

**Notice of a public meeting of**

**Decision Session - Executive Member for Health, Wellbeing and Adult Social Care**

**To:** Councillor Coles (Executive Member)

**Date:** Tuesday, 18 July 2023

**Time:** 10.00 am

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

**AGENDA**

**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, 20 July 2023.**

\*With the exception of matters that have been the 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 Corporate Services, Climate Change and Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm on Friday, 14 July 2023.**

**1. Declarations of Interest** (Pages 1 - 2)

At this point in the meeting, the Executive Member is asked to declare any disclosable pecuniary interest, or other registerable interest, they might have in respect of business on this agenda, if they have not already done so in advance on the Register of Interests. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

*[Please see attached sheet for further guidance for Members]*

**2. Minutes** (Pages 3 - 6)

To approve and sign the minutes of the Executive Member for Adult Social Care and Public Health Decision Session held on 13 July 2022.

**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 have changed to 2 working days before the meeting. The deadline for registering at this meeting is at **5.00pm on Friday 14 July 2023**.

To register to speak please visit [www.york.gov.uk/AttendCouncilMeetings](http://www.york.gov.uk/AttendCouncilMeetings) to fill out an online registration form. If you have any questions about the registration form or the meeting please contact the Democracy Officer for the meeting whose details can be found at the foot of the agenda.

**Webcasting of Public Meetings**

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

During coronavirus, we've made some changes to how we're running council meetings. See our coronavirus updates ([www.york.gov.uk/COVIDDemocracy](http://www.york.gov.uk/COVIDDemocracy)) for more information on meetings and decisions.

**4. Approval for submission and publication of the (Pages 7 - 50)  
Accountability Statement for York Learning**

This report outlines the submission of the York Learning Accountability Statement and asks the Executive Member to approve the agreement and agree to its publication.

**5. Urgent Business**

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

Democracy Officer:

Jane Meller

Contact details:

- Telephone: (01904) 555209
- Email: [jane.meller@york.gov.uk](mailto:jane.meller@york.gov.uk)

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

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)

 (01904) 551550

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### Declarations of Interest – guidance for Members

- (1) Members must consider their interests, and act according to the following:

Type of Interest	You must
Disclosable Pecuniary Interests	Disclose the interest, not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.
Other Registrable Interests (Directly Related) <b>OR</b> Non-Registrable Interests (Directly Related)	Disclose the interest; speak on the item <u>only if</u> the public are also allowed to speak, but otherwise not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.
Other Registrable Interests (Affects) <b>OR</b> Non-Registrable Interests (Affects)	Disclose the interest; remain in the meeting, participate and vote <u>unless</u> the matter affects the financial interest or well-being: (a) to a greater extent than it affects the financial interest or well-being of a majority of inhabitants of the affected ward; and (b) a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest. In which case, speak on the item <u>only if</u> the public are also allowed to speak, but otherwise do not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.

- (2) Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (3) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations,

and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.

City of York Council

Committee Minutes

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Meeting	Decision Session - Executive Member for Adult Social Care and Public Health
Date	13 July 2022
Present	Councillor Runciman (Executive Member)
Officers Present	Fiona Phillips, Assistant Director Public Health Peter Roderick, Public Health Consultant

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**1. 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 registrable interests that she might have in the business on the agenda, if she had not already done so in advance on the Register of Interests.

None were declared.

**2. Minutes (10:02 am)**

Resolved: That the minutes of the previous meetings held at 10 am on 15 December 2022 and 11 am on 15 December 2022, be approved and signed as a correct record by the Executive Member.

**3. Public Participation (10:02 am)**

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

**4. Allocation Of Underspend From Public Health Grant (10:02 am)**

The Executive Member considered a report that gave an overview of how the underspend against the Public Health Grant would be allocated to address public health priorities in the City.

The Assistant Director of Public Health was in attendance to present the report and outlined the proposals as well as the reasons for the underspend. The following was highlighted:

- The Changing Habits additional funding took the project to June 2024, when an impact review should take place.
- Energy drinks were of special concern regarding the diet and nutrition of school pupils.
- The suicide prevention training programme for frontline workers, Assist Safetalk, would be funded for the next 3 years.

The Executive Member noted the Equalities Impact Assessment. Officers responded to questions from the Executive Member as follows:

- Anecdotally, during the pandemic, isolation had been a factor in post-natal depression.
- There was evidence that children's vocabulary at age three or four was a predictor for achievement at GCSE. A child who had the ability to communicate would cope better and have better outcomes.
- The numbers of women in York who smoked during pregnancy had dropped from 10 to 8%, this had been sustained during the pandemic.

Resolved:

That approval be given to the recommended allocation of budget.

Reason: The recommended areas of funding are based on current public health priorities according to the JSNA and the public health work programme, and are aimed at addressing inequalities in the City.

**5. Supplemental Substance Misuse Treatment And Recovery Grant And Local Combatting Drugs Partnership (10:16 am)**

The Executive Member considered a report that gave an overview of the allocation of resources from the Supplemental Substance Misuse Treatment and Recovery Grant over 2022/23 and it's outline intentions for 2023/24 and 2024/24.

The Public Health Consultant was in attendance to present the report and he confirmed that:

- This was a 10 year strategy.
- There would be an increase in the numbers treated from 1,000 to 1,200 annually.
- There were national shortages of specialist workers in the field.
- The Health and Well being Board (HWBB) had pledged to review Drug and Alcohol Related Deaths in Year 1.
- Many local networks had been formed to support recovery and lead to long term abstinence.

The Executive Member was also informed that:

- The Recovery Grant would be on top of the Public Health budget.
- Key organisations involved were North Yorkshire Police, North Yorkshire Police and Crime Commissioner, Changing Lives, York Drug and Alcohol Service, York Mind and Lived Experience representatives.
- Officers would develop a framework to update the Executive Member on a regular basis.

Resolved:

- i. That the Supplemental Substance Misuse Treatment & Recovery Grant plan be approved.

Reason: The plans have been written in partnership with several key organisations and with guidance from regional Office for Health Improvement and Disparities leads. These plans will support the needs of individuals requiring treatment and recovery services being met.

- ii. That a York Combatting Drugs Partnership be established.

Reason: To enhance partnership working around the Drugs and Alcohol agenda in York, in line with the national 10 year Drugs Strategy

Cllr C Runciman, Executive Member  
[The meeting started at 10.00 am and finished at 10.29 am].



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**Decision Session – Executive Member for  
Health, Wellbeing and Adult Social Care****18 July 2023**

Joint Report of the Director of Customer & Communities and the Shared Head of Adult Learning and Skills (York and North Yorkshire)

**Approval for submission and publication of the Accountability  
Statement for York Learning****Summary**

1. The Skills for Jobs White Paper set out the government's plan to put employers more firmly at the heart of the skills system to help ensure businesses and people have the skills they need to thrive and progress. Central to this process were Local Skills Improvement Plans (LSIP) which are documents written by approved Employers Representative Bodies (ERBs) that set out clearly employer's skills needs, and the priority changes needed in the areas post-16 technical and skills provision.
2. All providers in receipt of £1m or more of funding for post-16 provision have a statutory responsibility to produce and publish an annual accountability statement that reflects the LSIP. The first draft agreement was returned in draft form on 31 May 2023 and this final approved 'basic' version by 31 July 2023. This report accompanies the final version of the agreement and seeks approval for its submission by 31 July 2023. Following successful submission of the plan a final version will be published on our website, this will only vary in format without changes to narrative.

**Recommendations**

3. The Executive member is asked to consider:
  - 1) The Approval of the submission of the final version of the accountability agreement (Annex 1) and to agree its publication.

Reason: For the service to continue to meet its funding obligations to ESFA we must submit a final version of the accountability statement by 31 July 2023.

## Background

4. [Skills for jobs: lifelong learning for opportunity and growth](#) published in January 2021 laid out key reforms to post-16 technical education and training that aims to support people to develop the skills needed to get good jobs and improve national productivity. This paper and its subsequent legislation stipulated a clear plan to place employers at the heart of the skills system through the production of an LSIP.
5. The draft LSIP was submitted on 31 May 2023 by the North and West Yorkshire Chamber of Commerce as the approved Employer Representative Body (ERB).
6. The LSIP report presented a strategic document identifying clear priorities for skills in the local area. The document suggested necessary key changes needed to make post-16 technical education and training more responsive to the skills needs of employers in our area.
7. The draft LSIP was written and submitted to the Secretary of State for Education in draft form on 31 May 2023 but no formal feedback has been received and the document is not yet published. Publication is expected in late July 2023.
8. The whitepaper detailed how providers would need to publish an annual accountability statement, that would form part of their annual funding agreement, that will indicate how funding received is to be used in line with local and national skills priorities as detailed by the LSIP.
9. The Department for Education (DfE) describing the annual accountability statement as the provider setting out a small number of outcome targets for areas of your curriculum that you are planning to change for the coming year. These targets reflecting how the provider is contributing to priorities outlined in the LSIP, and to National Skills Priorities Completion and receipt of the annual accountability statement is a requirement of funding for organisations in receipt of post-16 funding in excess of £1m.

10. These top-line priorities were shared locally on 31 March 2023 and were used to fully shape the accountability statement in line with service curriculum planning.
11. The DfE stipulated that we must return our annual accountability statement by 31 May 2023, so that they could link to Part 1 of the funding agreement which will be issued for signing in June/July 2023 for the 2023 to 2024 academic and funding year.
12. In recognition of the need for local authority providers to gain executive approval, the DfE stated that for this first year they will extend the deadline for submission of the accountability statement up to 31 July 2023. In this scenario we submitted a draft accountability statement to DfE by 31 May and will need to submit a signed and agreed the final accountability statement by 31 July. We will then sign a variation to our accountability agreement at a date to be confirmed by ESFA.

### **Consultation**

13. The Accountability Statement, Annex 1 of the report, has been drafted in line with the 'Adult Learning and Skills Engagement strategy 2022-2025', previously approved by the former Executive member and subject to public consultation.
14. The accountability statement also references the city's 10-year skills plan approved by the York Skills and Employability board.

### **Options**

15. The draft plan was written and agreed for submission by the Corporate Management Team as at the time no Executive was in place due to the recent local election. The accountability agreement must be submitted by 31 July as a condition of payment of the council's adult education budget grant. However, it is recognised that amendments may be necessary before final submission and the option would be to detail those changes in the meeting and agree a date for review by the executive member prior to 31 July in line with those recommendations.

### **Analysis**

16. Adult Learning can provide support for all aspects of the council's key themes, to do so requires effective and efficient use of the resources available. The service strategy details how we aim do this, and the

priority responses listed within the accountability statement are in line with those ambitions.

17. We have considered the LSIP and national priorities and consider those actions named as the keyways that the service can respond to those priorities. To take a more specific approach would require significant investment in technical facilities.
18. It is important to note that the LSIP does not prevent us from doing additional activities with our grant funding, so does not change the services core approaches of engagement and progression. The accountability statement just details how we align our core aims with the skills needs of local employers.

### **Corporate Priorities**

19. The strong intention from government on how we use adult learning funding is to support progression on to provision that will upskill / reskill individuals to address the significant skills shortages in the city and wider region.
20. Provision of the right types of adult learning are seen as a key cornerstone of government policy and the importance of community level education is stressed, but the context stresses the importance of progression to higher level qualifications and in offering provision that meets local and national skills needs. The most effective use of funding received by York Learning within the city is to engage adults and support them to progress on their terms. Using the funding from adult education to not only upskill and reskill but also to help overcome poverty, inequality and health challenges.
21. By funding innovative ways to reach a wider demographic we can set an effective gateway to many of the UKSPF initiatives to follow. Maximising engagement and throughput to the strategic outputs of the skills plans, will support many of the UKSPF in levelling up disparities where clear disparities exist between those with qualifications and those without.
22. As detailed the accountability agreement is a statutory document that forms part of the funding contract with the Skills Funding Agency and should determine how we align our funding to national and local priorities determined by employers in the LSIP.

23. We strongly believe that we can deliver both against employer priorities but also make a significant contribution to our corporate priorities within the authority, for the benefit of York's residents.
24. The accountability statement is built upon our strategy offering a gateway to other learning opportunities for residents. This aim is to develop a 'why' or purpose for learning, so that learning forms part of a toolkit to enable residents to move to a better state. Be that improved health, personal wellbeing or improved economic activity.
25. Our suite of gateway programmes, already incorporates aspects of social prescribing. Working closely with the CVS to enable learners to access learning as a therapeutic tool, but we aim to go further, encouraging communities who don't currently engage to see learning as a method of overcoming social isolation, to improve own mental health and develop a sense of community. We want to use programmes that empower individuals to consider how to eat better, how to make exercise accessible and to see learning as a way of setting achievable goals.
26. All programmes throughout our offer will have a targeted aim of 'green upskilling' whether that be through overt topic driven methods in maths, English and digital skills, or a more subtle based teacher-led discussion approach, all learners engaging with our provision will develop improved awareness of sustainability issues.
27. Although we are bound by tight rules on who can obtain fully funded courses by the funding rules, much of our provision is free or subsidised. With a greater focus on the development of wider and transferable skills we are aiming to open residents' eyes to the art of the possible, to the opportunity to improve their own economic circumstances through engagement that will lead to higher paid or more stable roles, or in roles that they feel more satisfied in. We will also focus on further developing provision that will allow individuals to better navigate the cost-of-living crisis and will continue to use our funding envelope as creatively as possible to prevent barriers to access, including the provision of digital devices.

## **Implications**

### **Financial Implications**

28. Failure to submit the final accountability statement by 31 July will delay receipt of funding and will result in direction intervention by the FE

Commissioners office and colleagues from the Education Skills Funding agency.

### **Human Resources (HR)**

29. There are no direct HR implications should the accountability agreement be submitted by 31 July 2023.

### **Equalities**

30. The Equalities Impact Assessment, Annex 2 of the report, suggest no negative equality implications. Funding for the service is available for learners at risk of becoming disengaged, aged between 16-18, for learners with diagnosed disabilities from 19-25 and for adults aged 19+, the accountability statement, and its contributory strategic document actually describe positive impacts on all members of our community.
31. In line with corporate priorities on Human Rights. We will seek to engage with all learners in ways that they feel most comfortable to engage. Those who are already engaged with learning will likely to have already been subject to some levels of screening at enrolment and will likely be offered additional support.
32. By working directly with groups in the community we will show our openness to engagement with individuals within any protected characteristic and will aim to support those individuals in ways that they feel most comfortable with, engaging low level diagnostic activity and supporting access through use of funding to provide additional support.

### **Legal**

33. The production of a final accountability statement is a statutory responsibility and condition of funding.

### **Crime and Disorder**

34. It is not anticipated that there will be any crime and disorder implications.

### **Information Technology (IT)**

35. There are no internal implications for IT but successful delivery of the objectives of the accountability statement would see significant benefit for residents in their ability to overcome issues with digital access.

### **Property**

36. There are no expected implications for property, beyond those expressed previously around physical spaces for learning to take place.

### **Risk Management**

37. The statement does not require approval by the Department for Education but will be monitored by Ofsted in future inspections. Whilst the approach taken shows a direct line of sight between the aims of the accountability statement and employment, some of the steps necessary for learners to engage will be small and Ofsted do not always see these micro-steps as progression. We will mitigate against this with strong case studies and a close attention to recognition of transferable skills at all levels.

### **Contact Details**

**Author:**

**Paul Cliff**

Shared Head of Adult Learning and Skills (York and North Yorkshire)

York Learning

[paul.cliff@york.gov.uk](mailto:paul.cliff@york.gov.uk)

**Chief Officer Responsible for the report:**

**Pauline Stuchfield**

Director of Customer & Communities

**Report Approved**  **Date** 03/07/2023

**Wards Affected:**

**All**

**For further information please contact the author of the report**

### **Background Papers:**

- York and North Yorkshire Skills Engagement Strategy (Annex 3)
- [Department for Education Accountability Statement Guidance](#)
- [Skills for jobs: lifelong learning for opportunity and growth](#)

### **Annexes**

Annex 1 York Learning Accountability Agreement 2023/24

Annex 2 Equalities Impact Assessment

Annex 3 York and North Yorkshire Skills Engagement Strategy

## List of Abbreviations Used in this Report

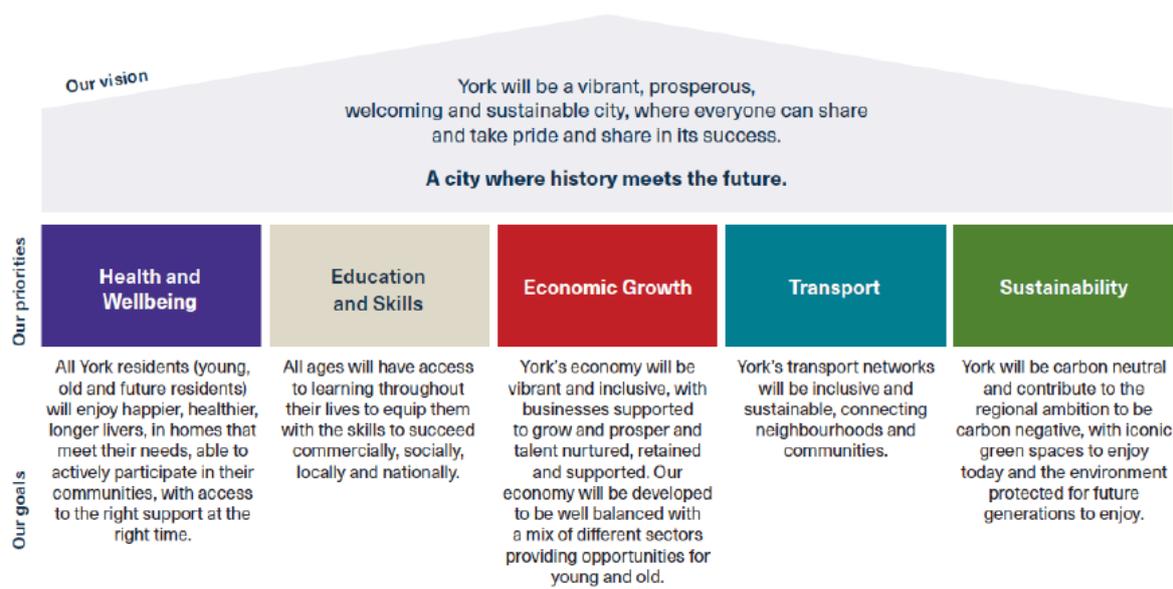
AD	Assistant Director
CMT	Corporate Management Team
DfE	Department for Education
ERB	Employers Representative Bodies
FE	Further Education
FTE	Full Time Equivalent
IAG	Information, Advice and Guidance
LSIP	Local Skills Improvement Plan
NYCC	North Yorkshire County Council
ALSS	Adult Learning and Skills Service (North Yorkshire Council)
SEB	Skills and Employability Board
UKSPF	UK Shared Prosperity Fund
YNYLEP	York and North Yorkshire Local Enterprise Partnership

## City of York Council - York Learning Accountability Agreement 2023/24

### Purpose

York Learning is part of the Customer and Communities Directorate of City of York Council. We define our purpose as providing the gateway to opportunity for the city's adults, (and young people with Special Educational Needs and Disabilities) enabling them to reach their full potential. Whether that be greater integration into society or to move into more-fulfilling employment roles we are keen to support individuals to thrive, improving their physical and emotional health and recognising the opportunities available to them.

We will achieve this through celebrating our key strategic purpose and using our funding to engage with our communities to feel confident, inspired and empowered to step through the door into learning.



We see ourselves as an important service within the authority, using our funding to align with the council's priorities for residents whilst delivering against our agreed strategic aims.

1. To clearly define the purpose of the adult learning services for all stakeholders
2. To develop a curriculum offer that is in line with local skills needs
3. To reach and inspire learning for the full breadth of the community demographic with the offer

4. To be the provider of choice for those furthest away from the skills offer
5. To protect the full aims of community learning within York and North Yorkshire
6. To grow provision into areas not well supported by other providers
7. To support a clear progression pathway for all adult learners from entry through to higher education and into sustained employment
8. To provide effective value for money for the communities of York and North Yorkshire

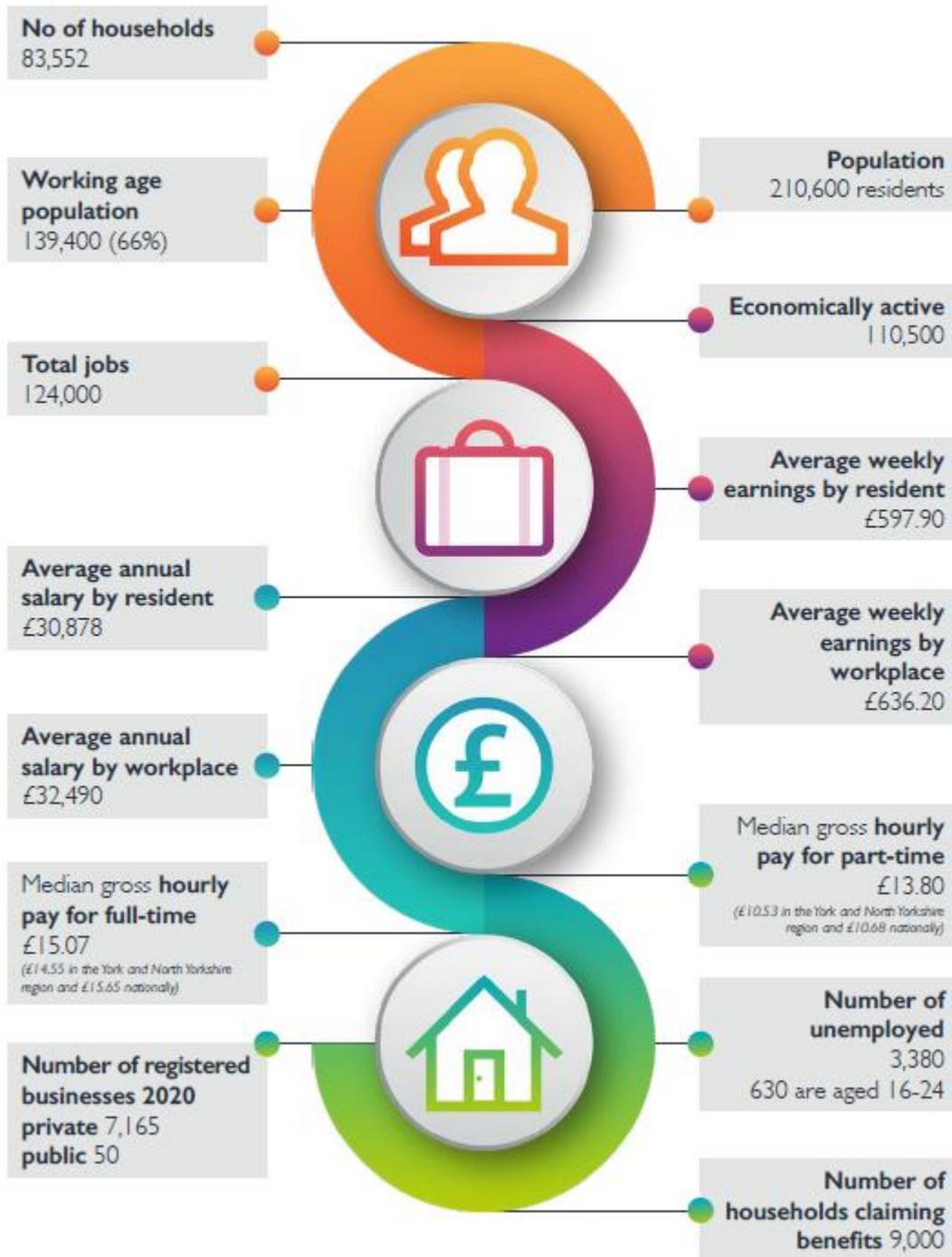
### **Context and place**

York Learning as part of City of York Council provides largely Education and Skills Funding Agency funded adult and community learning provision, with additional income from dedicated project work, apprenticeships and the support for those learners aged 19-25 with Education Health and Care Plans.

York is a city of over 200,000 residents with around 60% of those residents qualified to NVQ 4 or above and less than 4% having no qualifications. The city contributes over £5bn to the UK economy and as such is a key driver in regional growth. Over 86% of the working age population is economically active with the 13.5% economically inactive containing over 6500 students and 2,900 retired individuals.

The detail below from the York 10-year skills strategy illustrates the key demographic data for the city.

## 4. Economic data (as available in September 2021)



Our passion for adult learning continues to drive us to deliver effective programmes of learning to a range of adults with a particular focus on those from disadvantaged and marginalised communities. We want to offer inclusive services with high quality learning provision and support, which works well across the spectrum of need, whilst meeting the needs of our local economy.

York is a stunning place to live and is rich in history and culture, in a backdrop of outstanding natural beauty. It has excellent education with the majority of schools rated good or outstanding by Ofsted. Over the past two years, the new national crime figures have revealed that the city has some of the lowest crime rates in the country. Within this context however there are areas of deep deprivation, a gap in life expectancy and distinct health inequalities.

Our service, and its partnership with North Yorkshire's Adult Learning and Skills Service, has a major role in enabling residents across the region to achieve the best they possibly can and benefit from our thriving economy.

Our offer is delivered face to face from venues across the city, these venues include community centres, libraries and council owned buildings and increasingly other important community hubs such as foodbanks. Since the pandemic a large proportion of delivery takes place online but as a service it is a strategic aim to widen the mode of delivery, increasing face to face delivery but also expanding our blended and on-demand provision.

York is home to 2 General Further Education Providers in Askham Bryan and York College and home to two universities. The wider geography of North Yorkshire is home to four General Further Education (GFE) providers (Craven, Scarborough TEC, Selby, Harrogate Colleges) with provision also provided by Darlington, Middlesbrough, East Riding, Bishop Burton and Stockton Riverside GFE providers. There are 40+ Training Providers operating in the county offering apprenticeships and accredited adult learning courses.

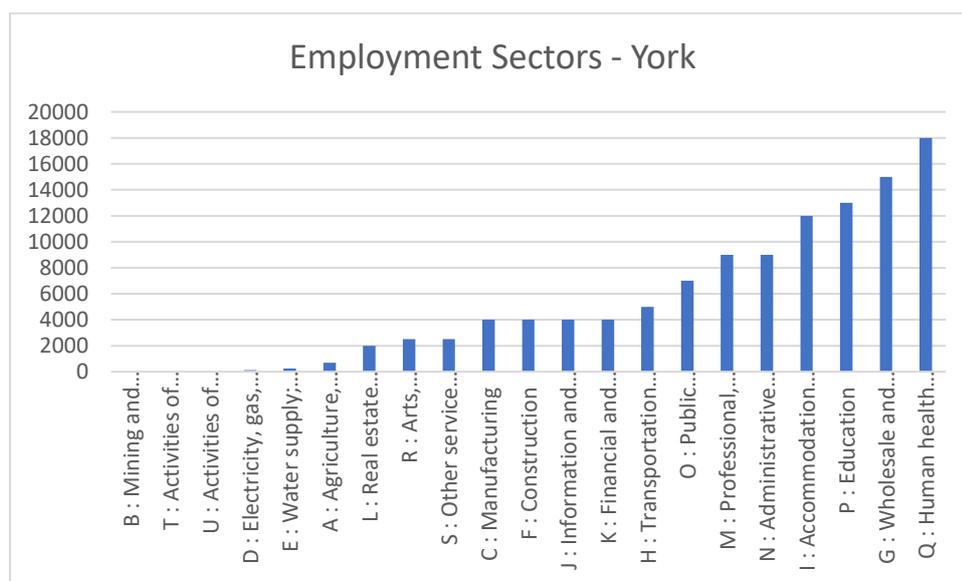
The York and North Yorkshire LEP Local skills report of March 2022 identifies a need to rebalance the apparent misalignment between the profile of classroom-based further education and demand in the labour market. The York and North Yorkshire LSIP details that the area is well-served by high quality education at all levels but that there is a clear challenge in connecting with those individuals who would most benefit from this provision.

Research undertaken in production of the LSIP describes an economic landscape in the region consisting of a high proportion of higher-skilled, non-manual sectors such as education, finance and professional services contributing to a resilient economy. Unemployment levels are

low with a high number of jobs available in highly skilled sectors such as agritech, engineering and life sciences.

The proportion of people with higher level qualifications in the region is higher than the national average (48% versus 43% in the Annual population survey Jan-Dec 2021) with an aging demographic of the population that has an older than average working age with replacement demand increasing in industries where large numbers are soon to or have retired, the LSIP stresses that retaining talent in the workforce at all ages is critical. The working age population contracted by 2% between 2011 and 2021 in strong contrast to the national picture which expanded by 4% based on census information

Census data from 2021 indicates that the largest employment sectors in the city are in Health and Social work, retail, education and visitor economy linked roles. The graph also indicates a wide-ranging spread of other roles.

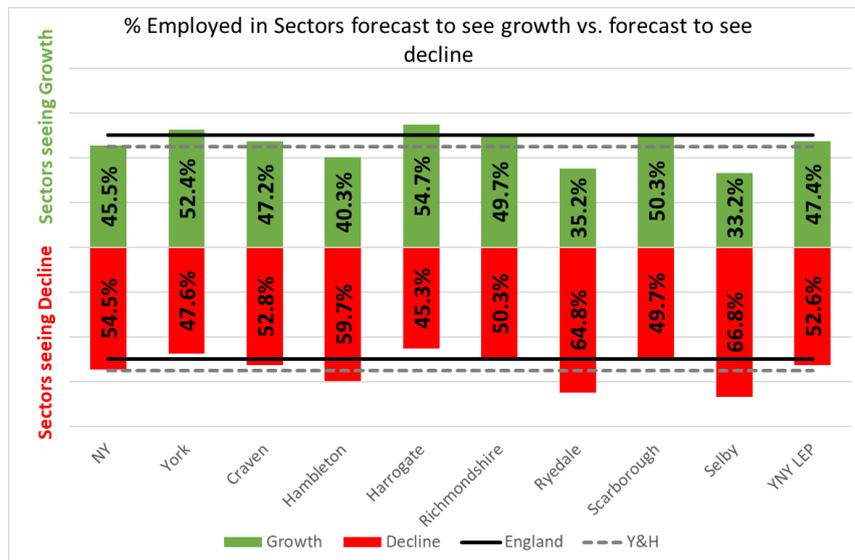


The city's 'Ten-year skills strategy' also details a number of key strengths linked to skills:

- High proportion of higher-skilled, non-manual sectors such as education, finance and professional services contribute to resilience in the economy.
- Significant graduate pipeline that is attractive to employers.
- Low numbers of people seeking work compared to other cities.
- Growth in key sectors such as rail and construction with high demand for staff.

- Vibrant visitor economy which offers flexible work to a broad range of people.
- High number of job vacancies in highly skilled sectors such as health and engineering.

The chart below shows the proportion of the YNY workforce employed by sectors that are forecast to see growth or decline by 2027. Across the LEP area, over half of employees are engaged in sectors that will see decline, although this figure is smaller in York at 47.6%, it is still essential that we unlock people’s potential to adapt to an increasing skilled sector led market and to support residents by matching the skills of those in sectors with decline with opportunities created by sectors in growth.



Given the vulnerability of the workforce within the LEP area (1 in 10 employed in Manufacturing, and over half in sectors that are forecast to see decline) and certain districts more specifically in terms of future-proofing employment and skills. Improving adult learning engagement has the potential to become a cornerstone for upskilling the workforce. Reflective of a need to upskill the workforce, around two-thirds of employers have upskilling needs in the LEP, with functional numeracy skills and basic digital skills in-particular being highlighted as an area for development.

Further key challenges for the city as identified in the City Skills Strategy but echoed in the LSIP that have potential skills solution include:

- People needing new skills to access jobs in new sectors after they have been displaced due to automation or redundancy.

- The demand for digital skills at all levels outstrips supply.
- Current models of employment do not always support people to fulfil their potential e.g., those with disabilities, low skills attainment, caring responsibilities, neurodiversity.
- High proportion of part-time jobs creates challenges with lower Gross Value Added (GVA) per resident.
- High number of hard-to-fill vacancies and skills gaps in important sectors such as health and social care, rail and technology.
- Ageing population is leading to a lack of skills as people retire from the workforce more quickly and in larger numbers than people can be trained or recruited.
- The demographics for people in highly paid, higher-skilled jobs in STEM industries do not reflect the population, with a lack of representation from all parts of society

### **Approach to developing the plan**

The Shared Head for Adult Learning and Skills (York and North Yorkshire) set out and consulted on a clear strategic vision for the adult learning provision provided by North Yorkshire and City of York Councils in December of 2021. This strategy and direction identified the need to support adults to access the training and support that can be provided by engagement in education. This common strategy is important to support the wider economic requirements of the region and aims to enable strong lobbying support for the services once the adult education budget is devolved under a combined mayoral authority which is expected in the 2025/2026 academic year.

This strategic document was consulted on in July of 2022 and published in September of 2023, this document was produced utilising the extensively consulted research base of the York and North Yorkshire LEP and is one of many documents that have been used to formulate the York and North Yorkshire LSIP which additionally cites the York Economic Strategy, York & North Yorkshire LEP Skills Strategy 2012-26 and York & North Yorkshire LEP Sector Study March 2022, the emerging North Yorkshire Council Economic Strategy and the 'Skills for Employment' York's 10 Year Skills Strategy. The LSIP also referencing

other important partnerships such as the Yorkshire & Humber Institute of Technology, Grow Yorkshire, Bio Yorkshire and Higher York.

The Shared Head of Adult Learning and Skills is a board member of the York and North Yorkshire LSIP, and also a deputising member of the York and North Yorkshire LEP Skills and Employability Advisory board. Due to this involvement this document has been shaped in tandem with the LSIP with the clarity of our role and subsequent accountability detailed within the final LSIP documentation.

As detailed earlier York is home to two General Further Education (GFE) providers (with provision also provided by other GFE within the county). As discussed within the service strategy it is a key strategic direction to collaborate with our FE and HE partners and to co-ordinate progression pathways to serve as a pipeline for their adult provision to support the regions wider economic growth through upskilling and re-skilling.

**Contribution to national, regional, local priorities**

Strategic Aim for 2023/24	Actions and Targets	Link to local / National Skills Priority
<p>Increased progression from all forms of learning to most appropriate next steps</p>	<ul style="list-style-type: none"> <li>• Collaborate with other local educational providers to develop key progression pathways from engagement into programmes that support local and national skills strategies                             <ul style="list-style-type: none"> <li>○ To pilot at least one co-developed feeder programme for a priority sector with each FE provider within 2023/24</li> </ul> </li> <li>• Career pathways identifying progression routes for learners across community learning and accredited programmes are marketed to public to ensure transparency of offer and progression opportunities                             <ul style="list-style-type: none"> <li>○ Published career pathways documents available and promoted within 2023/24</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pathways will be developed using LSIP / national priorities as pilots with FE / HE institutions utilising adult learning funding to reduce fear of emerging technologies</li> <li>• To increase the numbers of adults accessing provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work in line with LSIP priorities</li> </ul>

	<p>academic year with all courses mapped to it</p> <ul style="list-style-type: none"> <li>• Individual Learning Plans to reflect service and course intent with personalised goals set for learners based on their anticipated progression steps <ul style="list-style-type: none"> <li>○ Clear documentation in place that links personalised goals to progression for all learners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<p>Engagement with a wider demographic of learners</p>	<ul style="list-style-type: none"> <li>• Develop a suite of gateway provision that matches learner communities of interest to literacy, numeracy, communication or digital learning outputs <ul style="list-style-type: none"> <li>○ Each Curriculum area to work with one non-common demographic group to develop an engagement programme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To develop clear and supported pipeline of individuals progressing through adult learning service into specialist provision and improved employment opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the full range of available media to clearly position the adult learning services as the gateway to learning and future progression <ul style="list-style-type: none"> <li>○ Marketing campaign that focuses on the role of adult / lifelong learning and career development opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that funding supports engagement with full population in scope and supports them to effectively progress</li> </ul>
<p>Develop the development, recognition and celebration of transferable skills</p>	<ul style="list-style-type: none"> <li>• Develop a package of clearly identified mid-career transferable skills programmes <ul style="list-style-type: none"> <li>○ Career-changer packages developed and marketed describing transferable skills and opportunities for progressions</li> </ul> </li> <li>• Produce a set of 'on-demand' modules that are accessible to learners completing Maths, English and Digital courses to see how these skills are used in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to the demographic challenge of retaining talent in the workforce as identified in the LSIP</li> <li>• To support the LSIP request for all age careers guidance these modules will celebrate transferability but also signpost, coach and support people to find skills solutions to meet their career goals,</li> </ul>

	<ul style="list-style-type: none"> <li>○ On-demand modules produced and marketed to learners with progressions closely mapped</li> </ul>	these aspects will also be developed to focus on key sectors
Widen the accessibility of provision through the piloting of blended learning, multi-hub face-face learning, Bite-size and on demand learning programmes	<ul style="list-style-type: none"> <li>● Each curriculum area to pilot at least one new delivery mode in 2023/24 academic year</li> </ul>	<ul style="list-style-type: none"> <li>● The LSIP identifies the importance of training that is accessible when individuals are able to access it, whether that be physically, on-demand or in small -chunks</li> </ul>
Develop opportunities for all staff to have at least one industry focused CPD day	<ul style="list-style-type: none"> <li>● All staff to identify at least one opportunity to visit or engage in training in a priority sector within the academic year</li> </ul>	<ul style="list-style-type: none"> <li>● The LSIP identifies that there is an ongoing challenge for college and training provider tutors to stay current with regard to industry-standard equipment and innovation. Businesses identify that they think more could be done to ensure that tutors know and understand up-to-date systems and technology.</li> </ul>
Develop the Level 3 Award in Education and Training Offer to support engagement and placement opportunities for	<ul style="list-style-type: none"> <li>● Promote (initially internally within the council) the opportunity to learn to be a tutor for adult learning and to be given the opportunity to</li> </ul>	<ul style="list-style-type: none"> <li>● The LSIP details that to train people in the technical skills required in priority sectors, there is a requirement for teachers and tutors with the</li> </ul>

<p>industry specialist staff to widen the teaching pool</p>	<p>develop and run a feeder course for their industry</p> <ul style="list-style-type: none"> <li>○ Measured increased recruitment onto programmes</li> </ul>	<p>relevant and industry-standard expertise to teach in these critical subject areas. The flexibility of the course offer lends itself to create an incubation hub for new, (but industry specialist) staff to access low-cost training but gain teaching expertise without leaving current role. Authorities offer a wide range of services where this could be piloted.</p>
<p>Develop the embedded focus of transferable skills, British values and safety to include sustainability</p>	<ul style="list-style-type: none"> <li>● Develop a pooled set of resources that can support ‘green upskilling’ within all provision to incorporate key sustainability messaging but also green economy recruitment opportunities. <ul style="list-style-type: none"> <li>○ Resources built and used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The transition to a green economy will requires the skills system to become increasingly agile and responsive to employer demand for skills as the economy grows and changes to respond to the reduction of carbon emissions. The starting point for this must be greater awareness of issues and opportunities and through embedded</li> </ul>

		engagement this process can be started.
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### **Corporation statement**

Confirmation of governance sign off. \*\* to be added\*\*

### **Hyperlink**

A live hyperlink to your website where the annual accountability statement is located. \*\*to be added\*\*

### **Supporting Documentation \*\*to be added in final versions\*\***

*Provide a limited number of links as appropriate to any other key documents that are referred to or directly relevant, such as LSIPs, published statutory review, annual financial statements, and Ofsted inspection reports*

Will link to:

- **Time updated strategy (i.e., dates amended to reflect key timelines)**
- **Ofsted report**
- **LEP documents**
- **LSIP**

## City of York Council Equalities Impact Assessment

### Who is submitting the proposal?

<b>Directorate:</b>	Customer and Communities		
<b>Service Area:</b>	York Learning		
<b>Name of the proposal :</b>	FE accountability Statement		
<b>Lead officer:</b>	Paul Cliff		
<b>Date assessment completed:</b>	14 <sup>th</sup> June 2023		
<b>Names of those who contributed to the assessment :</b>			
<b>Name</b>	<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Paul Cliff	Shared Head of Adult Learning and Skills (York and North Yorkshire)	York Learning	Adult learning and skills

## Step 1 – Aims and intended outcomes

1.1	<p><b>What is the purpose of the proposal?</b> Please explain your proposal in Plain English avoiding acronyms and jargon.</p>
	<p>To present the final version of the accountability statement as part of our statutory obligations to the Education Skills Funding Agency. This requires us to detail how we will spend our funding in line with national and local skills priorities</p>

1.2	<p><b>Are there any external considerations?</b> (Legislation/government directive/codes of practice etc.)</p>
	<p>This is a statutory action and condition of funding</p>

1.3	<p><b>Who are the stakeholders and what are their interests?</b></p>
	<p>Stakeholders are all that will benefit from adult learning including learners, potential learners, communities, employers and the city council</p>

1.4	<p><b>What results/outcomes do we want to achieve and for whom?</b> This section should explain what outcomes you want to achieve for service users, staff and/or the wider community. Demonstrate how the proposal links to the Council Plan (2019- 2023) and other corporate strategies and plans.</p>
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	<p>The aim of the proposal is to gain approval for submission of the final version of the statement , failure to do so may result in funding delays that will impact our ability to deliver adult learning programmes. This will prevent us from delivering our core preventative work impacting council operations and preventing activity in line with the 10-year skills plan</p>
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## Step 2 – Gathering the information and feedback

<p><b>2.1</b></p>	<p><b>What sources of data, evidence and consultation feedback do we have to help us understand the impact of the proposal on equality rights and human rights?</b> Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, the views of equality groups, as well your own experience of working in this area etc.</p>	
<p><b>Source of data/supporting evidence</b></p>	<p><b>Reason for using</b></p>	
<p><b>Consultation on York and North Yorkshire Adult Learning and Skills Engagement Strategy</b></p>	<p><b>This document is reflected in the approaches taken and was widely publicly consulted on with a range of stakeholders with no impact on equality or human rights identified. Its main impact being to increase access to learning</b></p>	

### Step 3 – Gaps in data and knowledge

3.1	What are the main gaps in information and understanding of the impact of your proposal? Please indicate how any gaps will be dealt with.	
<b>Gaps in data or knowledge</b>		<b>Action to deal with this</b>
No identified gaps		

### Step 4 – Analysing the impacts or effects.

4.1	Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the proposal offers opportunities to promote equality and/or foster good relations.		
<b>Equality Groups and Human Rights.</b>	<b>Key Findings/Impacts</b>	<b>Positive (+) Negative (-) Neutral (0)</b>	<b>High (H) Medium (M) Low (L)</b>
<b>Age</b>	<b>Improved access to all age careers advice and guidance and an ability to reach out to a wider age demographic</b>	<b>+</b>	<b>M</b>
<b>Disability</b>	<b>Improved engagement with community groups to identify programmes that will provide further employment and skills benefits</b>	<b>+</b>	<b>M</b>

<b>Gender</b>	<b>Targeted work will be undertaken to widen demographic engagement, this will increase the potential rate of access from a broader gender demographic with females being currently much more likely to engage</b>	<b>+</b>	<b>M</b>
<b>Gender Reassignment</b>	<b>No specific actions around gender re-assignment but potential for work to be extended with this community , but approach does not have a negative impact in this area</b>	<b>-</b>	<b>L</b>
<b>Marriage and civil partnership</b>	<b>No specific impacts</b>	<b>-</b>	<b>L</b>
<b>Pregnancy and maternity</b>	<b>Improved arrangements for provision that may be more suitable for individuals with caring responsibilities, opening opportunities for on-demand learning</b>	<b>+</b>	<b>M</b>
<b>Race</b>	<b>Targeted work will be undertaken to widen demographic engagement, this will increase the potential rate of access from a broader race demographic with white females being currently much more likely to engage</b>	<b>+</b>	<b>M</b>
<b>Religion and belief</b>	<b>No specific impacts although changes to delivery modes may support greater access to those whose religious practices prevent current access</b>	<b>+</b>	<b>M</b>
<b>Sexual orientation</b>	<b>No specific actions around gender re-assignment but potential for work to be extended with this community, but approach does not have a negative impact in this area</b>	<b>+</b>	<b>M</b>
<b>Other Socio-economic groups including :</b>	<b>Could other socio-economic groups be affected e.g. carers, ex-offenders, low incomes?</b>		

<b>Carer</b>	<b>Improved arrangements for provision that may be more suitable for individuals with caring responsibilities, opening opportunities for on-demand learning</b>	<b>+</b>	<b>M</b>
<b>Low income groups</b>	<b>Improved arrangements for provision that may be more suitable for individuals with caring responsibilities, opening opportunities for on-demand learning</b>	<b>+</b>	<b>M</b>
<b>Veterans, Armed Forces Community</b>	<b>Targeted Information Advice and guidance around transferable skills is a core part of the approach with this group being identified as key area for work with shared opportunities through the North Yorkshire specific actions in the Armed Forces Covenant</b>	<b>+</b>	<b>M</b>
<b>Other</b>			
<b>Impact on human rights:</b>			
List any human rights impacted.	<b>No determined detrimental impact on human rights</b>		

### Use the following guidance to inform your responses:

Indicate:

- Where you think that the proposal could have a POSITIVE impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the proposal could have a NEGATIVE impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this proposal has a NEUTRAL effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

It is important to remember that a proposal may be highly relevant to one aspect of equality and not relevant to another.

<p><b>High impact</b> (The proposal or process is very equality relevant)</p>	<p>There is significant potential for or evidence of adverse impact The proposal is institution wide or public facing The proposal has consequences for or affects significant numbers of people The proposal has the potential to make a significant contribution to promoting equality and the exercise of human rights.</p>
<p><b>Medium impact</b> (The proposal or process is somewhat equality relevant)</p>	<p>There is some evidence to suggest potential for or evidence of adverse impact The proposal is institution wide or across services, but mainly internal The proposal has consequences for or affects some people The proposal has the potential to make a contribution to promoting equality and the exercise of human rights</p>
<p><b>Low impact</b> (The proposal or process might be equality relevant)</p>	<p>There is little evidence to suggest that the proposal could result in adverse impact The proposal operates in a limited way The proposal has consequences for or affects few people The proposal may have the potential to contribute to promoting equality and the exercise of human rights</p>

## Step 5 - Mitigating adverse impacts and maximising positive impacts

5.1	<b>Based on your findings, explain ways you plan to mitigate any unlawful prohibited conduct or unwanted adverse impact. Where positive impacts have been identified, what is been done to optimise opportunities to advance equality or foster good relations?</b>
<p>Provision as detailed in the skills engagement strategy is aimed to be universal, but with a greater focus of going directly to communities to engage with those people who are not accessing training and to celebrate the benefits of engagement in learning. We will then use those communities of interest to develop programmes on community terms that remove the fear of education.</p> <p>This community up preventative model is seen as engaging wide and diverse communities and supporting them to progress to better jobs, better health and better work life practices</p>	

## Step 6 – Recommendations and conclusions of the assessment

6.1	<b>Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:</b>
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<ul style="list-style-type: none"> <li>- <b>No major change to the proposal</b> – the EIA demonstrates the proposal is robust. There is no potential for unlawful discrimination or adverse impact and you have taken all opportunities to advance equality and foster good relations, subject to continuing monitor and review.</li> </ul>	
<ul style="list-style-type: none"> <li>- <b>Adjust the proposal</b> – the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance quality or to foster good relations.</li> <li>- <b>Continue with the proposal</b> (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty</li> <li>- <b>Stop and remove the proposal</b> – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the proposal altogether. If a proposal leads to unlawful discrimination, it should be removed or changed.</li> </ul>	
<p><b>Important:</b> If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.</p>	
<b>Option selected</b>	<b>Conclusions/justification</b>
<b>No major change to the proposal</b>	the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance quality or to foster good relations.

## Step 7 – Summary of agreed actions resulting from the assessment

<b>7.1 What action, by whom, will be undertaken as a result of the impact assessment.</b>			
<b>Impact/issue</b>	<b>Action to be taken</b>	<b>Person responsible</b>	<b>Timescale</b>
<b>Wider engaged demographic</b>	<b>Monitor changing engagement demographic against city demographic</b>	<b>Angela Padfield</b>	<b>Academic year 2023 onwards</b>

## Step 8 - Monitor, review and improve

<b>8. 1</b>	<b>How will the impact of your proposal be monitored and improved upon going forward?</b> Consider how will you identify the impact of activities on protected characteristics and other marginalised groups going forward? How will any learning and enhancements be capitalised on and embedded?
	Should tracking identify no positive impacts, the strategic approaches taken will be reviewed in consultation to determine further potential positive action that can be taken.

**Introduction**

September 2021 saw the appointment of a new Shared Head for Adult Learning and Skills to determine a clear strategic vision for the adult learning provision provided by North Yorkshire County Council and City of York Councils. This strategy and direction is required to support adults to access the training and support that can be provided by engagement in education.

Aligning both services across a common strategy is important to support the wider economic requirements of the region but also enable strong lobbying support for the services once the adult education budget is devolved under a combined mayoral authority which is expected in the 2024/2025 academic year

**Background**

The provision provided by both services is, in the majority, funded by grants from the ESFA for community learning and adult learning. Additional income into the areas comes in the form of additional funding for high needs provision in both services and through apprenticeship provision supported via the apprenticeship digital account as grant funded apprenticeship contracts are wound down.

The funding received by both services is grant delivered with the expected income each year provided through an annual funding statement, there is an expectation that at least 97% of this funding is used, as defined by the ESFA, 'to engage adults and provide the skills and learning they need to progress into, or within, work; or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.'

The ESFA specify that the purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment
- improve their health and well-being, including mental health
- develop stronger communities

Community learning courses are delivered and reported under the following 4 delivery strands:

- Personal and Community Development Learning
- Family English, Maths and Language –
- Wider Family Learning
- Neighbourhood Learning in Deprived Communities

In contrast to FE colleges and other independent providers of adult education, community learning makes up a significant proportion of the funding provided to both services. This funding reflects the expectation on local authority adult education who are seen to have the reach and community engagement points to reach a wide and diverse range of learners.

Expectations on the post 16 education sector have never been greater, with the focus of national policy firmly fixed on the sector as a cornerstone of post Covid-19 recovery. The 'Skills for Jobs – Lifelong Learning for Opportunity and Growth' whitepaper published in January 2021 laid out a bold ambition to place employer skills needs at the heart of the post-16 system and to empower individuals to use learning to progress into work and in the workplace to higher paid and higher skilled jobs. Local Authority adult education is discussed in this paper alongside FE colleges as a key cornerstone of the policy and the importance of community level education is stressed, but the context stresses the importance of progression to higher level qualifications and in offering provision that meets local and national skills needs.

The paper added detail on targeted funding to support those without full Level 3 qualifications and discussed the introduction by 2025 of personal study funding accounts that will fund flexible learning up to levels 5 and 6. Recent announcements of schemes such as 'multiply', the targeted scheme to improve numeracy in adults, indicate that the funding landscape may be further complicated with funding for targeted initiatives to come from bids into the Shared Prosperity Fund. This fund being the replacement for schemes previously funded through the European Union.

An education landscape that is driven by the skills needs of employers is essential for economic development. The importance of this is set out in the Skills Strategy devised by York and North Yorkshire Local Enterprise Partnership, (YNYLEP) through its co-ordination of the Skills and Employability Board. Co-ordinated local skills plans are a cornerstone of 'Skills for Jobs' and although likely to have a different format will consult and set strategy for the development of skills in the area. This may be at a more local level than the LEP strategy document but likely to use the comprehensive strategy as a basis for working. This strategy details four ambitions:

- Young people are equipped to make quality decisions about education, training and careers
- Employers have the skills to grow inclusive and productive workplaces where everyone can achieve their potential
- The local skills market meets the needs of local businesses in a dynamic economy
- Communities are empowered by learning and skills that enable everyone to participate fully in society

Local Government re-organisation that will create two unitary authorities in 2022 is seen as the first stage of a move toward a devolved mayoral authority as potentially early as 2023. A devolved authority will have responsibility for its own adult learning funding. Whilst the decision making process will be determined by a team set up by the elected mayor it is clear that work such as the skills strategy will determine a direction of travel for this funding. It is therefore essential that we are able to support a strong argument for protection (or growth) in our funding to support the needs of our communities.

A key area of consideration is the use of community learning funding, a report commissioned by YNYLEP published in February 2021 detailed that, '90% of CL provision is delivered by three providers, which has both positive and negative impact'. Two of these three providers are York Learning and North Yorkshire Adult Learning and Skills Service. The report suggested that innovation in community learning was limited by the significant presence of the largest grant funded providers and that widening the base of providers would offer greater flexibility. The report going on to detail that 'There has been a major change in the types of CL provision delivered with a substantial reduction in Family English, Maths and Language (FEML) and Neighbourhood Learning in Deprived Communities provision (NLDC). This has resulted in a decrease in capacity building activity in the VCSE sector, which is seen as an issue by many providers and stakeholders.' Should the report's recommendations be considered as part of any funding devolution this could have a marked impact upon the viability of the current curriculum offer delivered by each service.

The YNYLEP report on community learning and its companion reports, 'Analysis of Adult Education Budget (AEB) funded provision in York and North Yorkshire – June 2020', 'Digital Skills in York & North Yorkshire: An Assessment of Supply and Demand – April 2021' and 'Upskilling and Reskilling across York and North Yorkshire – Stakeholder and Provider perspectives – March 2021' paint a picture of an educational landscape that has the intention to meet the demands of the community but a failure to engage individuals in the breadth of learning experiences necessary to meet the aims of skills strategy. The reports stress the disconnect between the majority of adults and the skills sector, with largest proportions of training being in English and Maths or delivered to those already in work, largely in Health and Social Care. Engagement from adults tends to be in general, (some exceptions exist) low level in FE institutions when compared to provision for 16-18 year olds or is very targeted with large groups of employed individuals under the legal entitlements. National and local strategy as set out in 'Skills for Jobs', the LEP Skills Strategy and City of York's own 10-year Skills and Employment Strategy are, by design, based upon the needs of employers, local economies and future jobs markets. The digital skills report however details that there is a clear disconnect. 'There is a gap between digital skills needs in the community, and the extent to which these are translated into demand for learning. Lack of confidence, fear of the unknown, and "not knowing what you don't know" contribute to this, and learning is likely to revolve around informal routes.' Although this statement relates specifically to digital skills it should be similarly applied across the whole adult learning provision. This strategy must seek to provide a solution to this. Whilst some work has started with City of

York's 10 year draft plan this does not yet go far enough in detailing how learners are to be targeted or identify the key gateway points for this activity.

The two services receive further income for the support of individuals who are aged between 16-25 and are subject to an Education, Health and Care plan. This is managed through subcontracting within City of York Service and a combination of Subcontracting and delivery through the Personalised Learning College which is direct delivery from North Yorkshire ALSS. Provision and particularly progression for learners on an EHCP has received significant national negative publicity, following publication by Ofsted of a number of local authority reports. NYCC have recently published a draft SEND strategy and it is essential that the strategic direction of the service in relation to these High Need's learners is set against the outcomes of these two key contexts and as such will not form part of this document, but will be covered in a subsequent review to be concluded by the end of December 2021.

Both services have coped admirably to adapt to new ways of working due to the pandemic. Delivery moved swiftly online and across two funding years have enabled the full grant funding to be received for work carried out with only minimal clawback due to ring-fenced funding initiatives that have taken place after curriculum planning has taken place. Movement to online delivery has for some programmes been effective and led to more efficient deliver models, but this movement has been taken as a direct result of the pandemic and not through formal strategic planning for a modern and responsive service. The significant learning gained by the team needs to be capitalised on but any strategic review of curriculum needs to reflect and develop a strong blended learning offer matched to programme type, demand and opportunity.

Significant to this discussion is the two pronged need to digitally upskill individuals, whilst also meeting the digital demand for skills from employers. AEB funding contains a similar entitlement to digital qualifications that exist for English and Maths. This stated by the ESFA as, 'We will fully fund individuals aged 19 or older and assessed at below level 1, including individuals who are employed, as part of their legal entitlement on the day they start the following qualification: Essential Digital Skills qualification (EDSQ up to and including level 1).' Unsurprisingly the pandemic has limited the ability of those who are not digitally skilled to learn, whilst some uptake issues have been driven by limited ranges of awarding body offers and associated curriculum, significant digital poverty in relation to hardware and stable broadband access have also impacted on this vital area of provision.

Both services are rated as 'good' by Ofsted, but these outcomes were not based on the new Education Inspection Framework (EIF) with its greater emphasis upon intent, implementation and impact. Early feedback from other LA providers inspected under the EIF have stressed that Intent is key so this must be clearly articulated with in strategy and effectively translated down to course level. This intent must be shown to flow through the impact upon individual learners through robust assessment and individualised learning plans linked to assessed RARPA where appropriate, but with clear emphasis upon progression. Sessions must demonstrate impact that is wider than the subject area and be linked back to the overall intent for the provision for the learner and forward to their next stage progression, there is an expectation that this will linked to an employment or economic impact focus. Careers guidance and advice should be accessible to all and evidenced within the ILP activity and clear impacts should be seen on life opportunity, job prospects and confidence to progress further.

## **Aims**

Against this backdrop the strategy must meet the following aims:

1. To clearly define the purpose of the adult learning services
2. To develop a curriculum offer that is in line with local skills needs
3. To reach and inspire learning for the full breadth of the community demographic with the offer
4. To be the provider of choice for those furthest away from the skills offer
5. To protect the full aims of community learning within York and North Yorkshire
6. To grow provision into areas not well supported by other providers
7. To support a clear progression pathway for all adult learners from entry through to higher education
8. To provide effective value for money for the communities of York and North Yorkshire

1. To clearly define the purpose of the adult learning services

## Why is this important?

To support adults to engage in learning that will improve prospects and benefit their communities we need simplicity in what could be seen to be a complex offer. It is clear that the majority of adults, of almost all demographics, are not engaging in further learning. With those with the lowest base level qualifications the least likely to engage. The complexity of the skills landscape may be one of the reasons, whilst duplication of offer, difficulties in accessing provision or fear built on previous poor experience may be further challenges. It is therefore important for both services to be able to communicate to learners what we are about and why they should engage with us.

## What will success look like?

- A clearly defined mission statement for both services
- A publicly communicated purpose and strategy communicated to all stakeholders, funders and partner organisations
- Clear pathways for engagement with learning developed in collaboration with local partners and within the authorities
- Increased engagement and recruitment of learners from a wider demographic that encompasses differences including prior qualification levels and employment status

## What do we plan to do?

- Use the full range of available media to clearly position the adult learning services as the gateway to learning and future progression
- Develop a marketing strategy that conveys our passion for learning and the positive impact that life-long learning can have for individuals, families and their communities
- Work in partnership with other local educational providers to develop key progression pathways from engagement into programmes that support local and national skills strategies
- Increase collaboration with internal stakeholders within both authorities to support engagement with learners and to maximise the outputs from adult education provision.
- Develop relationships with a greater range of community groups and partners to provide community level engagement points that will allow progression into wider learning
- Strengthen progression from all strands of community learning into adult education budget funded learning and in turn into specialist skills progression and higher education

2. To develop a curriculum offer that is in line with local skills needs

## Why is this important?

The pandemic has had a marked impact upon the world of work, whilst the expected increase in unemployment has not yet had a marked impact the experience has led many people to re-evaluate what is important to them. Many workplaces have also seen changes in the way that they do business, increasing demand for digital and transferable skills, whilst areas such as care, hospitality and logistics have seen marked increases in job vacancies.

The challenge for the area, ahead of potential devolution of skills funding, is that there was pre-Covid challenges in moving toward a greener economy, dealing with an ageing workforce and increased automation also impacting on the demand for skills to increase productivity.

Although this strategy firmly places a flag in the ground to determine that local authority adult learning should be the gateway to skills learning, this must be set into the context of progression into learning that supports the skills needs of the local economy.

Developing a curriculum that leads to effective up-skilling and re-skilling is therefore essential, it must however be set in a context of ensuring that is progression through the most appropriate provider of those skills and facilities rather than a one-size fits all curriculum that is too broad and therefore inefficient.

The LEP skills strategy describes the importance of building the capacity and resilience of the community and voluntary sector, supporting this aim maximises the engagement points for future learning, but will enable the community as a whole to be more resilient.

### **What will success look like?**

- A curriculum offer where each course is designed with individual learning progression in mind
- A curriculum offer that supports engagement with a digital community
- Programmes of learning in literacy , numeracy, ESOL that allow a non-threatening gateway to qualifications
- A wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market Information to support their own progression as well as that of their children
- A community learning offer that supports individuals to develop and recognise their transferable skills to maximise their opportunities to develop in or change career or to seek out opportunities for self-employment
- An effective commissioning approach for community learning funding that will support a range of partners and increase the opportunities for touch-points for further learning

### **What do we plan to do?**

- Use an appropriate combination of digital and face-face IAG to work with learners to identify appropriate next steps at the start of provision
- Use RARPA to maintain 'next-steps' focus and measure progress in the development of transferable skills
- Develop a suite of gateway provision that matches learner communities of interest to literacy, numeracy , communication or digital learning outputs
- Use partnerships with LEP, NYBEP and within the authorities to create learning opportunities for parents to better understand the local skills landscape and its opportunities for their children (and in-turn themselves)
- Work with the local Community Learning Partnerships to develop a commissioning framework that will see a ring-fenced proportion of community learning funding co-delivered by the adult learning teams and community groups to meet a wide range of community aims.

3. To reach and inspire learning for the full breadth of the community demographic with the offer

### **Why is this important?**

For the local skills strategies to succeed members of the local community will need to see themselves as learners. As reports, cited in the background, suggest this is not currently the case. There is a clear disconnect between the needs of local employers, local economy, local skills offer and the majority of the local adult population. Whilst some provision targets, for very good reasons particular groups, the wider offer is not attractive to the majority of people who will benefit from it. The impact of cuts in careers funding since the late 1980's cannot be underestimated with the vast majority of individuals currently in work, likely to have secured jobs and currently working within them, without having given any thought to planning a career. These individuals are making an active financial contribution but the difference between having a job and doing a job you enjoy can have a marked effect on an individual's mental health.

Shaping a service offer that engages these individuals is as important as the targeted work as movement across workplaces, the development of new businesses and a happier workforce will all make from increased productivity as it is very likely that many of the skills needed within developing and priority industries are already in the current workforce. The key being that individuals do not see that these roles are opportunities for them. Setting out an intent to recruit wider, recognising our starting points and strengths will enable the services to have a marked impact on the local economic needs and support a greater range of individuals to meet their potential.

### **What will success look like?**

- A wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer
- Greater proportionate levels of engagement with learning programmes
- Reduced levels of job vacancies in key sectors
- Greater progression from engagement programmes into main curriculum offer and onwards to specialist skills and higher education provision.

### **What do we plan to do?**

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with
- Provide key partnership development roles within authority teams to reach out to wider communities of interest to identify potential 'communities of interest' that can support learning opportunities.
- Use intelligence from the partnership roles to inform curriculum planning activity
- Use end of programmes to support engagement with progression focused IAG linked to the local skills strategy and captured through RARPA
- Use a range of media to reach out to groups that are not linked into existing collaborative groups

4. To be the provider of choice for those furthest away from the skills offer

### **Why is this important?**

Data on a local and national scale clearly demonstrates that those with the lowest skills are those least likely to engage with further education and training. Often this is a result of poor experiences at school or college and the perceived fear of further 'failure'. This perception creates a significant barrier to engagement with provision and whilst some will engage in creative or leisure provision this is likely to be either later in life or to overcome other barriers.

For this group of people engagement with FE colleges can seem particularly daunting particularly when coupled with the high number of 16-18 learners that these centres support. It is important to note that this FE demographic is a result of funding restraints and not direct actions on behalf of the institutions themselves. However these barriers must be overcome to support adults to engage with the high quality provision that FE and HE colleges provide. Exceptions to this do exist, particularly in Craven, and good practice seen here can create elements of an effective engagement blueprint.

It is therefore essential that the offer provided via the adult learning services seeks to overcome these barriers in a way that can support individuals to engage in learning that progresses them, through effective curriculum design and collaborative arrangements, to the best provider to meet their skills and progression goals

### **What will success look like?**

- As previously stated, a wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer
- Effective and locally driven collaborative arrangements with FE colleges, training providers and HE to support progression into specialist skills provision and apprenticeships were appropriate
- Co-delivery that shares resources and staff to support progression through shared curriculum planning that offers clear progression in line with local skills needs.
- Greater progression from authority-led adult learning programmes into specialist skills and higher education provision.

### **What do we plan to do?**

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with hardest to reach individuals

- Promote through case studies, shared in a variety of formats, the success stories that indicate the benefit of engagement with adult and community learning
- Celebrate our entry point into the market and encourage cross-promotion across community and education partners.
- Seek to work closely with other education providers to develop clear progression pathways for learners through our provision onto the most appropriate specialist provider
- Develop relationships with other providers that reduce duplication in the offer to adults

5. To protect the full aims of community learning within York and North Yorkshire

### **Why is this important?**

As stated earlier the ESFA specify that the purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment
- improve their health and well-being, including mental health
- develop stronger communities

Community learning courses are delivered and reported under the following 4 delivery strands:

- Personal and Community Development Learning
- Family English, Maths and Language –
- Wider Family Learning
- Neighbourhood Learning in Deprived Communities

The community learning report commissioned by the LEP heavily criticised the provision across York and North Yorkshire showing a bias towards personal and community development learning as gateways to English and maths at the expense of the other strands, largely as a result of the majority of funding being allocated to the adult education service of both authorities. It was suggested that this 'monopoly' resulted in reduced innovation in delivery. Whilst it is recognisable that this pattern exists it is driven by the successful gateway to learning that we offer and does result in some effective progression to AEB funded programmes.

It does however move away, particularly in North Yorkshire, from the reason that the local authority is funded in this way. North Yorkshires geography creates a significant barrier to learning and the flexibilities in community learning funding should support the authority to address these rural issues in line with the fullest use of the funding strands. What this means for an educational landscape post-Covid is not clear, but it does provide a clear opportunity to re-evaluate the current usage of the funding and should support innovative approaches.

Many local AEB skills devolutions have resulted in less money being directed toward community learning with a greater budget proportion given over to skills funding through mainstream AEB. With potential devolution of skills funding on the horizon it is important that we are able to realise the potential of community learning now so that it is protected.

This re-defined approach to community learning should take key learning from the LEP report and seek to be innovative, collaborative and supportive of communities.

### **What will success look like?**

- Collaborative commissioning of community learning programmes that support targeted community work, that will see co-delivery of programmes by local authority and community partners negating the need for complex sub-contracting arrangements

- Closer working relationships within authorities that result in community learning funded programmes that support the learning needs of schools and their communities
- As detailed earlier, a wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market Information to support their own progression as well as that of their children
- An effective blended community learning offer to support individuals in rural communities to learn with others
- A RARPA based focus on the wider progression into further adult education learning that supports a gateway to funded adult education learning

### **What do we plan to do?**

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with hardest to reach individuals
- Work with the local Community Learning Partnerships to develop a commissioning framework that will see a ring-fenced proportion of community learning funding co-delivered by the adult learning teams and community groups to meet a wide range of community aims.
- Support the work of school improvement teams, NEET steering groups and other similar steering groups to effectively target community learning to support areas of greatest need
- Develop a suite of community learning provision around key themes that can start on a small cohort basis but again economy of scale and richness in collaborative learning by moving to online learning. For example, provision that may start as a small scale session that links local single parents on low income to learn how to cook on a budget as a gateway to numeracy and financial literacy could develop into an online digital community sharing recipe ideas and cook-alongs across the county. This in turn will be developing digital literacy, communication skills and may enable a greater development of transferable skills and self confidence that would lead to engagement in employment.
- Use transferable and progression skills through RARPA outcomes as a core part of curriculum planning. This creates a genuine and directly measurable link between all engagement and progression learning and skills outcomes.
- Plan the 2022/23 curriculum offer to ensure effective representation of all aspects of community learning funding.

6. To grow provision into areas not well supported by other providers

### **Why is this important?**

The importance of growth should be considered from two distinct aspects, the first is geographical the second economical.

The geography of North Yorkshire combines large conurbations with areas of rural isolation, in addition not all of the larger conurbations are supported by easy access to learning institutions particularly at times that fit around work and family life. The funding offered to North Yorkshire County Council in particular is directed to support this wide diversity. This has traditionally meant offering small provision in remote areas which has not necessarily been cost-effective and may have limited learning through smaller group sizes. The rapid move toward on-line learning has partially addressed the cost-effectiveness of provision but has in some ways made isolation worse in those areas not well served by digital infrastructure or not open to any learning in the first place. Provision must be developed to meet these combined geographical and skills development needs. Effective library partnerships already underway offer a possible solution as will further work with community groups, but this must be aligned with a curriculum that will allow progression into a wider funded offer.

Funding for the services comes largely from ESFA grant funding, this sets the parameters for all activity. This funding is lag funded so reflects the provision offered within the previous academic year. Within a usual funded year there is a requirement to meet 97% of the funding allocated to receive the full grant with

the option to deliver over by 3%, which should result in additional funding the following year. Within the grant two particular areas are ring-fenced for funding these are 19-24 Traineeships and the level 3 National Skills fund offer. Neither of these areas have seen successful take up on a national scale but as ring-fenced provision will see a funding reduction the following year if not spent. Being able to capitalise on this ring-fencing is therefore essential but a challenge but one that can be faced by a flexible and county wide offer.

Additional areas of funding growth can now be seen through the delivery of apprenticeships, (and work to support effective transition into apprenticeships). Apprenticeships are seen as key to the development of a strong economy and with an ageing workforce are seen as an effective way of developing talent pipelines. Within York and North Yorkshire there is a very high proportion of micro and small enterprises which will struggle to provide the levels of supervision needed to effectively support an apprentice. In areas of work delivered by the local authority the ability to grow apprenticeship volumes and support the development of a skilled workforce would make an important contribution to the circular economy but also would enable additional income to be received into the adult learning services.

Support for apprenticeships is challenging in sectors such as care where standards are not high in monetary value, making it difficult for local providers to be able to support teams to assess and support delivery. The scale of delivery across the services allows for an economy of scale that will support employers in sectors such as these to access the training opportunities offered by apprenticeships.

Grant funding supports learners to gain access to additional learning support where necessary. This funding comes directly out of the allocation at a flat rate, enabling us as a provider to support learners to overcome what may have been previous barriers to learning. Many adults with low level qualifications have undiagnosed learning difficulties that have led to poor exam results in Maths and English in particular. More effective use of this funding should enable a greater proportion of learners to succeed and progress.

### **What will success look like?**

- A suite of blended community and adult learning that is available to support learners in all parts of the county
- Full utilisation of ring fenced funding in both services
- An adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.
- Achieving over 100% of grant funding across both services

### **What do we plan to do?**

- Develop a curriculum offer that will support learners in any part of the county to be able to engage with learning through community learning or wider AEB funding. This will combine opportunities for face to face with on demand content, live teaching sessions and high quality tutorial and ILP support
- Develop a collaborative approach in consultation with other providers of National Skills fund Level 3 learning to enable these intensive programmes to be delivered at a time and place that suits the individual in line with the previously discussed model.
- Work with partners across both authorities to raise the profile and viability of an adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.
- Ensure that learners are fully aware of their entitlement to learning support in a way that reduces stigma but overcomes barriers to learning. Providing support through the availability of support sessions, learning support assistance and technological adaptations as necessary.
- Consider the development of a commercial offer that supports local skills priorities or offers further engagement opportunity in areas not supported by grant funding

7. To support a clear progression pathway for all adult learners from entry through to higher education

### **Why is this important?**

The AEB Skills Report stated that, 'The nature of the approach to the allocation of AEB funding by ESFA with the lack of a place-based focus means that the link between the level of need at district level and the level of funding available to meet it has become weakened over time' as detailed earlier Adult education funding is lag-funded so is representative of provision in previous years. This statement does not however reflect if supply of training has just not been met by demand for it. As discussed nationally there is an issue of those with the lowest qualifications being the least likely to take up further training, but if the only training that is visible to them does not feel relevant they are even less likely to engage in it. As a key business principle is for supply to meet demand then it is not surprising that programmes will fall back to what has been done before, therefore potentially excluding those most in need.

What is needed is a clear progressive offer that starts with courses that feel relevant, that engage, build confidence and offer suitable routes of progression. This offer should not have points of duplication, but should be simple to navigate and known by all stakeholders. With all of those stakeholders playing to their strengths and collaborating on provision not competing.

It is not however a case of, 'if you build it they will come'. This must be built on the pathways to engagement discussed within earlier aims and supported by a strategic community and skills infrastructure that is built at a local level. The role of the adult learning services being that gateway point with community partners, being the vanguard of engagement, using on programme IAG to support effective progression to specialist providers when necessary.

### **What will success look like?**

- Clear curriculum offers that are promoted to learners and understood by all stakeholders at a local level.
- Effective progression ladders that show clear pathways (both forwards and sideways) from engagement through to specialist skills development and HE opportunities that are in line with local skills priorities
- Regular attendance and contribution to local skills boards to support the most appropriate curriculum offers for local residents

### **What do we plan to do?**

- Hold discussions at a local level with all providers of post 16 to gain support and traction for co-ordinated skills planning
- Seek opportunities for combined curriculum planning with other providers to support the brokerage of learners from engagement into specialist study
- Work with local providers to develop a collaborative approach in consultation with other providers of National Skills fund Level 3 learning to enable these intensive programmes to be delivered at a time and place that suits the individual

8. To provide effective value for money for the communities of York and North Yorkshire

### **Why is this important?**

Adult Education Services must be seen to provide an effective investment of the public pound. Adult Education budget funding as discussed has the aim of 'engaging adults and providing the skills and learning they need to progress into work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing'.

To offer the greatest return on this investment provision must be cost-effective, must reach the widest possible range of participants and not duplicate other investment made with other providers or with other services.

### **What will success look like?**

- Full utilisation of grant funding on a wide ranging and well supported adult learning offer
- Services operating within effectively set budgets and not requiring further investment of additional public funds

- A co-investment structure that is fully reflective of need on all provision
- Greater integration of adult learning services within the authorities they are part of to reduce duplication of offer and increase engagement
- Greater integration of the teams delivering across York and North Yorkshire reducing staffing costs freeing up a greater portion of the budget to support learning resources and infrastructure

### **What do we plan to do?**

- Increase community knowledge of the curriculum offer and its benefits using the full range of available media to clearly position the adult learning services as the gateway to learning and future progression
- Develop a marketing strategy that conveys our passion for learning and the positive impact that life-long learning can have for individuals, families and their communities
- Increase collaboration with internal stakeholders within both authorities to support engagement with learners and to maximise the outputs from adult education provision
- Conduct joint curriculum planning across both services to support integration of offer
- Consider a joint role first approach to vacancies within each service

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