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Monday, 20 June 2022

To: Members of the MCA - Education, Skills and Employability Board and Appropriate Officers

You are hereby invited to a meeting of the South Yorkshire Mayoral Combined Authority to be held at **South Yorkshire MCA, 11 Broad Street West, Sheffield, S1 2BQ**, on: **Wednesday, 29 June 2022 at 10.00 am** for the purpose of transacting the business set out in the agenda.

A handwritten signature in black ink, appearing to read 'D. Smith'.

Dr Dave Smith
Chief Executive/ Head of Paid Service



You can view the agenda and papers at www.sheffieldcityregion.org.uk or use a smart phone camera and scan the QR code

Member Distribution

Councillor Sir Steve Houghton CBE (Co-Chair)
Dan Fell (Co-Chair)
Professor Chris Husbands
Councillor Denise Lelliott
Councillor Martin Smith
Eugene Walker
Jim Dillon
Councillor Robert Frost (Reserve)

Barnsley MBC
South Yorkshire LEP
Sheffield Hallam University
Rotherham MBC
Sheffield City Council
Sheffield City Council
South Yorkshire MCA
Barnsley MBC

MCA - Education, Skills and Employability Board

Wednesday, 29 June 2022 at 10.00 am

Venue: South Yorkshire MCA, 11 Broad Street West, Sheffield,
S1 2BQ



Agenda

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Date of next meeting: Wednesday, 31 August 2022 at 10.00 am			
At: South Yorkshire MCA, 11 Broad Street West, Sheffield, S1 2BQ			

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MCA - EDUCATION, SKILLS AND EMPLOYABILITY BOARD

MINUTES OF THE MEETING HELD ON:

TUESDAY, 8 MARCH 2022 AT 10.00 AM

VIRTUAL MEETING



Present:

Councillor Sir Steve Houghton CBE (Co-Chair)	Barnsley MBC
Dan Fell (Co-Chair)	South Yorkshire LEP
Councillor Tim Cheetham	Barnsley MBC
Councillor Denise Lelliott	Rotherham MBC
Kevin Kerrigan	Sheffield Hallam University
Councillor Paul Turpin	Sheffield City Council
Jim Dillon	SYMCA Executive Team
Angela Foulkes (Observer)	Chair of Skills Advisory Network

In Attendance:

Helen George	Assistant Director - Skills & Employment	SYMCA Executive Team
Sue Sykes	Assistant Director - Programme and Performance Unit	SYMCA Executive Team

Apologies:

Councillor Lani-Mae Ball	Doncaster MBC
Kate Josephs	Sheffield City Council
Gareth Sutton	SYMCA Executive Team
Professor Chris Husbands	Sheffield Hallam University

1 Welcome and Apologies

The Chair welcomed everyone to the meeting.

Apologies were noted as above.

2 Declarations of Interest by individual Members in relation to any item of business on the agenda

None.

3 Urgent items / Announcements

None.

4 Public Questions of Key Decisions

None.

5 **Minutes from Last Meeting held on 31 January 2022**

RESOLVED – That the minutes of the meeting held on 31 January 2022 be agreed as a true record.

6 **Terms of Reference**

7 **Education and Skills Strategy development - next steps**

A paper was submitted to provide Members with an update on proposed next steps for each of the key areas for the South Yorkshire Skills Strategy and the overall timetable for activity.

At its meeting held on 31 January 2022, the Board had considered and approved a number of recommendations for the key themes for the South Yorkshire Skills Strategy.

The key themes included a number of transformational measures with the potential to deliver the scale of change needed in South Yorkshire to overcome long-term barriers to growth and increased productivity.

The paper outlined that the SYMCA now needed to move to the next phase of developing the Skills Strategy. The Board noted that the first phase involved drawing together all of the overall narrative alongside a set of measures of success to support the SEP aims and ambitions and against a costed resource plan and timeline for delivery.

The second phase of the work entailed developing each individual strand proposed and to commence work to unpick the detail of what could be achieved, who should be involved, and how it could be delivered.

A table at Annex 1 of the paper provided information against each strand of activity showing where activity is already underway and could be built upon and where activity is new.

The table also provided a very early RAG rating for each activity based on a very basic assessment of the levers for delivery. It also proposed a way forward for each strand of activity in order to develop a sense of what could be achieved, what funding might be needed and when impact might be felt.

The aim was for each strand to be able to articulate a level of detail in order to feed into the overall strategic narrative.

The Board noted that the SYMCA would be commissioning some professional support to help develop the narrative and to test and consult on the proposals in development. With the Board's support, the SYMCA would begin the process of identifying someone to undertake the work prior to the Mayoral election.

It was anticipated that the draft Strategy would be completed by Summer 2022, but this was against a challenging timetable.

Councillor Houghton said that it would be beneficial for a Delivery Plan containing clear outcomes to be developed which could sit behind the Skills Strategy to monitor progress. In addition, he also said that it would be important to align existing funding streams towards the delivery of the Skills Strategy.

In response to a query from K Kerrigan, H George confirmed that reference to working with the South Yorkshire Institute of Technology would be made in later iterations of the Skills Strategy.

A Foulkes said that it was important to set out what the Skills Strategy was trying to achieve and its intended outcomes.

D Fell commented that the appointed consultant also needed to act as a critical friend. He suggested that the number of priorities being set could be cut down by half.

J Dillion acknowledged the Board's comments. He added that the Skills Strategy would reflect the priorities which could be delivered across South Yorkshire.

RESOLVED – That the Board:

i) Noted the proposed next steps as set out in Annex 1 to the paper; and

Approved the recommended actions for the Strategy overall as at paragraph 2.3 of the paper.

8 **Adult Education Budget Programme Performance Report**

A paper was presented to provide the Board with the latest performance information on the Adult Education Budget (AEB) programme being delivered on behalf of the MCA highlighting management actions being taken to mitigate risk.

The Board noted that, in February 2021 the SYMCA had been awarded £39.29m devolved Adult Education Budget (AEB) for the academic year 2021/2022 and an additional £2.79m for Level 3 Adult Offer.

The Board noted that AEB funding was split into 3 categories:

- Grant Funded Provision (Colleges and Local Authorities) - £27.85m
- Level 3 Provision (4 Colleges have an allocation)- £2.79m
- Procured Provision - £10.2m.

S Sykes informed the Board that there was currently a concern around the pace of expenditure, with only 42% of profiled expenditure currently achieved. Expenditure was notably below expectation on Lot 2 (9.7% expenditure achieved) and Lot 3 (6.5% expenditure achieved). Level 3 provision expenditure was also considerably below profile (12.3% achieved).

A table at paragraph 2.3 of the paper highlighted underspends across the funded strands of activity, cumulatively totalling £10.66m. Further details by provider and category were included in Appendices A and B to the paper.

The Board noted that Appendix A did not contain any details with regards to community learning. It was noted that the local authorities were currently obtaining this information.

S Sykes confirmed that the MCA currently had no corners with regards to grant funded provision.

A table presented at paragraph 2.5 of the paper highlighted the current spend in each local authority district and the number of learners enrolled.

The Board noted that reviews to-date, were highlighting several issues as detailed below:

- Competition between the MCA's Lot 3 provision and the DWP's Restart programme, with DWP funded work-coaches electing to refer individuals to the Restart programme ahead of MCA provision.
- Labour market pressures impacting upon provider ability to recruit staff to deliver activity.
- Ineligibility of individuals for the Lot 2 programme due to existing qualifications, impacting take-up.
- Disconnect in provision available and demand with a large volume of change requests being received to refocus provision to latest demand.

The Board noted that the performance issues had been presented to the MCA Executive Management Board and senior officer who were currently considering options. Close monitoring and performance review meetings were on-going with providers, and this would reaffirm delivery status and inform remedial actions required to address risk.

On completion of the reviews an options paper would be presented to the Board.

Councillor Lelliott raised concerns around the delivery of Lot 2 and Lot 3 programmes. She queried if the delivery models of the programme providers could be amended to allow individuals to attend courses at different times during the day/evening.

In response, S Sykes confirmed that the SYMCA were currently in discussion with programme providers around their delivery models. There were concerns around some of the providers not having any local networks.

Councillor Turpin raised concerns that the paper was inaccurate and fundamentally flawed due to the wrong matrix being used. He felt that the paper did not demonstrate an accurate picture of grant providers, nor did it consider the usual approaches, which the sector would be subject to.

In addition, Councillor Turpin said that expenditure was sighted as the profile for achievement. However, services had not been subject to any expenditure

monitoring. He added that, the ILR would only detail those learners on regulated learner programmes, (which was less than one third of the SCC grant). Councillor Turpin felt that it would be beneficial to add further information in the paper around achievement data payments.

H George replied that the MCA had made a commitment to publish the ILR. As previously highlighted, this paper did not include data from community learning providers. This data was currently being obtained and did not apply to procured providers.

Councillor Lelliott requested that it be placed on record that, she did not support Councillor Turpin's comment around the paper being inaccurate and fundamentally flawed.

D Fell asked how many individuals £10.66m equated to in terms of learners. He also asked if there were any lessons to be learnt for future years with regards to the AEB. In addition, he asked if a recommendation could be included in a future report setting out how the SYMCA might be able to get back on-track in relation to the pace of expenditure.

A Foulkes said that, on behalf of the collective colleges point of view, the SYMCA was not working closely together enough to support and articulate how the AEB is working. She considered that it would also be beneficial to undertake a mid-year lessons learnt review of the AEB and requested that there be a discussion at a future Board meeting around the re-allocation of funding.

H George replied that the AEB was a new process, and it would take some time to get the systems and processes correct as they embed. The re-allocation of funding was currently a live issue and would be discussed later on today's agenda.

Councillor Houghton requested that an update paper be presented at a future Board meeting. H George acknowledged the request.

RESOLVED – That the Board considered the performance information provided.

NB: AT THIS POINT, A FOULKES LEFT THE MEETING AND TOOK NO FURTHER PART IN THE DISCUSSION OR VOTING THEREON.

9 **Adult Education Budget Procurement for 22/23 academic year - Verbal**

H George provided the Board with a commercial in confidence presentation on the Adult Education Budget (AEB) procurement for the 2022/23 academic year.

The presentation requested the Board to:

- Consider retaining a small amount of the AEB funding to allow for additional subcontracting to cover low level gaps in provision for South Yorkshire residents.

- Consider inviting business cases for growth in relation to AY 2022/23 for grant funded providers, linked to 2021/22 performance and the South Yorkshire Skills Strategy.
- Consider a different approach with regards to Level 3 Free Courses for Jobs as set out in the presentation.
- Consider 3 options with regards to the reallocation of AEB funding from the 2021/22 procured provision.

In response to a query from Councillor Turpin regarding land-based courses, H George said that she would be happy to discuss this element further with Councillor Turpin outside of today's meeting. **ACTION: H George & R Wilde.**

Councillor Lelliott commented that it was important to procure courses which individuals are interested in, accessible and run in the correct areas of South Yorkshire.

The Board felt that it was important to build a formal approach to Government with regards to the AEB being determined on a local level.

H George replied that the SYMCA continued to lobby Government on this issue.

RESOLVED – that the Board:

- i) Noted the presentation.
- ii) Considered and approved retaining a small amount of the AEB funding to allow for additional subcontracting to cover low level gaps in provision.
- iii) Agreed to the SYMCA inviting business cases for growth in relation to AY 2022/23 for grant funded providers, linked to 2021/22 performance and the South Yorkshire Skills Strategy.
- iv) Considered and agreed that the SYMCA takes a different approach with regards to the Level 3 Free Courses for Jobs as set out in the presentation.
- v) Considered and agreed that Option 3 be progressed with regards to the reallocation of AEB funding from the 2021/22 procured provision.

NB: AT THIS POINT, A FOULKES RE-JOINED THE MEETING.

10 **Skills Bootcamp – progress update – Verbal**

H George informed the Board that the Government had recently undertaken a national procurement for Skills Bootcamps, which offer, flexible level 3, 4 and 5 short courses for up to 16 weeks, to enable adults to apply for sector specific jobs.

It was anticipated that the SYMCA may receive additional funding for Skills Bootcamps. If successful, the SYMCA would be focused on providing a space

in the digital option linking to the Skills Accelerator Model and procuring provision in construction.

The Board were requested to consider and agree to the SYMCA continuing discussions with the DfE in relation to Skills Bootcamps.

RESOLVED – That the Board considered and agreed to the SYMCA continuing discussions with the DfE in relation to Skills Bootcamps.

11 **Programme Approvals**

A paper was submitted seeking the Board's approval for an extension and variation of an existing agreement with Calderdale College for the continuation of delivery of the current Skills Bank Programme until the new programme is fully operational. The paper also requested approval for delegated authority to be granted to the Head of Paid service in consultation with the Section 73 Officer and the Monitoring Officer to enter into legal agreement for the schemes.

The Board noted that the current contract between the MCA and Calderdale College had been extended to June 2022 with all training to have commenced by March 2022. However, due to completion of the current Skills Bank procurement exercise this report was seeking approval to extend the programme for a further 3 months which would require a further investment of £188k. This would enable the programme to continue the offer to businesses without a break in provision.

The Board noted that the current Skills Bank programme was currently performing well against its contracted outputs. Further details were presented in the paper and noted by the Board.

Following discussion, the Board considered and agreed to support option 2, which was to progress with an extension and variation to the existing agreement with Calderdale College for the continuation of Skills Bank Extension of "Skills Bank Interim programme".

RESOLVED – That the Board consider and approves:

- i) Progression of an extension and variation to the existing agreement with Calderdale College for the continuation of Skills Bank Extension of "Skills Bank Interim programme".

Delegated authority be given to the Head of Paid Service in consultation with the Section 73 and Monitoring Officer to enter into a legal agreement for the scheme above.

12 **Skills Advisory Network Update - Verbal**

A Foulkes provided the Board with a verbal update on the work of the Skills Advisory Network (SAN).

The Board was informed that the SAN had met in January and were continuing work on its assigned six workstreams.

At the January SAN meeting, the Network had received a presentation from the University of Sheffield on the impact of COVID-19, which had confirmed and enabled the Board to have a robust discussion to assess if its workstreams were still appropriate.

The SAN had welcomed a guest speaker from the Sheffield and Rotherham Wildlife Trust who had talked about developing a more robust approach to the green economy and engaging young people in wildlife and forestry careers and the opportunities for this.

A discussion had also taken place on the outstanding work contained in the Memorandum of Understanding for 2021/22, which would require escalating, notwithstanding capacity issues within the Team.

The Team had been commissioned to work on an update to the Local Skills Report. Due to capacity issues in the Team, it was unlikely that this work would be finalised by 31 March 2022.

H George referred to Appendix A of the South Yorkshire Skills Strategy paper. She reported that several key strands of activity had been flagged where the SAN could play a lead role in helping to consider and make recommendations.

ACTION: A Foulkes to identify the key strands of activity and discuss further at the next SAN meeting.

The Chair thanked A Foulkes for the update.

RESOLVED – That the Board noted the update provided.

13 **Any Other Business**

None received.

In accordance with Combined Authority's Constitution/Terms of Reference for the Board, Board decisions need to be ratified by the Head of Paid Services (or their nominee) in consultation with the Chair of the Board. Accordingly, the undersigned has consulted with the Chair and hereby ratifies the decisions set out in the above minutes.

Signed

Name

Position

Date

Open and Recently Completed Actions

Meeting Date	Minute No	Action	Action Owner	Update	Status
08/03/2022	9	<p>Adult Education Budget Procurement for 22/23 academic year – Verbal</p> <p>Minute: H George provided the Board with a commercial in confidence presentation on the Adult Education Budget (AEB) procurement for the 2022/23 academic year.</p> <p>In response to a query from Councillor Turpin regarding land-based courses, H George said that she would be happy to discuss this element further with Councillor Turpin outside of today's meeting.</p>	R Wilde	<p>H George has delegated this action to R Wilde.</p> <p>R Wilde has included a deeper dive into the supply and demand for local Green skills including Land based courses within the SAN MOU activity which is part of the agenda item 14 SAN update on the 29th June.</p>	

Completed Actions

Meeting Date	Minute No	Action	Action Owner	Update	Status

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EDUCATION, SKILLS AND EMPLOYABILITY BOARD – TERMS OF REFERENCE

1. Purpose and Role

1.1 The purpose of the Education, Skills and Employability Board is to provide leadership, the development of policy and the delivery of activity aligned to the priorities of the Strategic Economic Plan, the Recovery Action Plan and other approved strategies associated with education, skills and employability.

1.2 The role of the Education, Skills and Employability Board is to:

- Shape future policy development and priorities on issues related to education, skills and employment
- Develop new education, skills and employment programmes
- Make investment decisions up to £2 million within the agreed budget and policy on education, skills and employment, as delegated by the Mayoral Combined Authority (MCA)
- Accept grants with a value of less than £2 million
- Monitor programme delivery and performance on skills and employment.
- Act as the Programme Board for Adult Education Budget delivery

2. Responsibilities

2.1 The Education, Skills and Employability Board is responsible for:

Funding

- Approving, deferring or rejecting funding applications for education, skills and employment projects that fall within the financial limit of delegated authority, and which are within the education, skills and employment budgets agreed by the MCA and, where appropriate, Local Enterprise Partnership (LEP);
- Making recommendations to the MCA to approve, defer or reject funding applications for education, skills and employment projects that exceed the financial limit of delegated authority, and which are within the education, skills and employment budget; and
- Making recommendations to approve, defer or reject funding applications for education, skills and employment projects to form part of the project pipeline where relevant.
- Commissioning adult education provision and allocating funding to grant funded providers, monitoring performance

Strategy and Policy

- Ensuring that education, skills and employment policies developed by the Board and agreed by the MCA and LEP are enacted effectively through

appropriate investments including provision funded through the Adult Education Budget

- Reviewing economic intelligence and evidence of economic performance on skills and employment (e.g. qualification levels, attainment, unemployment) and identifying propositions to accelerate growth
- Developing and managing relationships with key stakeholders and partners

Programme Delivery

- Commissioning of activity to deliver and implement priorities on education, skills and employment
- Monitoring education, skills and employment programme and project delivery including provision funded by the Adult Education Budget.

Performance and Risk Management

- Reviewing project performance, outputs and outcomes
- Identifying and recommending mitigations for any programme risks or poor performance
- Escalating any strategic, policy or programme risks to the MCA and LEP Boards

3. Delegated Authority

- 3.1 In order to enact its responsibilities, the Education, Skills and Employability Board will have delegated authority from the MCA to approve investment decisions for agreed pipeline projects up to £2 million.
- 3.2 The Education, Skills and Employability Board will have delegated authority to accept grants with a value of less than £2 million.
- 3.3 The Education, Skills and Employability Board will have delegated authority to accept a tender or quotation for the supply of good, materials or services for which financial provision has been made in the Authority's Revenue Budget up to a limit of £200,000.00 in value for any one transaction.
- 3.4 The Education, Skills and Employability Board may refer a matter or decision within their delegated authority to the MCA or LEP.

4. Membership

- 4.1 The Education, Skills and Employability Board will be co-chaired by the MCA portfolio lead for education, skills and employability and a private sector LEP Board member.
- 4.2 Membership of the Education, Skills and Employability Board will comprise:
- One Leader, who is the portfolio lead, from an MCA constituent Local Authority who will co-Chair the Board
 - A nominated representative for each of the constituent Local Authorities

- A lead Chief Executive from a constituent Local Authority
 - Two private sector LEP Board members, one of whom will co-Chair the Board
 - The MCA Head of Paid Service (or their nominated representative)
- 4.3 Elected members can nominate a deputy to attend meetings of the Board in their absence. All deputies must be named, elected members and must complete a Register of Interests Form.
- 4.4 Each of the non-constituent Local Authorities can nominate an elected member to attend and participate in the meetings but not vote.

5. Frequency

- 5.1 The Education, Skills and Employability Board will meet on an eight-weekly cycle.

6. Secretariat

- 6.1 The MCA Executive Team will provide the secretariat for the Education, Skills and Employability Board.
- 6.2 Papers and presentations for Board meetings will be circulated to Board members five clear working days in advance of the meeting.

7. Attendance

- 7.1 Consistent attendance at the Education, Skills and Employability Board meetings is essential, and attendance will be recorded.

8. Quorum

- 8.1 Meetings of the Education, Skills and Employability Board will be quorate when five members are present and provided that there are at least 2 constituent Local Authority elected member representatives and one LEP member present. A member who is obliged to withdraw under the Code of Conduct for Members shall not be counted towards the quorum.
- 8.2 A Board member may be counted in the quorum if they are able to participate in the meeting by remote means e.g. telephone, video or electronic link and remain available for the discussion and decision items on the agenda.

9. Decision Making

- 9.1 Board decisions are legally taken by the Head of Paid Service (or their nominated representative) in consultation with the co-Chairs of the Board. By protocol, decisions will not be taken unless there is Board consensus for the decision. Where consensus cannot be reached the issue will be escalated to the MCA and/or the LEP as appropriate for final decision.

9.2 Decisions made by the Education, Skills and Employability Board will be presented to the MCA Board in a written Delegated Decisions Report at the next meeting. As the delegating body, the MCA will have the right to review or amend decisions made by the Education, Skills and Employability Board where such decision has not been acted upon subject to giving due reason for doing so.

10. Conflicts of Interest

Register of Interests

10.1 All Board Members and deputies must complete a Register of Interests Form within 28 days of being appointed to the Education, Skills and Employability Board. This must disclose any disclosable pecuniary interests (as defined in The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012) for the Member, their spouse, their civil partner or partner. Completed Register of Interests Forms for all Board Members are published on the website.

10.2 It is the responsibility of every Education, Skills and Employability Board Member to ensure that their Register of Interests Form is up-to-date and declare any new interests within 28 days of this being known.

10.3 Interests declared by Education, Skills and Employability Board Members will be listed on the Register of Members' Interests and published on the website.

Declarations of Interest at Board Meetings

10.4 It is the responsibility of Board members to declare any disclosable pecuniary interests (as defined in The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012) and any other personal interests whether financial or non-financial in specific agenda items at the start of each Education, Skills and Employability Board meeting.

11. Urgent decisions between meetings

11.1 This procedure is to be used only by exception.

11.2 When an urgent matter or decision falls outside the parameters of the meeting cycle, the Education, Skills and Employability Board will be permitted to make decisions through this procedure. If the matter is a Key Decision the procedure in Part 5B (Access to Information Procedure Rules) of the Constitution also needs to be complied with.

11.3 The Head of Paid Service (or their nominated representative), in consultation with the Chairs of the Education, Skills and Employability Board, will contact Board Members by email to notify them of the following:

- Details of the matter requiring comment and/or decision;
- The name of the person or persons making or putting forward the proposal/decision
- The reason why the matter cannot wait until the next Board; and

- The date responses are required by.

Two working days after the close of responses, the following will be circulated to all Board Members:

- The outcome of the decision taken noting that for a decision to be agreed the unanimous agreement of all those Board Members that respond by the date set for responses is needed;
- The date when any decision comes into effect; and
- Any mitigating action taken to address stated views or concerns.

11.4 Decisions and actions taken will be retrospectively reported to the next meeting of the Education, Skills and Employability Board and MCA in accordance with paragraph 9.2 above.

12. Advisory Groups

12.1 The Skills Advisory Network Board will be an advisory board to the Education, Skills and Employment Board. The Education, Skills and Employment will approve changes to the advisory board terms of reference and will receive regular reports from the Skills Advisory Network Board Chair.

12.2 The Education, Skills and Employability Board will be supported in making investment decisions an independent Appraisal Panel. The Appraisal Panel will assess all applications for funding and will present their findings and recommendations to the Board on whether the application should be approved, deferred or rejected.

12.3 The Education, Skills and Employability Board is permitted to form Task and Finish groups of key stakeholders and advisors to assist in the management and monitoring of individual programmes or projects. Any such groups are purely advisory and must submit reports to the Education, Skills and Employability Board.

13. Transparency

Key Decisions

13.1 Key decisions to be taken by the Education, Skills and Employability Board will be published in the Forward Plan of Key Decisions on the website 28 days in advance of the decision being made.

13.2 Questions and comments submitted by the public on the pending decisions will be notified to the Education, Skills and Employability Board and will be responded to in writing.

Meeting Papers

13.3 Agendas and papers for the Education, Skills and Employability Board will be published on the website at least five clear working days before the meeting date.

Exemptions

- 13.4 Where reports or information for Board meetings is exempt from disclosure under Section 12A of the Local Government Act 1972 or the Freedom of Information Act 2000, these papers will either be reserved or specific information in the paper will be redacted.
- 13.5 Reserved papers and reports can still be requested under the Freedom of Information Act. Requests will be considered on a case by case basis (taking into consideration such factors as timing, any applicable exemptions and the public interest test).

Meeting Record

- 13.6 Draft minutes will be published on the website within ten clear working days of the Education, Skills and Employability Board meeting taking place. The meeting record (approved minutes) will be published on the website within ten clear working days of the subsequent Education, Skills and Employability Board meeting.

14. Amendments to Terms of Reference

- 14.1 These Terms of Reference will be reviewed annually. Any changes will be approved by the MCA and LEP.

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Education Skills and Employability Board

29 June 2022

Shared Prosperity Fund – Multiply programme

Is the paper exempt from the press and public?	No
<i>Reason why exempt:</i>	Not applicable
Purpose of this report:	Policy Decision
Is this a Key Decision?	No
Has it been included on the Forward Plan?	Not a Key Decision

Director Approving Submission of the Report:

Jim Dillon, Director of Business and Skills

Report Author(s):

Roger Wilde
 Roger.Wilde@SouthYorkshire-ca.gov.uk

Executive Summary

This paper updates Board members on work done to develop South Yorkshire's investment plan for Multiply – the Government's adult numeracy programme and the initial skills priority of the UK Shared Prosperity Fund. The paper seeks the Board's approval for the key themes to be submitted as part of our investment plan. Mayoral Combined Authorities have an opportunity to develop a plan for bespoke adult numeracy programmes, to be delivered 2022-25, which will tackle low levels of confidence in numeracy and will boost people's ability to use maths in their daily life, at home and work.

What does this mean for businesses, people and places in South Yorkshire?

Poor numeracy skills have an impact on people's ability to function in life and work, as well as their ability to perform domestic and work-based tasks with accuracy and confidence. The pandemic has highlighted additional challenges, such as the ability for parents with low skills to support their children with homework. The purpose of the Multiply programme is to increased adult numeracy skills by supporting people to improve their understanding and use of maths in their daily lives, at home and at work and improved labour market outcomes for residents and

employers within South Yorkshire. Improved skills should have a positive impact on family lives and on productivity at work.

Recommendations

The Board to consider and approve the key themes for the Investment Plan to SYMCA to submit it to DfE by 30th June 2022

Consideration by any other Board, Committee, Assurance or Advisory Panel

None.

1. Background

1.1 Multiply is the new Department for Education (DfE) adult numeracy initiative and is UK Government’s first priority for the UK Shared Prosperity Fund. Funds will be invested at local level in meaningful participation that boosts people’s ability to use maths in their daily life, at home and work – and enable adults to achieve formal qualification that can open doors for them (such as into a job, progression in a job, or progression to further study).

- 1.2 Nationally up to £559 million will be available over the next three years to:
- deliver bespoke adult numeracy interventions from the 22-23 financial year to eligible adults (those age 19+ that don’t already have a Level 2 maths qualification).
 - launch a new national digital numeracy online platform that offers free personal tutoring and digital training later in 2022
 - To help people learn at their own place and pace, to sign up for personalised free online tutorials, to help build confidence and take the stepping-stones towards a maths qualification. DfE also welcome our support to signpost to Multiply courses in local areas
 - Test innovative approaches to reducing adult learning barriers (such as through randomised control trials) to build the evidence base on ‘what works’ in improving functional adult numeracy – helping inform approach to Years 2 and 3

1.3 South Yorkshire MCA allocation, (if successful)

	Total	22-23	23-24	24-25
South Yorkshire	7,256,308.56	2,193,767.71	2,531,270.42	2,531,270.42

1.4 Timescale

Mayoral Combined Authorities to are required to develop investment plans for support that covers their constituent authorities and submit them no later than end of June 2022. These programmes should be delivered:

- across the Spending Review period (FY 2022-23 to 2024-25)
- with provision aiming to start in the 22/23 academic year

Investment plans will be reviewed and initial feedback is expected in July followed by an opportunity to amend plans before they are finalised over the summer.

1.5 What is required?

- An investment plan with interventions that need to be additional and differentiated from Adult Education Budget (AEB) and should not displace that provision.
- Provision for those age 19+ that don't already have a Level 2 maths qualification.
- Participation that boosts people's ability to use maths in their daily life, enable them to achieve a formal qualification

1.6 Investment plan

SYMCA is required to submit and investment by 30th June 2022 for the full three-year UKSPF funding allocation. The investment plan should provide a fairly detailed account of first year intentions including development of an evidence base, with more tentative plans for years 2 and 3. Success measures will be agreed with DfE to be met before memorandums of understanding are issued

1.7 Menu of interventions

DfE have designed a menu of interventions to draw from and MCAs will have the opportunity to choose a mix of interventions that best suits their area. Interventions delivered with Multiply funding need to be additional to and differentiated from AEB delivery and should not displace that provision. Partnership with providers and employers is encouraged, including voluntary and community sector organisations, Job Centres and other "touchpoints".

1.8 Success Measures

These are the Multiply national success measures:

- More adults achieving maths qualifications in numeracy courses (up to, and including, Level 2 – with GCSEs and FSQs as the qualifications of choice), and an increase in participation in these courses.
- Improved labour market outcomes e.g. fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education.
- Increased adult numeracy across the population – this overall impact, which goes beyond achieving certificates or qualifications, will track both the perceived and actual difference taking part in the programme makes in supporting learners to improve their understanding and use of maths in their daily lives, at home and at work - and to feel more confident when doing so.

1.9 DfE will evaluate Multiply nationally, and local areas will be asked to collect data in order to inform that.

2. **SYMCA Investment Plan**

2.1 Improving adult numeracy is national and local importance. SYMCA has recent evidence sources base to draw upon such as the SAN's Local Skills Report, recent Local Skills Improvement Plan and bespoke research on numeracy.

Adult numeracy challenges are evident across the region. For example, in Doncaster and Barnsley the proportion of people whose highest numeracy qualification is below level 2 is 29% and 25% respectively, representing 13,203 and 5,715 people respectively in each area.

The Local Skills Improvement plan has offered clear insight into employer need for numeracy skills as well as other key work readiness related skills, saving time and expense in additional employer engagement activity.

2.2 SYMCA has had multiple meaningful workshops and engagement sessions with all the partner local authority employment, skills and adult education leads, in conjunction with similar dialogue with training providers and voluntary and community organisations. This has produced an agreed set of priorities for South Yorkshire based on the national menu of interventions.

2.3 The officer agreed themes for intervention are as follows:

No	Theme	Programme
1	Numeracy for Work	<p>In work numeracy development</p> <p>Numeracy based programmes to be delivered in the workplace in partnership with employers to help address key problems such as those identified through the Local Skills Improvement Plan such as timekeeping, problem solving. The aim of the programme would be to support progression for individuals and improved productivity within businesses. Target cohort includes both workers without a L2 and those just wishing to refresh numeracy, delivered through mixed cohorts thereby reducing stigma. Key outcomes are progression onto a qualification-based programme or progression at work.</p> <p>Programme to cover identification and initial assessment of learners, support, learning delivery and celebration of achievement.</p> <p>We are looking to test different models of peer support one of which should include the involvement of union learning representatives.</p> <p>Eligibility: SY residents in full or part time work and earning less than the real living wage who are assessed as having some numeracy development needs below Level 2. even if they may previously have achieved at this level as long as assessment indicates a need.</p> <p>Proposed course: delivered in the workplace, supported by peers. Relatively short rolling provision to keep the programme attractive and to allow people to join for subjects that are most important to them.</p>
2	Numeracy for Work	<p>In work numeracy through ESOL</p> <p>Programme to support numeracy development for those in work whose first language is not English and whose success at work is held back through poor skills. Key outcomes include progression to enrolment on a course leading to numeracy qualification, including an apprenticeship, or employment-based progression.</p> <p>Eligibility: SY residents in full or part time work earning less than the real living wage who are assessed as having both ESOL and numeracy needs below Level 2.</p>

		Proposed course: delivered in the workplace with specialist tutors. Will require fairly lengthy programme.
3	Numeracy for Work	<p>Preparation for work – sector-based programmes Delivery of sector focused contextualised programmes to those who are seeking to move into jobs in a) health and care and b) construction c) retail d) hospitality. Programme would be designed for people with some existing numeracy skills who with additional support would be better positioned to progress into work. Key outcomes would be progression into a numeracy qualification, progression onto a SWAP or 19-24 traineeship or apprenticeship or progression into work.</p> <p>Eligibility: SY residents who face numeracy barriers to employment because they lack the skills for a given sector or because poor numeracy affects their confidence. For those assessed as having potential but lacking contextualised knowledge. Could apply to returners to the labour market.</p> <p>Proposed course: relatively short and more intensive courses that respond to real labour market opportunities. Delivered in different formats to meet the employer and cohort needs</p>
4	Numeracy for Work	<p>Preparation for work – disadvantaged residents Delivery of programmes targeting residents facing additional barriers to employment eg LDD. Engagement activity is a key feature of this strand. Numeracy to be delivered alongside other wrap around support including potentially key worker support. Key outcomes would be progression into Entry Level / Level 1 numeracy provision or into a job with support.</p> <p>Eligibility: SY residents with a Learning Difficulty or Disability seeking employment.</p> <p>Proposed programme: community-based provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners possibly some 1-2-1</p>
5	Economically inactive	<p>Numeracy life skills Activities that work in concert with existing engagement activities i.e. ESF Pathways, Health Champions, where nurture, trust and confidence building support are paramount. Significant focus for the programme will be on identifying, engaging and assessing needs and delivering community programmes that can be tailored to meet the needs of small cohorts with local delivery.</p> <p>Soft entry to learning numeracy based on real-life activities such as budget management, journey planning, nutrition etc. Proposed outcomes: progression into more traditional FE provision, personal / life progression measures set and recorded to show progress and inform an evaluation.</p> <p>Eligible: SY residents who need significant engagement and support activity not normally delivered through AEB provision. Locally driven provision according to needs.</p> <p>Proposed programme: community based, locally focused. provision developed in partnership with community organisations and other</p>

		partners aimed at engaging the hardest to reach learners. Likely to be more expensive provision given levels of support needed.
6	Community	<p>Family Learning School based delivery of programmes to give parents, grandparents and other carers the numeracy skills needed to inspire children’s interest and to support their learning. Builds on the role that many parents played during lockdown. Will include a Level 2 pilot to test support for secondary parents in helping children with GCSE maths. Includes celebration of achievement and recruitment of parent completers as peer support for others undertaking the programme. Successful outcomes to include qualification achievements, progression onto qualifications.</p> <p>In a variety of settings within the local community schools, community venues child play venues. Targeting schools not currently offering any family learning and seeking to develop new local venue opportunities</p> <p>Eligibility: SY residents with a role in supporting a local young person who are assessed as having a numeracy need up to Level 2.</p> <p>Proposed programme: Rolling termly programmes plus cross reference with new online resources.</p>
7	Community Engagement strand	<p>Community Engagement</p> <p>Development of approaches to engaging adults in numeracy learning taking into account local needs and opportunities for increasing engagement and positioning delivery. Reaching out to local agents to raise interest and increase engagement.</p> <p>Development of network of community champions / peers and other influencers to drive engagement and work with providers to secure provision to meet local needs.</p> <p>Barrier busting capacity to address learner barrier issues such as transport, childcare, resource access etc which cannot be met by other means.</p> <p>Measures of success: number and spread of champions.</p>
	Capacity Building	<p>There is a real opportunity to invest in capacity building activities – both development of materials and investment in teaching - that will provide a legacy for the longer term.</p> <p>This strand could look at new CPD packages to support numeracy teaching staff. Multiply also offers the opportunity for partnership working between the MCA and universities / Colleges by offering undergraduates the opportunity to deliver numeracy learning. Golden hellos may be appropriate for some who decide to continue teaching adult learners within South Yorkshire.</p> <p>Identification of numeracy skills needs is critically important to finding learners and to getting them the right kind of support. AS part of our capacity building work, there is an opportunity to invest in local tools to help identify potential learners and their needs by investing in a screening tool. We also have the opportunity to invest in initial assessment work-based skills audits and referral tools.</p>

		Capacity building should also help employers to be able to identify where in their businesses they face challenges caused by low numeracy skills and SYMCA could consider commissioning some real work-based learning materials to help identify and address needs in the workplace.
8	Administration	Numeracy lead working across SY – Grade 14 equiv. Marketing and comms budget MCA and local authority administration costs Evaluation

2.4 Does the Board agree with the proposed scope for the Investment Plan?

2.5 The deadline for submission of the investment plan is the 30th June 2022. The DfE recognise that there may need to be some additional work following submission and prior to the commissioning process to refine the provision details, which can be made through dialogue and agreement with DfE in early July.

2.6 Once we have received initial feedback from DfE on the plan, SYMCA will continue to work with local authority leads to develop a commissioning plan for provision. It will be important to realise the benefits of a South Yorkshire wide approach where that will allow a creative but feasible approach for the region which might not be possible in individual areas or where we are dependent on South Yorkshire wide negotiation with providers to deliver. That might apply to capacity building for example.

However, there will be other elements of the plan that will be better shaped at local level so that provision can be targeted in areas of need that are known locally.

It is too early to agree this split either financially or in terms of work strands. The priority is for partners to work together to secure the funding from Government in the first instance.

3. Options Considered and Recommended Proposal

3.1 Option 1

Do not approve the recommendation and do not submit the investment plan.

3.2 Option 1 Risks and Mitigations

The Authority has impending grant funding from the DfE for Skills Bootcamps, UK Shared Prosperity Fund (UKSPS) and the Skills Advisory Network. There is a risk of reputational damage to the Authority, with DfE and other key stakeholders such as local authorities, employers and training providers, if it does not deliver on this offer.

3.3 Option 2

Approve the recommendation and agree to submit the investment plan.

It is recommended that the board support the submission and the themes to subsequently enable the detailed specifications to be worked up following discussions with DfE and local authority partners.

3.4 Option 2 Risks and Mitigations

Risk description, causes and impact	Initial risk rating (R,A,G)	Planned Mitigations	Post Mitigation risk rating (R,A,G)	
Inability to deliver programme within timescales	R	Engage local authorities and training providers. Identify cohorts of learners that are start ready.	A	
Low take-up and referrals	A	Developed Marketing & Comms plan in collaboration with local authority partners. Joined up communications and marketing strategies between the SYMCA, Local Authorities, Provider and Employer.	G	
Poor participant retention rate on programme	A	Use data and monitoring within the first year to ensure the following years focus on the successful interventions	G	
Delays to procurement	R	Engage with SYMCA procurement team and prepare in advance to ensure the best options for commissioning are identified within the timeframe set.	A	
Poor provider response to the procurement	A	Discussions have taken place already with the Provider Network and the College Group to make them aware of Multiply. MCA officers will continue to engage with potential providers to raise awareness.	G	

3.5 Recommended Option

Option 2

4. Consultation on Proposal

- 4.1 A number of stakeholders have been consulted to develop the proposal so far, including:
- Local authority employment and skills leads and adult education leads have been engaged as our strategic partners in developing the plan
 - Voluntary and community sector organisations across South Yorkshire
 - Provider Network and the South Yorkshire College Group
 - Employers

Additional opportunities for providers, employers and residents to submit views were provided through a link on the SYMCA website.

5. Timetable and Accountability for Implementing this Decision

Investment plan submitted	30 th June 2022 deadline
Quality assurance DfE review the plans to ensure they meet Multiply policy aims + may ask questions	July 2022
Grant determination letters + MoU sent by DfE (section 31 grant)	August/September 2022
SYMCA Commissioning	August / September 2022
Programme delivery starts	September 2022

6. Financial and Procurement Implications and Advice

- 6.1 The indicative allocation of £2,193,768 has been identified as part of the 2022/23 budget. As part of this allocation, a budget of 10% has been identified for management and administration of the programme. This will be retained internally within the MCA.

7. Legal Implications and Advice

- 7.1 The MCA has existing adult education functions that would facilitate the delivery of this new programme.

8. Human Resources Implications and Advice

- 8.1 No implications at this stage

9. Equality and Diversity Implications and Advice

- 9.1 EIA to be completed at the point of submission of final investment plan.

10. Climate Change Implications and Advice

- 10.1 There are no climate change implications

11. Information and Communication Technology Implications and Advice

- 11.1 None at this stage

12. Communications and Marketing Implications and Advice

- 12.1 For Multiply to reach its target audience, SYMCA and strategic partners in local authorities will need a plan of engagement which focuses on drawing harder to reach residents into provision. It is too early to identify the detail of the comms and marketing approach, and this will need to be done in parallel with development of our commissioning approach.

However, we have identified in our proposals:

- A whole strand of activity that will be focused on community engagement

- An opportunity to secure resources for comms and marketing through the administration strand of our Investment Plan, for which we are able to commit up to 10% of the total budget. This will be allocated between SYMCA and local authorities as required to meet the needs of the commissioning approach.



Education Skills and Employability Board

29 June 2022

Skills Bootcamps

Is the paper exempt from the press and public?	No
Reason why exempt:	Not applicable
Purpose of this report:	Policy Decision
Is this a Key Decision?	Yes
Has it been included on the Forward Plan?	Yes

Director Approving Submission of the Report:

Jim Dillon, Director of Business and Skills

Report Author(s):

Roger Wilde

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Tina Slater

Tina.slater@southyorkshire-ca.gov.uk**Executive Summary**

Following a successful application to the Department for Education (DfE) for grant funding to deliver Skills Bootcamp provision across South Yorkshire, the Authority has received a grant offer for the amount of £889,350, as outlined in the Grant Acceptance paper.

This paper seeks approval for the progression of the scheme.

This paper also seeks approval for delegated authority to progress open market procurement activity with the intent to enter into legal agreements with training providers and employers for the delivery of the scheme.

What does this mean for businesses, people and places in South Yorkshire?

Skills Bootcamps will provide South Yorkshire residents, aged 19+, the opportunity to access skills training across identified key sector areas, to help support them progress in work, gain a higher-skilled job and higher paid wages over time.

Local employers will have access to newly trained resource and talent that will share and implement the skills learnt in order to support the business to grow, whilst recovering from the impact of the pandemic. Skills Bootcamps will also help provide the assistance needed for local employers, such as delivering targeted interventions to meet short-medium term demand to fill vacancies and drive productivity.

Skills Bootcamps will support the infrastructure for skills training support at place that will help to reduce unemployment and drive economic improvement.

Recommendations

That the board:

1. Approve the recommended proposal and progress with this scheme.
2. Approve delegated authority to progress open market procurement activity.

Consideration by any other Board, Committee, Assurance or Advisory Panel

None

1. Background

- 1.1 Skills Bootcamps form part of the National Skills Fund, a government manifesto commitment to help businesses find and hire the workers they need, as well as supporting adults to flourish and fulfil their potential through high quality training.

Skills Bootcamps are intensive, Level 3-5 or equivalent flexible training courses delivered for up to 16 weeks, based on employer / sector 'in-demand' skills needs. The overall aim is to:

- enable adults to access training, around work and other commitments, that are looking to gain work, additional responsibilities, or access new opportunities and will offer a guaranteed job interview (in the case of a new job) to individual participants on completion of the course.
- address the needs of adults (19+) who are full-time and part-time employed, unemployed, returning to work after a break or self-employed, and provide individuals with wider access to opportunities to retrain, update or formalise their skills or acquire specialist skills.
- address the needs of employers and the wider economy, to deliver targeted interventions to meet short-medium term demand to fill vacancies and drive productivity.
- help fill vacancies and bring individuals closer to better jobs (including those currently in employment), by linking them with line of sight to a job / different role, additional responsibilities, or new opportunities / contracts.

- 1.2 The defined delivery model is shown in Appendix A.

- 1.3 Skills Bootcamp courses are fully funded for the unemployed and self-employed, there are no charges to the individual learner aged 19 or over.

- 1.4 For people who are employed, those at risk of redundancy or moving into a new role Skills Bootcamps will be co-funded at 30% by the employer where the

employer is training their own existing employees (reduced to 10% for small or medium enterprises).

2. Proposal

2.1 The grant funding is for commissioning and delivery of additional Skills Bootcamps in South Yorkshire, aligned to employer needs and directly linked to employment opportunities for financial year 2022/23.

The total grant amount is of £889,350 of which 5% is eligible as management costs of £42,350.

2.2 A total of 250 participants are to be provided with training across the 4 sector areas with 20% to be engaged in training by 31 July 2022. Whilst this is a challenging timescale, the Authority has engaged key employers and training providers to enable the commissioning to start at pace; it is anticipated that the milestones and outcomes are achievable within the contract.

2.3 The Department for Education (DfE) have set out priority sectors, from which we have set our target areas for Skills Bootcamps. These are based on the Skills Accelerator LSIP report and current labour market information to ensure that we meet the skills needs and to fill in demand vacancies in South Yorkshire. The table below presents these areas and the breakdown of proposed learners:

	Subject areas	Short description of programmes	Numbers to be trained	Funding
1	Digital	Digital Marketing – Social Media	70	£237,160
2	Engineering	Maintenance Operative / Engineering Technician	60	£203,280
3	Construction Management	Project Management	60	£203,280
4	Green Construction & Buildings	Retrofit	60	£203,280
	Management Costs			£ 42,350
	Total			£889,350

2.4 These target areas may also include an additional ‘production’ theme within the Creative sector programme due to a recognised, immediate demand (to be included within the 250 cohort not in addition), this has been agreed with DfE.

Do members approve the proposal and agree to progress with the scheme?

Do members approve delegated responsibility to progress open market procurement activity?

3. Options Considered and Recommended Proposal

3.1 Option 1

Do not approve the recommendation and return the grant funding.

3.2 Option 1 Risks and Mitigations

The Authority has impending grant funding from the DfE for Multiply, Social Prosperity Fund (UKSPS) and the Skills Advisory Network. There is a risk of reputational damage to the Authority, with DfE and other key stakeholders such as Local Authorities, employers and training providers, if it does not deliver on this offer.

3.3 Option 2

Approve the progression of the outlined proposal.

3.4 Option 2 Risks and Mitigations

The Authority's risk management framework will be followed, and a risk register will be in place for the duration of the contract, up to 31 March 2023.

Risk description, causes and impact	Initial risk rating (R,A,G)	Planned Mitigations	Post Mitigation risk rating (R,A,G)
Inability to deliver programme within timescales	R	Engage key employers and training providers. Identify cohorts of learners that are start ready.	A
Low learner take-up	A	Developed Marketing & Comms plan. Joined up communications and marketing strategies between the SYMCA, Provider and Employer.	G
Poor Employer Engagement	A	Use the Growth Hub which already has significant contact with local employers to promote the opportunity. Engage Chambers of Commerce and LA's to promote opportunity.	G
Delays to procurement	R	Engage with SYMCA procurement team and prepare in advance to ensure the best options for commissioning are identified within the timeframe set.	A
Poor provider response to the procurement	A	Discussions have taken place already with the Provider Network and the College Group to make them aware of Skills Bootcamps. MCA officers will continue to engage with potential providers to raise awareness.	G

3.13 Recommended Option

Option 2

4. Consultation on Proposal

4.1 A number of stakeholders have been consulted to develop the proposal so far, including:

- SYMCA Policy team
- Sheffield College Group
- South Yorkshire Providers Network
- Local employers
- Skills for Care
- Doncaster and Bassetlaw Teaching Hosp NHS Trust

5. Timetable and Accountability for Implementing this Decision

5.1 Based on the above proposal:

Specification development for 4 themed bootcamps	June 2022
Business case development for production theme bootcamp	June 2022
Direct Award production theme bootcamp	July 2022
Specification published to market	July 2022
Assessment of specification responses Preferred providers selected 10-day standstill period	July 2022
Award of contract(s)	August 2022
Programme delivery	July 2022 – March 2023

6. Financial and Procurement Implications and Advice

6.1 The programme is 100% funded by DfE and includes a 5% management fee for the administration and reporting by the MCA.

7. Legal Implications and Advice

7.1 The legal implications of the programmes have been fully considered by a representative of the Monitoring Officer.

8. Human Resources Implications and Advice

8.1 N/A

9. Equality and Diversity Implications and Advice

9.1 Appropriate equality and diversity considerations are taken into account as part of the assessment of the programme delivery models.

10. Climate Change Implications and Advice

10.1 Climate change impact will be assessed as part of the process for proposed activity.

11. Information and Communication Technology Implications and Advice

11.1 N/A

12. Communications and Marketing Implications and Advice

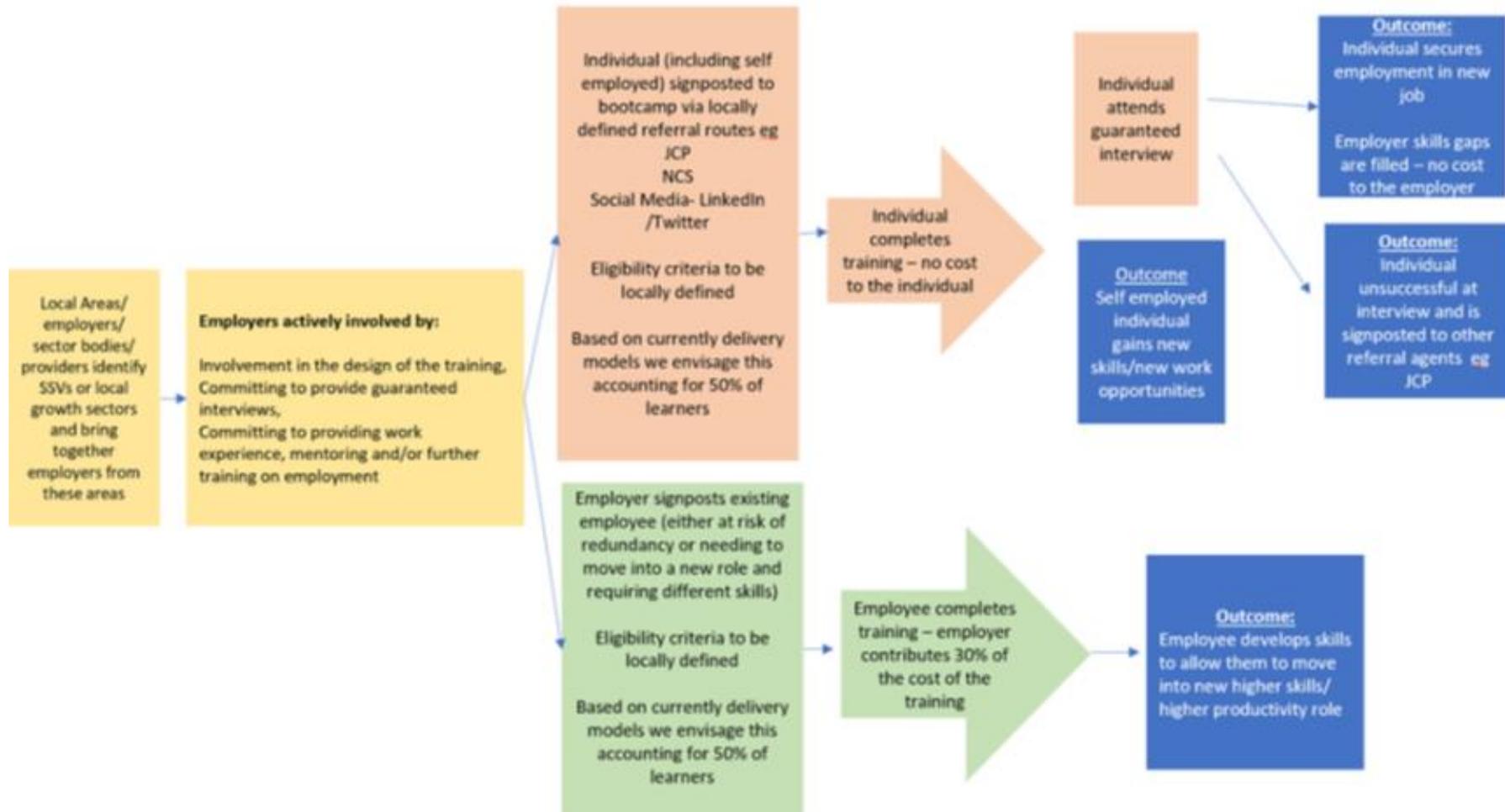
12.1 The grants provide an opportunity to demonstrate the leadership role the MCA and its partners are playing in supporting the region's recovery and renewal from the pandemic.

12.2 Click or tap here to enter text.

List of Appendices Included

A Delivery Model

Appendix A – Delivery Model



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Education Skills and Employability Board

29 June 2022

Apprenticeship Hub Development

Is the paper exempt from the press and public?	No
<i>Reason why exempt:</i>	Not applicable
Purpose of this report:	Policy Decision
Is this a Key Decision?	No
Has it been included on the Forward Plan?	Not a Key Decision

Director Approving Submission of the Report:

Jim Dillon, Director of Business and Skills

Report Author(s):

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Executive Summary

Apprenticeships offer positive financial returns to both people who undertake them and to the businesses who employ them. More widely, apprenticeships offer a high-quality route to securing the skills that South Yorkshire needs for a productive and inclusive economy. However, even before the pandemic, take up of apprenticeships across South Yorkshire had begun to fall in line with national trends, particularly among young people taking their first steps within the labour market. The pandemic also had a dramatic impact on apprenticeship numbers, from which we are not yet fully recovered. South Yorkshire's Recovery Action Plan included a proposal to fund an agent – such as an apprenticeship hub – to reverse recent trends and to work with employers, residents and providers to drive up both quality and take up. The ESE Board gave broad support to a proposal for an apprenticeship hub submitted by the South Yorkshire College Group. This paper provides an update for the Board on proposed development and is an opportunity for the Board to re-affirm its support for the Hub development. It also confirms that a business case is in development with a plan to secure approval in advance of the Authority coming back to the Board for funding approval in August.

What does this mean for businesses, people and places in South Yorkshire?

This proposal contributes to development of a more productive and inclusive economy. It also takes forward commitments made in the South Yorkshire Recovery Action Plan. According to Government statistics (2018), employers who have an established apprenticeships programme report that productivity in their workplace improved by 76% while 75% reported that apprenticeships improved the quality of their service or product. Apprentices themselves are more likely to be in employment for longer and will receive higher earnings with wage premiums of 11% for intermediate apprenticeships and 18% for advanced level. National figures (2014) show that for every £1 spent on apprenticeships, the economy gains £21, which is substantially more than other productivity related factors including investment in innovation, research or technology.

Recommendations

- To approve the overall proposal for development of an apprenticeship hub as described at paras 2.1 to 2.9.
- To note next steps for SYMCA in working with South Yorkshire Colleges Group to secure approval for the business case prior to returning to the Board for funding approval in August.

Consideration by any other Board, Committee, Assurance or Advisory Panel

Education Skills and Employability Board

05 January 2021

1. Background

1.1 The SYMCA Strategic Economic Plan (2021 – 2041) has a simple vision:

“We will grow an economy that works for everyone. We will develop inclusive and sustainable approaches that build on our innovation strengths and embrace the UK’s 4th Industrial Revolution to contribute more to UK prosperity and enhance quality of life for all.”

- 1.3 A key part of this is the reinvigoration of apprenticeships across the region. Apprenticeships have been part of the fabric of working life in South Yorkshire for centuries. But while some measures have improved lives for the region’s apprentices, the overall impact of decades of funding and policy changes have resulted in system that is poorly understood by parents, teachers, young people and employers. Apprenticeships are still viewed as a second-class choice to Higher Education, rather than a fundamental part of the HE offer. The benefits of choosing a vocational path are not well understood and the potential benefits to businesses, especially following the challenges of the pandemic and not clear when balanced against the challenges of accessing funding and the system.
- 1.4 While they may have been introduced for the right reasons, recent Government policy changes including the levy, focus on standards, minimum apprenticeship length and commitment to off the job training coupled with a move to higher level apprenticeships provision for existing members of staff have served to compound a level of confusion about who and what apprenticeships are for.
- 1.5 Post pandemic, while there is some recovery in apprenticeships numbers, South Yorkshire is still behind the level of demand we had previously seen and is certainly behind the size and scale of programme that could achieve a significant impact on the local economy. In line with the commitment set out in the SEP this paper sets

out a proposal to invest “*in our apprenticeship system to build upon existing high-quality education assets*”. The Apprenticeship Hub is the first step in delivering this intervention. The hub proposal will also deliver on the commitment made in the region’s Recovery Action Plan to stimulate apprenticeship growth as a key solution for young people.

- 1.6 The Board considered a paper in January 2021 which considered whether an apprenticeship hub would add value for the region. The Board then received a proposal from the South Yorkshire Colleges Group (SYCG) to establish a South Yorkshire Apprenticeship Hub. This was endorsed by the region’s Skills Advisory Network (SAN) and the SCR Provider Network of training providers in the region.
- 1.7 Since this proposal was submitted, the region’s Chambers of Commerce have produced an employer led Local Skills Improvement Plan (LSIP) which identified the benefits of Apprenticeship Hubs (Recommendation 4) to help businesses simply access technical talent.
- 1.8 The apprenticeship hub proposal also supports commitments at the heart of the emerging skills strategy. The hub will be a key lever for raising the profile of apprenticeship activity across the region and has the potential to drive forward a number of strands including raising demand across the public sector.
- 1.9 This is an opportunity for the Board to re-affirm its support for the South Yorkshire Colleges Group model.

2. Key Issues

2.1 Summary of the hub proposal

The apprenticeship hub will be developed in partnership between the SYMCA executive and the South Yorkshire College Group.

- SYMCA’s role will be to part fund the Hub and to set high level strategic priorities set by the Education, Skills and Employability Board linked to the emerging skills strategy.
- SYCG’s role will be to provide leadership to the Hub and to ensure through day-to-day management that its development is consistent with the priorities set by SYMCA.

The expectation is that

- SYCG will recruit core staff to the Hub. Initially this will include 3 members of staff jointly funded between SYMCA and SYCG. As the Hub becomes established, SYCG will second expert staff into the Hub from within the SYCG;
- The Hub will develop a clear identity and branding as a SYMCA / SYCG Partnership Hub and will at least initially have a base within the SYMCA offices for part of the working week;
- The Hub will be employer focused as per the LSIP and will seek to hide any “wires” for employers and to encourage greater take up of Apprentices;
- The Hub will source Apprentices and link them to vacancies and providers that are most appropriate for them;
- The Hub will work with SYMCA and with employers across the region to identify unspent levy monies and develop proposals for maximising their use through levy transfer and flexible apprenticeship opportunities;

- Engaging with a wider group of stakeholders to support Hub development, critically with a focus on creating a simple and consistent narrative for employers, linked to learning from the LSIP.

2.2 The role of the hub will be to stimulate greater apprenticeship opportunities across South Yorkshire and to encourage take up by developing networks with schools, communities and others influencing young people's choices. The hub will have a key role in raising awareness and understanding of apprenticeship, for acting as a point of entry for employers and providing support for young people in identifying opportunities and as they complete their apprenticeships.

2.3 In terms of employers, the key target group for support are SME employers who are new to apprenticeships and who need support in navigating the system. The hub will explore options for submitting a proposal to run a flexi job apprenticeship scheme when applications are open.

2.4 In terms of residents, the key target group for the hub will be young people with the potential to become an apprentice at Level 2 or 3 and those aged up to 25 who are already in an apprenticeship. A priority for the hub will be working with South Yorkshire Learning Providers to improve the effectiveness of engagement activity and progression routes into apprenticeships, linking to the availability of traineeship funding and the delivery of T levels across South Yorkshire. The hub should also develop progression options for young people coming out of an apprenticeship and seeking further opportunities for work with training.

2.5 The hub will support SYMCA in development and implementation of proposals to be set out in the skills strategy, including an effective regional levy transfer system, an approach to improve apprenticeship completions, marketing and communications events, including National Apprenticeships Week and local celebration of apprenticeship achievements and a body of evidence to demonstrate good news stories and the effectiveness of local provision.

2.6 As the Development Phase rolls out the focus will increasingly be on implementing and embedding a region wide apprenticeship programme. In the Implementation Phase, the Hub will deliver:

- An employer owned and driven system;
- Innovative approaches eg incentives to engage harder to reach SMEs;
- Support for apprentices from disadvantaged areas;
- Attraction of new apprentices from the region's diverse communities;
- New Apprenticeship Standards being offered with strong employer support;
- Increasing recognition amongst school age children and their parents and carers of the value of technical apprenticeships as a legitimate step into their chosen career.

Is the Board content to proceed with this approach?

2.7 Next steps

A business case for this Hub proposal is in development and will be submitted to SYMCA's programme office for approval. Once that process has completed, we expect to be able to bring the proposal back to the Board at the end of August for a decision on funding.

2.8 Hub Oversight

The Hub will be led and managed by a consortium of SYCG and staff will be seconded into the Hub to improve capacity and leadership capability as it develops. The Hub manager will provide regular reports to the SYMCA Executive on progress in preparation for reporting to the Board on performance. SYCG will be held to account for delivery of high-level priorities set by ESE Board in the context of the emerging skills strategy through SYMCA's contract management processes.

3. Options Considered and Recommended Proposal

3.1 Option 1

Approve proposal for the joint SYMCA / South Yorkshire Colleges Group Hub.

3.2 Establish the hub. Set challenging targets and hold it to account for making an impact for South Yorkshire.

3.3 Option 1 Risks and Mitigations

The key risk for the Hub is timing. It is unlikely that we will have a funding decision until the end of August which means that there is a risk that the Hub will not be in place for the key apprentice recruitment point in the year. The Hub will still be able to operate but won't demonstrate its full value immediately.

3.4 Option 2

Do not put in place an apprenticeship hub.

3.5 Await recruitment of a single person within the skills team with responsibilities for business and skills including apprenticeships. Secure marginal change through networking and influencing,

3.6 Option 2 Risks and Mitigations

Increasing the volume of apprenticeship activity across South Yorkshire has significant potential for driving up productivity and an inclusive economy. However, we are now several years into a period of declining take up of apprenticeships and we have not broken through the barriers that exist in the system for many

3.7 Option 3

Develop proposals for a Flexi Job Apprenticeship Scheme.

3.8 Support for Flexi Job Apprenticeship Schemes (acting as an agent to support apprentices moving between a network of employers in the course of an apprenticeship) are offered on a competitive basis by DfE periodically. Our main challenge in applying for a flexi job apprenticeship scheme are that we do not have the resources ourselves to make a successful application. There is no guarantee that an application would be successful. And a Flexi Job Apprenticeship Scheme on its own would have less impact for the region than a package of measures that could be put in place through the proposed Hub, which could also include a Flexi Job Apprenticeship Scheme.

3.9 Option 3 Risks and Mitigations

We are unlikely to be able to achieve the same level of impact through a Flexi Job Apprenticeship Scheme as we would through a hub with a broader menu of options for driving up apprenticeships. There is also no guarantee that we would be successful in a competitive process.

3.10 Recommended Option

Option 1

4. Consultation on Proposal

4.1 This proposal has been developed in partnership between SYMCA and South Yorkshire Colleges Group. It has been considered previously by the ESE Board and requested to come back with next steps. Stakeholder consultation has also taken place through the Skills Advisory Network and with the South Yorkshire Provider Network.

5. Timetable and Accountability for Implementing this Decision

5.1 The Board is invited to make a policy decision to press ahead with development of the Hub proposal in partnership with South Yorkshire Colleges Group. Next steps will be internal approval of the business case. Funding approval will be sought from the ESE Board in August. Set up of the Hub will follow in the Autumn.

6. Financial and Procurement Implications and Advice

6.1 No budget has yet been approved for the Apprenticeship Hub. Budget approval will be sought once the proposal has been through the Assurance Framework.

7. Legal Implications and Advice

7.1 Not at this stage.

8. Human Resources Implications and Advice

8.1 The proposal has been amended following consultation with HR. The proposed model has evolved from being an inward secondment model to focusing on robust partnership working between SYMCA and SYCG.

9. Equality and Diversity Implications and Advice

9.1 This proposal is principally about supporting more young people to enter the labour market via an apprenticeship, Apprenticeships offer among the best returns to young people of any qualification at levels 2 and 3. By putting in place this apprenticeship hub, the Board will be supporting growth in apprenticeship numbers across South Yorkshire which will help to drive up inclusion and economic growth and will extend opportunities for those looking for an alternative from academic study routes.

10. Climate Change Implications and Advice

10.1 None identified.

11. Information and Communication Technology Implications and Advice

11.1 None identified

12. Communications and Marketing Implications and Advice

12.1 The Hub will provide a focal point for apprenticeships across South Yorkshire. It is too early to include in this paper specific marketing and comms plans, but a requirement for collaborative approaches between SYMCA and the Apprenticeship Hub will be part of our expectation of support for the model being proposed.

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Education Skills and Employability Board

29 June 2021

Grant Acceptance and Approvals Paper

Is the paper exempt from the press and public?	No
Reason why exempt:	Not applicable
Purpose of this report:	Funding Decision
Is this a Key Decision?	Yes
Has it been included on the Forward Plan?	Yes

Director Approving Submission of the Report:

Gareth Sutton, Chief Finance Officer/s73 Officer

Report Author(s):

Sue Sykes – AD, Procurement, Contracts and Programme Controls
 Sue.sykes@southyorkshire-ca.gov.uk

Executive Summary

This paper requests approval to accept two grants from the Department for Education (DfE) and the Careers and Enterprise Company (CEC) for the Bootcamps and Careers Hub programmes.

What does this mean for businesses, people and places in South Yorkshire?

The programmes will facilitate and proactively support skills, whilst supporting the region's recovery and renewal from the pandemic

Recommendations

The board consider and approve:

1. Acceptance of the DfE programme grant of £0.89m for the Skills Bootcamps programme
2. Acceptance of the CEC programme grant of £0.39m for the Careers Hub Network programme
3. AEB Change Request
4. Delegate Authority to the S73 Officer in conjunction with the Head of Paid Service and Monitoring Officer to accept the grant subject to their acceptance of the terms of the agreement and enter into subsequent legal agreements.

1. Background

1.1 Skills Bootcamps

Skills bootcamps are one part of the National Skills Fund, a £2.5 billion initiative to help adults train and gain skills quickly to improve their job prospects.

Skills Bootcamps are intensive, Level 3-5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (in the case of a new job), which equip adults with technical skills that enable them to access in demand jobs, apprenticeships, new opportunities and an increased level of income over time (including for the self-employed).

1.2 SYMCA has received a £0.89m funding offer from DfE for the 22/23 financial year to deliver Skills Bootcamps across 4 sector subject areas comprising digital, engineering, construction management and green construction & buildings. The targets are:

- a minimum of 250 learner starts in total by 31st March 2023 – 20% to have started by 31st July 2022
- at least 80% of those who start training will complete the course which includes 100% of relevant learners being offered a guaranteed interview with an employer with appropriate vacancies
- at least 75% of learners who complete their course will have a positive outcome (a new job must be continuous employment for at least 12 weeks or apprenticeship, increased responsibilities or a new role with existing employer or increased opportunities for the self-employed) within 6 months of completion.

1.3 Careers hub Network

The Careers and Enterprise Company (CEC) was established by government in 2015 to help link schools and colleges in England to employers, to increase young people's exposure to the world of work.

1.4 The South Yorkshire (SY) Careers Hub, formerly known as the Enterprise Adviser Network, is led by two Careers Hub leads within SYMCA, and delivered in partnership with each of the local authorities through 7 co-funded Enterprise Co-ordinator posts and a support officer role. Currently the Careers Hub is working with 110 institutions from across the four local authority areas, including mainstream, SEND schools and further education colleges and supporting them to achieve progress against the Gatsby Benchmarks.

1.6 SYMCA has received an indicative funding offer from CEC for the 22/23 academic year but final figures have yet to be confirmed. The grant from CEC will provide the authority with an opportunity to improve, develop and implement more robust measures to track outcomes at place against the ambitions set out in the Strategic Economic Plan

1.7 **Change Request**

The board is asked to consider the request for change received from Profound Services Ltd to amend their plan for delivery of the Adult Education Budget (AEB). The current contract is for first Level 2 provision only in Engineering & Manufacturing Technologies and Information & Communication Technology. Profound Services Ltd are requesting to amend their profile to also include learners who are accessing a second Level 2. The re-profile has been split to First Full Level 2 (50%) and Second Full Level 2 (50%).

2. **Options Considered and Recommended Proposal**

2.1 **Option 1**

Approve all recommendations

2.2 **Option 1 Risks and Mitigations**

The Skills Bootcamp programme has funding which must be defrayed within the current financial year and the timescale for award means the programme will not start delivery until well into the year. The proposed deliverables in this paper are ambitious and planning activities are underway to ensure delivery can be achieved within the timescales.

2.3 **Option 2**

Do nothing

2.4 **Option 2 Risks and Mitigations**

This would mean the loss of opportunity for Sheffield City Region residents to benefit from the programmes.

2.5 **Recommended Option**

Option 1

4. **Consultation on Proposal:**

4.1 Discussions have been on-going with the Education, Skills and Employability board and other partners.

5. **Timetable and Accountability for Implementing this Decision**

5.1 Subject to board approvals, the statutory officers will move to affect the recommended grant awards.

Given the timing of this paper any changes agreed will apply to any 2022/23 allocations awarded to Profound Services.

6. **Financial and Procurement Implications and Advice**

6.1 **Skills Bootcamp** – the programme is 100% funded by DfE and includes a 5% management fee for the administration and reporting by the MCA.

6.2 **Enterprise Advisor Network** – 2 internal posts (£130k) are funded 100% by Careers & Enterprise Company (CEC). All remaining posts are 50% funded by

CEC (£196,500) with SYMCA funds identified for one post (£12,400) with Local Authorities providing the match funding for the remaining posts (£184,100).

7. Legal Implications and Advice

7.1 The legal implications of the programmes have been fully considered by a representative of the Monitoring Officer.

8. Human Resources Implications and Advice

8.1 N/A

9. Equality and Diversity Implications and Advice

9.1 Appropriate equality and diversity considerations are taken into account as part of the assessment of the programme delivery models.

10. Climate Change Implications and Advice

10.1 Climate change impact will be assessed as part of the process for proposed activity.

11. Information and Communication Technology Implications and Advice

11.1 N/A

12. Communications and Marketing Implications and Advice

12.1 The grants provide an opportunity to demonstrate the leadership role the MCA and its partners are playing in supporting the region's recovery and renewal from the pandemic.

List of Appendices Included

None



Education Skills and Employability Board

29 June 2022

Skills Advisory Network Update

Is the paper exempt from the press and public?	No
Reason why exempt:	Not applicable
Purpose of this report:	Policy Decision
Is this a Key Decision?	No
Has it been included on the Forward Plan?	Not a Key Decision

Director Approving Submission of the Report:

Jim Dillon, Director of Business and Skills

Report Author(s):

Roger Wilde

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Executive Summary

This paper requests Board approval to accept amendments to the Skills Advisory Network (SAN) 2021/22 MOU and Use of Funds statement and also board approval for the 2022/23 MOU to support the Local Skills Improvement Plan (LSIP).

What does this mean for businesses, people and places in South Yorkshire?

The SAN activity helps to increase the quality of local-level skills and labour market analysis, strengthen the links between local employers and skills providers through the publication of a Local Skills Report.

Recommendations

The board consider and approve:

Acceptance of the amendments to the SAN 2021/22 MOU activities

Acceptance of the intention to support the LSIP with the SAN 2022/23 MOU

Consideration by any other Board, Committee, Assurance or Advisory Panel

None

1. Background

- 1.1 The Department for Education (DfE) has offered support to local areas since 2018 through Skills Advisory Panels (Skills Advisory Network in South Yorkshire) to increase the quality of local-level skills and labour market analysis. However, in 2021 the DfE's Skills for Jobs White Paper took this a step further with the introduction of new employer-led Local Skills Improvement Plans (LSIPs). Led by designated employer representative bodies (ERBs), LSIPs aim to articulate employers' skills needs and the changes required to help ensure post-16 technical education and skills provision is more responsive in meeting local labour market skills needs.
- 1.2 In South Yorkshire, the Chambers of Commerce came together through active partnership to drive one of only eight LSIP Trailblazers across the country to lead consultation with employers and to deliver the first Skills Accelerator report. The Board heard a report on progress in December 2021. The Skills Accelerator report also incorporated work by Barnsley College funded through the DfE's Strategic Development Fund on development of a response to the Skills Accelerator Report. The Skills Accelerator report gives South Yorkshire a head-start over many areas in terms of understanding employer requirements of the skills system and how we can develop a response.
- 1.3 Whilst LSIPs are not intended to be a direct replacement for the SAN, their rollout requires a repurposing of DfE's grant funding to local areas in 2022-23. The aim and objectives of this grant are therefore different to the SANs grant in previous years. This is helpful in creating and opportunity to consider how we can develop and approach which is more coherent and joins up across advisory streams in future.
- 1.4 With the LSIP programme rolling out nationally later this year, the main focus of the SAN grant is on producing and sharing robust analysis of the local labour market to support the development of an LSIP by the designated employer representative body (ERB).
- 1.5 The purpose of this paper is to seek approval from members for changes to the existing planned expenditure and to update the Board on the overall direction of travel from DfE.

2. Memorandum of Understanding (MOU)

2.1 MOU 2021/22

The MOU includes this work already commissioned:

- Local Skills Report update
- A contribution to Doncaster Chamber of Commerce to support employer engagement to inform the development of the LSIP submission

The SAN MOU planned activity is to change as follows:

- Research into the effects of the pandemic and the consequences for NEET young people which aligns to a priority for the Skills Strategy- funding is to be increased to £22,735.

- In addition to this activity, a deeper dive into the supply and demand for local Green skills is intended, again, in line with the Skills Strategy and with the existing SAN workplan – funding to be £7,265.
- It is intended to remove the Post 16 level 3 qualification local impact assessment report because there is sufficient new data and a national impact assessment, which will support this need.

Are Board members content with this proposed change to the SAN's activity?

2.2 The current position regarding the MOU completed work and expected activities for the SAN are as follows (please see the table below)

Activities	Status	Contractor	Cost
Development of the SCR Intelligence Hub	Work Completed	Work undertaken by	£16,041.42 Contribution to support the work (£32,000.00 total)
(LMI) Report – Local Skills Report update	Work Completed	Work undertaken by University of Warwick	£25,000
SME employer skills demand survey – Contribution to support the LSIP.	Work Completed	Work undertaken by Doncaster Chamber.	£20,000
Research on NEETs / Covid impact on young people	Hasn't been commissioned		£20,000 Allocated not spent
Post 16 level 3 qualification local impact assessment report	Hasn't been commissioned		£10,000 Allocated not spent
Sectoral Research	Work in contract but will not be completed until mid-22/23	Work undertaken by Engineering UK	£20,000
			Total £95,000
			Total remaining £30,000
Green Skills Deep dive	To be commissioned		£7,265
Research on NEETs / Covid impact on young people	To be commissioned		£22,735

2.3 MOU 2022/23

DfE will grant fund the SAN £55k in FY 2022-23.

The focus of the SAN spend for this period centres on 2 objectives

2.4 **Objective 1:**
Produce and make available high-quality analysis of the local labour market(s) and its skills needs to support the development by ERBs of LSIPs for 2022-23. ERBs will be designated from early autumn 2022 onwards.

2.5 **Objective 2:**
Work collaboratively with the ERB in the development of an LSIP for the area, share data and analysis and encourage relevant local stakeholders to engage in the development of the LSIP.

3. Options Considered and Recommended Proposal

3.1 **Option 1**
The board doesn't support the changes and spend for the MOU

3.2 **Option 1 Risks and Mitigations**
The Authority has impending grant funding from the DfE for Social Prosperity Fund (UKSPS), Multiply and the Skills Bootcamps. There is a risk of reputational damage to the Authority, with DfE and other key stakeholders such as Local Authorities, employers and training providers, if it does not deliver on the SAN MOU.

3.3 **Option 2**
The board supports the changes and spend for the MOU

3.4 **Option 2 Risks and Mitigations**
Limited risk based on the ERB being designated and time available to commission activity. Mitigated by regular dialogue with stakeholders and DfE.

3.5 **Recommended Option**
Option 2

4. Consultation on Proposal

4.1 The SAN is a mixed group of stakeholders. Proposals for use of SAN funding have been considered by SAN members.

5. Timetable and Accountability for Implementing this Decision

5.1 The board needs to approve the changes and spend recommendations before the 2022/23 funding can be released. The deadline for responding to DfE is 30th June 2022, all paperwork is prepared and ready to submit.

6. **Financial and Procurement Implications and Advice** *(to be written by the relevant Finance Officer and the Head of Procurement on behalf of s73 Officer)*

6.1 Subject to SYMCA sign off on the Use of Funds Statement and submission of a new Memorandum of understanding back to DfE, SYMCA will receive £55k funding for the financial year 2022-23.

6.2 SYMCA will need to commission work to be done following receipt of funds, but it is too early to say exactly how the funding should be used. DfE's strong steer is that

funding should be used to support Local Skills Improvement Plans, but it is too early to say how the funding should be used or the work commissioned.

7. Legal Implications and Advice

7.1 Any agreed changes to the MOU will be appropriately documented.

8. Human Resources Implications and Advice

8.1 None

9. Equality and Diversity Implications and Advice

9.1 None

10. Climate Change Implications and Advice

10.1 None

11. Information and Communication Technology Implications and Advice

11.1 None

12. Communications and Marketing Implications and Advice

12.1 Promotion of the outcomes of the research conducted will take place, rather than the notification of change of spend profile.

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