabled those participants to set the agenda. • Engage with, and understand, the needs and priority issues for those whose voices are not being heard already. 	YHRCN/ Assistant Director Customer & Communities	March 2023	Included in Executive Member Report. To be coproduced with YCHRN

Ref	Action	Responsibility	Date	Progress
10	Together the Council and YHRCN should co-create a new structure or piece of institutional architecture for how the YHRCN meets the Council. The voice of experience must be an important component.		November 2022	Included in Executive Report. Creating a joint task group chaired by York CVS. TOR to be developed.
11	Supply & review examples from other European cities of human rights.	YHRCN - Paul Gready	October 2022	Completed and discussed on 21/10/2022
12	This should take account of any published work with local authorities undertaken by the British Institute of Human Rights	To discuss – CYC to review	November 2022	CYC to take forward.
13	The council should refer to “Human Rights and Equality Impact Assessment” rather than just “Equality Impact Assessment” which was agreed, but the training must be in place to ensure proper understanding of what this entails.	CYC - Assistant Director Customer & Communities	Following training	Included in Executive Report. To follow officer training.
14	Awareness of the council’s Human Rights commitment should be built into the council’s induction programme.	CYC – Director/ AD Customer & Communities – to review with Head of HR (officers) and Director of Governance (Councillors)	Following training	To follow Senior level training To include in Member Induction following May 2023

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