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Monday, 6 December 2021

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 **Virtual Meeting**, on: **Tuesday, 14 December 2021** at **1.00 pm** 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



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)	Barnsley MBC
Nigel Brewster (Co-Chair)	Private Sector
Councillor Lani-Mae Ball	Doncaster MBC
Councillor Tim Cheetham	Barnsley MBC
Professor Chris Husbands	Sheffield Hallam University
Kate Josephs	Sheffield CC
Councillor Denise Lelliott	Rotherham MBC
Councillor Paul Turpin	Sheffield CC
Councillor Rachael Blake (Reserve)	Doncaster MBC

MCA - Education, Skills and Employability Board

Tuesday, 14 December 2021 at 1.00 pm

Venue: Virtual Meeting

**SOUTH YORKSHIRE
SYMCA**



**MAYORAL
COMBINED
AUTHORITY**

Agenda

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5.	Minutes from Previous Meeting on 19 October 2021	Chair	5 - 12
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Date of next meeting: Tuesday, 11 January 2022 at 10.00 am

At: Virtual Meeting

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MCA - EDUCATION, SKILLS AND EMPLOYABILITY BOARD

MINUTES OF THE MEETING HELD ON:

TUESDAY, 19 OCTOBER 2021 AT 10.00 AM

VIRTUAL MEETING



Present:

Councillor Sir Steve Houghton CBE (Co-Chair)	Barnsley MBC
Nigel Brewster (Co-Chair)	Private Sector
Councillor Lani-Mae Ball	Doncaster MBC
Councillor Tim Cheetham	Barnsley MBC
Kate Josephs	Sheffield CC
Councillor Paul Turpin	Sheffield CC
Helen Kemp	MCA Executive Team
Angela Foulkes	Chair of Skills Advisory Network

In attendance:

Sue Sykes	MCA Executive Team
Andy Gates	MCA Executive Team
Rob Harvey	MCA Executive Team
Helen George	MCA Executive Team

Apologies:

Professor Chris Husbands	Sheffield Hallam University
Councillor Denise Lelliott	Rotherham MBC
Gareth Sutton	MCA Executive Team

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**

It was pointed out that there was a typo at item 10 and that 'secretary' should be changed to 'secondary'.

RESOLVED - That the minutes of the meeting held on 31st August 2021 be agreed as a true record.

6 **Global Education Leaders' Partnership (GELP) (verbal)**

A Gates informed the Board that he was working with DMBC and the Global Education Leaders' Partnership (GELP).

It was noted that GELP was a partnership which included national and regional governments, the OECD, think tanks and organisations that were involved in education on the national and internal stages. DMBC was a member of GELP.

DMBC would be hosting a physical and virtual conference from 8th – 13th November 2021. The conference would provide the opportunity for academics and practitioners to discuss global education.

There would be a Doncaster/South Yorkshire session which would talk about the Doncaster Talent Innovation Ecosystem work which aimed to connect people with opportunities in the Borough.

On the Saturday there would be a national policy conference which would bring together enterprise, national government, senior officials from within DfE and UK-based think tanks etc. This would be supported by the MCA and the Northern Powerhouse Partnership.

The conference should be useful to assist DMBC to shape their skills programme and for government to understand the regional barriers to the local skills ecosystem.

A good draft line-up had been arranged for the policy conference including a session hosted by N Brewster and Prof. Husbands.

A Gates encouraged colleagues to try and attend.

The Chair thanked A Gates for the update.

7 **Proposal for a Lessons Learned Review of Adult Education Budget Commissioning**

R Harvey presented a report which contained a proposal for a Lessons Learned Review of Adult Education Budget commissioning.

It was noted that the proposed evaluation would allow stakeholders to feedback

on some of the underpinning decisions that had shaped how the Authority had engaged with providers. It was important that the Lessons Learned process drew out feedback for change that the Authority should consider ahead of any future commissioning of the AEB.

The report set out three key issues:

- There was a small amount (£400,000) of unallocated funding from the AEB budget.
- Performance of providers contracted to deliver AEB funded provision will be kept under review giving the Authority an opportunity to relocate funding should there be underperformance against delivery plans.
- The demand for adult skills from employers could change.

All of the above factors meant that there was a possibility that the Authority could choose to commission further AEB provision during the current academic year.

The report contained details of the cohorts identified and the key elements of focus for the evaluation.

Three options had been considered.

Option 1. Conducted and directed internally by Authority officers.

Option 2. Conducted internally by Authority staff but supported by an advisory panel.

Option 3. Conducted externally.

Option 3 was the recommended option.

The Board discussed the consequences of the commissioning process for some previous existing providers and thought this should be acknowledged but agreed that the evaluation should be framed around encouraging recommendations for future AEB commissioning. The aim was to make adult education provision better for the clients and not individual organisations.

RESOLVED – That the Board approve Option 3 – to conduct the evaluation externally as detailed in section 3.8 of the report.

8 **Skills Strategy (verbal)**

Helen George provided an update on the development of the Skills Strategy which included:

- The timeline for the Strategy and the intention, with the Board's approval, to make the Skills Strategy the focus of the January or February meeting of the Board.
- Alignment with AEB planning for 2022/23 and the timeline for discussions with grant funded providers.
- Information on the Local Skills Improvement Plan and the Strategic

Development Fund.

- A request for approval to invite representatives involved in the Local Skills Improvement Plan and the South Yorkshire Colleges Group (representing the Strategic Development Fund) to either the December or January meeting of the Board.

The Board discussed the importance of the Green agenda and positioning the Skills Strategy around the four LAs strategies whilst aligning with the SEP and the RAP.

RESOLVED – That the Board:

- i) Note the update.
- ii) Agree to the suggestion that either the December or January meeting of the Board should focus on the Skills Strategy and that representatives involved with the Local Skills Improvement Plan and the Strategic Development Fund be invited to that meeting.

9 **Skills Advisory Network (SAN) (verbal)**

A Foulkes gave an update on the work of the Skills Advisory Network (SAN).

Members were reminded that the SAN had accessed £75k of funding from the DfE for 2020/21 which had to be spent within 6 months with approval from DfE of the workplan.

The main output for 2021 was the Local Skills Report which had been published in March this year.

SAN had commissioned the development of an Intelligence Hub. This is still in development and not yet widely available. The SAN was interested in progressing this urgently so that the data would be useful for everyone.

A deep dive into the manufacturing skills base had been commissioned. A Foulkes, (on behalf of the SAN) requested that the Board supported the unlocking of the commitment to the procurement process for this as a matter of urgency.

A Foulkes explained that for 2021/22 the SAN was proposing to draw down the same amount of money from the DfE against a workplan set out in a new Memorandum of Understanding for the Board's approval.

The proposals for 2021/22 were:

- Update the Local Skills Report including a link to the work on the Skills Strategy.
- Commission a piece of work on NEETS and the impact of Covid-19 on young people.
- Provide support to the Local Skills Improvement Trailblazer (as required by DfE) to develop understanding of SME skills demand.
- Ongoing analytical support on Labour Market Information from EMSI.

The SAN were asking the Board for support for these proposals and also to unlock any barriers that were preventing progress.

Members were reminded that the SAN had volunteers from the skills, education and employer base to look at the SEP and RAP outcomes and in future to support the Skills Strategy and LSIP.

The aim was to bring suggestions and recommendations to the Board that the SAN thought would add value to the SEP and RAP or in general to the skills agenda.

Current work included:

- Proposals for apprenticeships which had been brought to the Board previously and appeared to have stalled. SAN would like the opportunity to bring the proposals back to the Board for further consideration.
- Work continued on careers IAG workstreams. SAN had recommended a regional approach to a careers event for a wide age range. Again, this work is still in progress.
- Work had begun on the offer for NEETS. Proposals would be brought to the Board at a later stage.

A Foulkes questioned whether the Board were content with the direction of travel of the SAN and how they could better engage with the Board so that proposals got better traction. There was a waning of appetite within the SAN as it was felt that their work was not leading anywhere.

H George commented that it was important that the Board found a way of commissioning the SAN to work on projects that the Board thought was important and that a demand relationship was created with the SAN. The Board needed specialist advice in developing the Skills Strategy and a strong relationship with the SAN would be needed going forward.

The Chair suggested further discussion on how the SAN fitted in and how they could gain more recognition.

The Chair thanked A Foulkes for the update.

10 **Improving Skills Provision for residents with specific needs**

A report was considered that sought the Board's approval for the development of an additional support and skills development programme for residents with specific needs.

As the MCA moved beyond the initial AEB commissioning the MCA wanted to maximise opportunities in relation to groups of residents who needed additional support to engage with learning, develop skills and progress into employment.

The MCA Executive Team wanted to draw on previous work in developing what may now be required to provide additional targeted support for learners who had been unintentionally displaced from existing learning programmes through

the devolved AEB commissioning process.

It was noted that significant time and effort had already been spent developing evidenced and robust business cases for proposals. The MCA Executive Team would now like to review those proposals.

The two key proposals were the Disadvantaged Learners Pilot and the Early Integrated Employment Support for Claimants at Risk of Long-Term Unemployment. Full details of both proposals were detailed within the report.

N Brewster commented that he felt there was a sense of urgency to these proposals and suggested progressing matters outside of the meeting cycle.

The Board agreed and suggested the proposals were circulated for consideration as soon as available to speed up the process.

A Foulkes commented that this was a demand that would work with the SAN who could add value to the proposals as both employers and stakeholders. This was agreed.

RESOLVED – That the Board approve development of an additional support and skills development programme as detailed within the report and that proposals be circulated outside of the meeting cycle.

11 **Skills Response to Redundancy (verbal)**

The Board was reminded that this was a piece of work that they had requested in preparation for an anticipated rise in redundancies following the end of furlough payments.

A previous paper considered by the Board had pointed to analysis that suggested that the number of redundancies had not risen to the degree expected, that there was a larger number of vacancies than expected and it was unlikely that there would be large amount of redundancies at this stage.

The focus of the work then shifted on how to secure a more joined up approach between the Authority, DWP and Local Authorities in this area recognising that there was already a lot of work going on.

K Josephs informed the Board that the paper was then submitted to the Chief Executives group who looked at the work that had been done so far and the wider context of the work the Skills Team were being asked to do such as the Skills Strategy.

The Group thought that the Local Authorities had built strong relationships with DWP and were working closely on work to support and manage redundancies where they occurred. The Chief Executives offer to the MCA was that, rather than use the MCA's s Team whose time could be used more effectively elsewhere, the LAs would do this work themselves, working together where appropriate.

It was noted that MCA resources had been allocated for this work. How to use

these resources would be discussed at a later date.

RESOLVED – That the Board accepted the Chief Executives offer as detailed above.

12 **Programme Approval**

A report was submitted that sought progression to full approval of the Transitional Support project and award £0.21m to the Workers Educational Association.

Members were reminded that SYMCA took control of the Adult Education Budget in August 2021.

A dual approach to commissioning had been developed which had led to a reduction in the overall number of providers delivering AEB across the region. This had been considered a positive step towards achieving the outcomes detailed in the report.

The impact of this reduction in providers had led to some disruption for learners. SYMCA recognised that more support was needed to help learners transition to new learning opportunities.

It was noted that in the case of learners who had previously been on programmes with the Workers Educational Association there was an additional requirement for support due to several factors which were detailed in the report.

The Project would provide an approach in which previous learners' Information, Advice and Guidance requirements were assessed allowing the access to tailored support - details of which were listed in the paper.

Councillor Turpin sought assurance that the grant to WEA would not cause additional competition in the market to deliver AEB funded learning across South Yorkshire.

J George explained that the purpose of the grant was to support the transition of learners only based on the scale of the task for WEA.

It was noted that the expectation was that the need for intensive support for learners would be fully met within six months.

RESOLVED – That the Board:

- i) Approve progression of Transitional Support Project to full approval and award £0.21m to the Workers Educational Association.
- ii) Approve delegated authority be given to the Head of Paid Service in consultation with the Section 73 and Monitoring Officer to enter into legal agreement for the above scheme.

13 **Any Other Business**

None.

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

Education Skills and Employability Board

14 December 2021

Adult Education Board Delivery Update

Is the paper exempt from the press and public?	No
Purpose of this report:	Funding 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:

Helen Kemp, Director of Business and Skills

Report Author(s):

Rob Harvey, Senior Programme Manager – Skills and Employment
rob.harvey@SouthYorkshire-CA.gov.uk

Executive Summary

This Adult Education Budget (AEB) Update paper provides an update on a number of key upcoming issues which will have an impact on AEB delivery in South Yorkshire. These issues have different implications for different aspects of AEB. These issues are discussed in detail in the three referenced papers: - 1. Approach to AEB Grant Reconciliation and Covid, 2 In Year AEB Procurement and 3 Reallocation of AEB Funding in Year.

This paper summarises the recommendations made in those accompanying discussion papers.

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

The paper is about the ongoing operation of devolved AEB in South Yorkshire. AEB supports Adults to participate in learning and acquire Skills. AEB supports South Yorkshire businesses through access to skilled workers.

Recommendations

1. AEB Grant Reconciliation relating to Covid.

SYMCA will adopt any nationally set Grant threshold for reconciliation.

2. In Year Procurement

Should gaps emerge on the Procured side of AEB due to aggregate performance issues, SYMCA will time any new AEB procurement to bring in new provision for the start of the new academic year (2022/23).

3. Reallocation of AEB Funding

Should gaps emerge on the Grant side of AEB due to aggregate performance issues, SYMCA will time any changes made to Grant arrangements for the start of the new academic year (2022/23).

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

None

1. Background

- 1.1 There are a number of factors which could have an impact on AEB over the rest of this academic year. These factors are summarised in this paper.
- 1.2 There are three accompanying papers which provide greater detail on the impacts and suggested approaches.

2. Key Issues

- 2.1 Covid could compromise providers ability to deliver AEB provision. Grant Providers in non-devolved areas and in other devolved areas have had the reconciliation threshold lowered to reflect the difficult delivery environment. Currently the threshold is set at 100% by SYMCA's Funding and Performance Management Rules. Hopefully Covid prevalence and its impact on AEB delivery will continue to decline.
- 2.2 At this stage of the academic year it is too early to know if the MCA will need to change this threshold. The accompanying paper discusses appropriate processes for ensuring that as the academic year progresses SYMCA sets an appropriate threshold and is providing an appropriate level of support to our Grant Providers.
- 2.3 Currently the MCA has received reports on the first three months of devolved AEB delivery. It is too early in the year to forecast how close providers will get to delivering their full delivery plan for 2021/22. The accompanying papers 7ii In Year Procurement and 7iii Reallocation of AEB Funding discuss the options available to the MCA if a situation develops where collectively procured and grant providers are unable to meet their contracted delivery targets.
- 2.4 These papers are not about individual provider performance management, the MCA's contracts with Providers and the Funding and Performance Management Rules set out in detail the responsibilities of both providers and the MCA in relation to individual provider performance. These papers are about the collective performance of the providers.

2.5 There will be a Mayoral election in May. This will be preceded by a period of purdah. Purdah limits some of the activities of the MCA. This is in part why these papers seek to agree courses of action now.

3. Options Considered and Recommended Proposal

3.1 Option 1

On Covid related Grant Reconciliation Thresholds, SYMCA will agree to adopt any amendments made by the ESFA to the non-devolved thresholds as a response to Covid. If no amendments are made SYMCA will retain the 100% threshold set out in the current version of our Funding and Performance Management Rules.

3.2 On Procured AEB provision, SYMCA will monitor performance. If it becomes apparent that there will be a collective performance short fall SYMCA will consider a new procurement round timed to introduce new providers and provision in time for the new academic year (2022/23). SYMCA will take into account the impact of Covid in this decision. SYMCA will continue to manage the performance of individual procured providers as contractually agreed.

3.3 Similarly, on Granted AEB provision SYMCA will monitor performance as the picture develops over the coming months. If it becomes apparent that there will be a collective performance short fall, SYMCA will consider whether changes to Grant Allocations need to be made in time for the new academic year (2022/23). SYMCA will take into account the impact of Covid. SYMCA will continue to manage the performance of individual Grant providers as contractually agreed.

3.4 Option 1 Risks and Mitigations

Each of the accompanying papers discusses the benefits and disincentives for each of the options.

3.5 Option 2

Each of the accompanying papers discusses alternative approaches (including the risks and benefits).

3.6 Recommended Option

Option 1

4. Consultation on Proposal

4.1 No consultation with providers has been undertaken.

5. Timetable and Accountability for Implementing this Decision

5.1 The MCA will write to providers outlining the intentions that this paper proposes in January 2022. As outlined these proposals are, that: -

- 1 the MCA proposes to adopt any Covid amendments to the national grant reconciliation threshold.
- 2 The MCA intends to time any changes (if required) to Procured AEB to align to the next academic year.
- 3 The MCA intends to time any changes (if required) to Granted AEB to align to the next academic year.

5.2 The MCA will have more information on provider performance after receiving R04. This is due in December.

6. Financial and Procurement Implications and Advice

6.1 It is too early to say what the financial implications will be. Further decisions will need to be made regarding the practical implications around clawback from providers as well as considering any clawback requirements on us from the funder.

7. Legal Implications and Advice

7.1 The Grant Reconciliation Threshold is set at 100% for the financial year 2021/22 in the Funding and Performance Management Rules (“FPMR”) forming part of the Grant Contract. The Grant Contract provides that the FPMR may be changed in accordance with guidance from the EFSA. Changing the threshold percentage in line with the EFSA would be in line with this provision.

7.2 The call off contracts for both Procured and Grant AEB are awarded for a single financial year so any changes to allocation of funding for the financial year 2022/23 will be implemented by new call off contracts.

8. Human Resources Implications and Advice

8.1 No HR Implications.

9. Equality and Diversity Implications and Advice

9.1 No specific EDI at this stage however it will be important for the MCA to continue to monitor which communities / learners are engaging with AEB to ensure there are no important gaps in provision.

10. Climate Change Implications and Advice

10.1 No new Climate Change Implications.

11. Information and Communication Technology Implications and Advice

11.1 No ICT implications.

12. Communications and Marketing Implications and Advice

12.1 Communications on the decision to the providers will be conducted by the contract management team, whilst marketing awareness of the scope of availability to South Yorkshire residents will continue to progress in line with the communications and marketing plans and agreements.

List of Appendices Included

- A Approach to AEB Grant Reconciliation and Covid 21/22
- B In Year Procurement 21/22
- C Reallocation of AEB Funding in Year

Background Papers
None

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Appendix A

Approach to Reconciliation of AEB Grants

Background

The purpose of the paper is to discuss and settle on a process for setting the threshold for Grant Reconciliation for this academic year (2021/22). The paper does not seek to set the threshold at this point, the paper will agree a process for setting the threshold later in the year. This should give AEB Grant Holders early visibility of a decision which could have significant impact on their organisation.

A grant reconciliation would happen if a AEB Grant provider delivers less than the set threshold (currently set at 100%). SYMCA would recover the difference between their actual delivery and the percentage threshold set. For example, if the threshold was set at 90% and the Grant provider delivered 85% of their allocation this would result in a recovery of 5% of a provider's allocation.

This change would only be for this year, the reconciliation threshold would revert to its normal level of 100% for next academic year (2022/23).

As with the National AEB rules our Grant Reconciliation sets a grant provider's final delivery value against their SYMCA allocation value to calculate the final delivery percentage on which reconciliation is based. Currently in South Yorkshire Grant Reconciliation is set at 100% by our Local Funding and Performance and Management Rules. <https://southyorkshire-ca.gov.uk/getmedia/8c8179bb-7719-4991-8099-dda5d6983ec8/Schedule-3-Funding-and-Performance-Management-Rules.pdf>.

Covid impact could create a need to review these arrangements. Particularly where under-delivery of SYMCA grant funded AEB may cause financial difficulties or local circumstances make it impossible for grant funded organisations to deliver at the 100% level.

Changes to the SYMCA Grant Reconciliation process would impact all of our AEB Grant Holders. For reference the nine Grant Holders are: -

1. Barnsley College
2. Barnsley Metropolitan Borough Council
3. DN College Group
4. Doncaster Metropolitan Borough Council
5. Longley Park Sixth Form College
6. Northern College
7. RNN
8. Sheffield City Council
9. The Sheffield College

Key Issues

At this point in the academic year where the SYMCA has received only three months of AEB delivery data, it is too early to judge what overall performance of our appointed Grant providers will look like if the delivery environment were to stay as it currently is.

There is a chance that an increase in Covid cases could lead to another period of tightening of Covid restrictions. This would have a knock on impact on providers ability to deliver AEB provision.

Contracted providers are paid on actual delivery so arguably it does create a further imbalance between our contracted and grant providers if the MCA were to set a reconciliation point lower than 100% and we were not to provide some sort of financial support to contracted providers.

This is an established practice both in other devolved areas and in non-devolved AEB delivery. For example, last year (2020/21) in non-devolved AEB delivery DfE originally set their reconciliation point at 90%. This threshold was based on aggregate information that providers had submitted at the mid-year point. It became clear as the year went on that a greater percentage of providers than expected would not reach the 90% threshold and were therefore subject to a recovery of funds.

Rather than reduce the threshold DfE/ESFA allowed any Grant Provider which did not reach the threshold to submit a business case setting out why their Grant Allocation should not be reconciled for under delivery¹. In 2019/20 the non-devolved threshold for Grant reconciliation was set at 68%.

Example Approaches taken by other MCAs for 2020/21:

Cambridge and Peterborough CA and Tees Valley CA implemented a 90% threshold for 2020/21.

Greater London Authority implemented a 90% threshold for 2020/21.²

North of Tyne CA allowed providers to carry-forward their underspend from 2020–21 into 2021-22, so potentially a provider may have a carry-over contract and a 2021-22 contract.

Greater Manchester CA set a threshold of 67% for 2020/21³.

Liverpool City Region CA set a threshold of 68% for 2020/21⁴.

Options Considered and Recommended Proposal

Option 1 - Mirror Nationally set reconciliation levels

The DfE/ESFA will decide whether they will set a reconciliation threshold later in the year after the mid-year performance review.

Under this option SYMCA will agree to the principle of mirroring the national position.

¹ <https://www.gov.uk/government/publications/esfa-grant-funded-adult-education-budget-reconciliation-business-case-process>

² https://www.london.gov.uk/sites/default/files/final_aeb_grant_funding_rules_2020-21_v2_2.pdf

³ <https://greatermanchester-ca.gov.uk/media/4379/gmca-aeb-fpmr-covid-response-2021.pdf>

⁴ <https://www.liverpoolcityregion-ca.gov.uk/wp-content/uploads/LCRCA-AEB-Funding-Rules-2020-21-Final-Version-6-May-2021.pdf>

Benefits –

Thresholds likely to be reasonable / sensible.

Adopting the national processes makes it straightforward for providers with devolved and non-devolved provision.

The process is likely not to be controversial, however there were some complaints last time incl from our colleges.

This option is likely to be the least resource intensive approach for the MCA.

Risks

A national process will not reflect local circumstances, this could be significant if Covid conditions in South Yorkshire do not reflect the national picture

It is difficult for the MCA to commit to this course of action until the ESFA publish the detail of their reconciliation process for 21/22.

This is arguably not in the spirit of devolution.

Option 2 – Create a local process which runs like a local version of the ESFA one.

The national ESFA process combines current provider performance information with forecast information from providers about how much of their allocation they think would deliver by the end of the academic year. This information has then been used to set the threshold in the last two years that have been impacted by Covid-19. SYMCA could replicate this locally.

Benefits

This approach would be sensitive to local conditions.

This option would be entirely within SYMCAs control.

Risks

Grant holders face conflicting priorities in forecasting the final position of their delivery.

There are only 9 grant holders in South Yorkshire which really limits the sample size. This creates a risk that the sample could be too sensitive to provider performance rather than issues created by Covid.

This has the potential to be a politically divisive decision. Some Grant Providers are likely to feel unhappy at the outcome of this process. There is strong possibility that our Grant Providers would challenge our approach.

Option 3 – Do Nothing

At this stage of the academic year it is not clear whether the grant reconciliation process will need be adapted to reflect issues caused by Covid. The MCA could decide to do nothing at this stage thereby keeping the reconciliation threshold as it is in the Funding and Performance Management Rules, at 100%. The MCA would commit to keeping this under review and would need to revisit this discussion at a later date if circumstances change.

Recommended Proposal

Option 1 -Confirm that it is SYMCAs intention to follow the national ESFA position.

Timetable and Accountability for Implementing this Decision

Next Steps

If agreed by the board the MCA would circulate a note to Grant Providers outlining the decision taken.

This section in the FPMRs will be updated to reflect these changes.

Appendix B

In Year AEB Procurement

Background

The paper seeks to agree an approach for considering AEB funding that has been procured but not spent/delivered this academic year. This paper is not an indication that this will be the case but seeks to discuss what an appropriate course of action should be if an underspend is identified.

Procured Adult Education Budget (AEB) funding for 2021/22 (£10.2m).

SYMCA's relationships with providers funded via the funding identified above are governed by contracts and our Funding and Performance Management Rules. These documents set out both the provider and the MCA's responsibilities with regards to performance. The MCA will work with providers to try to resolve any issues with performance as outlined in the above documents. This paper isn't about performance thresholds for individual providers; it is about what the MCA expects the collective position to look like and what the MCA should do in response to this.

It is important that in our role as commissioner that the MCA takes appropriate action to ensure any funding available to support the learning of South Yorkshire residents is used for that purpose rather than retained by the MCA.

Key Issues

There is a Mayoral Election in May 2022 with an accompanying period of purdah which will restrict the time available to make decisions over this period.

The MCA is in the process of procuring a Lessons Learned review which will look at how the MCA commissioned AEB as discussed at the last ESE board. It is important that this Lessons Learned review has the time to be completed in order for the findings to be considered ahead of any new AEB commissioning.

As part of SYMCA's procurement process a framework of providers was established specifically to allow the MCA to quickly add to the providers able to deliver AEB in South Yorkshire.

At this point in the 2021/22 academic year only three months of delivery data have been received, this means the MCA does not have enough information to be able to confidently forecast what the aggregate performance picture of procured AEB provision is likely to look like by the end of the year.

Mobilising a procurement round, whether it uses the framework or not, takes a significant amount of time and resource.

The timeline would be tight to allow: -

- The MCA to be able to confidently forecast that there is going to be a significant under-spend. It will also be important for the MCA to understand whether under-delivery is due to a lack of learner demand or poor provider performance.
- The MCA to organise a procurement round to allocate that under delivery out to potential providers.
- Allow new providers enough time in this academic year to deliver against that funding.

Options Considered and Recommended Proposal

Option 1 – In Year Procurement

If it becomes clear that there will be a significant amount of unallocated AEB funding as a result of aggregate procured performance being lower than providers committed to, the MCA could use in year procurement to try to ensure funding for this year is maximised.

A threshold of 33% or above for the procured funding likely to remain at the end of the year could be set. This would equate to circa £3m. If under delivery is anticipated to be below this the MCA could decide to retain the funding for additional procurement for the next academic year.

As noted above timescales are tight and additional resource may be required by the MCA to deliver this activity in these timescales. If this option was agreed, in-year procurement would need to be done through the framework. The framework is aligned to the four Lots that went out to procurement (Lot 1 – Support to help people move into work, Lot 2 – Support for people in work to progress, Lot 3 – Support for NEETs or people at risk of being NEET, and Lot 4 – Key Worker Support Models). Procurement estimate that it would take a minimum of 60 clear days between putting out the opportunity to the framework to awarding contracts. There would also be time needed to set up new providers with the ESFA so that they can submit claims for SYMCA AEB funding.

Benefits

This option would seek to maximise the funding available to learners this year.

Risks

The timings for delivering this option look difficult – also note contingencies with other workstreams – including the Lessons Learned Review and the AEB Performance Management regime.

This option could require additional support into key functions like Procurement.

There is a risk that in trying to maximise funding that the design of provision is not as well developed as it might have been.

Option 2 – Procurement timed to add in new delivery for the new Academic Year (22/23)

If significant under-delivery does develop on the procured AEB delivery side for 21/22, the funding could be rolled over into the next Academic Year. Under this option the MCA would focus on trying to ensure it understands where the gaps in provision are, what the reasons behind underspend are and where additional funding should be applied. By delaying procurement to align with the next academic year more time could be spent ensuring any new provision has been thoroughly designed to fill gaps. More options would be available for procurement. If it was decided that there were gaps which were not necessarily covered by the scope of the original AEB procurement framework, procurement could be done outside the framework.

Benefits

This option would provide an opportunity for the lessons learned process to have completed.

This option would allow the MCA time and space to consider the performance issues of provision.

Risks

There is still a risk associated with the potential timings for this activity.

This option could mean that the MCA carries un-allocated funding until the new academic year.

Option 3 – Do Nothing

The procurement round allocated funding as the MCA intended. As yet it is too early to take an aggregate view on overall performance and what the position is likely to be at the end of the academic year.

Benefits

This option does not have a resource requirement.

This issue could be revisited later if this performance issues does occur, albeit with fewer options likely to be available.

Risks

This is not a proactive response and the risk is that by not setting a preferred option now there could be less options available.

If issues do develop in the future there could be less time for the provider market to respond to opportunities.

This option largely ignores the challenges created by purdah.

Recommended Proposal

Option 2

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Appendix C

Reallocation of AEB Funding in Year (21/22)

Background

This paper is linked to the paper on Grant Reconciliation and In Year Procurement.

The paper seeks to agree an approach for considering AEB funding that has been granted but not spent/delivered this academic year. This paper is not an indication that this will be the case but seeks to discuss what an appropriate course of action should be if an underspend is identified.

Grants for Adult Education Budget (AEB) funding for 2021/22 (£27,890,937m).

Grants for National Skills Fund – Adult Lifetime Skills Guarantee (Level 3) for 2021/22 (£2,738,386)

SYMCA's relationships with providers funded via the funding identified above are governed by contracts and our Funding and Performance Management Rules. These documents set out both the provider and the MCA's responsibilities with regards to performance. The MCA will work with providers to try to resolve any issues with performance as outlined in the above documents.

This paper isn't about performance thresholds for individual providers; it is about what the MCA expects the collective position to look like and what the MCA should do in response to this.

It is important that in our role as commissioner that the MCA takes appropriate action to ensure any funding available to support the learning of South Yorkshire residents is used for that purpose rather than retained by the MCA.

Key Issues

The same issues raised in the other papers also apply here.

There is a Mayoral Election in May 2022 with an accompanying period of purdah which will restrict the time available to make decisions and to commit to new provision.

The MCA is in the process of procuring a Lessons Learned review which will look at how the MCA commissioned AEB as discussed at the last ESE board (October 2021). It is important that this Lessons Learned review has the time to be completed in order for the findings to be considered ahead of any new AEB commissioning.

There are nine providers in South Yorkshire who received Grants: -

1. Barnsley College
2. Barnsley Metropolitan Borough Council
3. DN College Group
4. Doncaster Metropolitan Borough Council
5. Longley Park Sixth Form College
6. Northern College
7. RNN
8. Sheffield City Council
9. The Sheffield College

Of these, four college's also received NSF funding for the level 3 Adult Offer: -

1. Barnsley College
2. DN College Group
3. RNN
4. The Sheffield College

At this point in the 2021/22 academic year only three months of delivery data have been received (Months 1 -3). This means the MCA does not have enough information to be able to confidently forecast what the aggregate performance picture of granted AEB provision is likely to look like by the end of the academic year.

As covered in the separate paper on Grant Reconciliation – if there did prove to be an underspend / under delivery there could be a Covid element to those performance issues that would need to be taken into consideration. From this point in the academic year the signs are that the impacts that Covid is having on delivery is decreasing but there is a need to acknowledge that this could change.

All options discussed below would be subject to there being an agreement with the organisations that they are not in a position to fully utilise their Grant as agreed before the academic year began.

It should be noted that the AEB grant funding that is unallocated at the end of the year will remain with the MCA and can be added to funding for the next year. The NSF money for Level 3 is different and will be clawed back from SYMCA at the end of the academic year if unspent by DfE.

Options

Option 1 – Explore potential to transfer Grant Funding between Grant Organisations

Where there are Grant Organisations who are forecast to fully deliver against their delivery plan the MCA will open conversations about increasing this year's allocations. Such an arrangement would be contingent on being able to agree with both organisations reducing their Grants and organisations who feel willing and able to increase their delivery this year. Any arrangement would need to align to the same SYMCA priorities that were used to develop the original Grant offers.

Benefits

This approach could maximise the SY based delivery in this year.

Risks

This is likely to compromise the balance between the four Local Authorities.

All Grant Providers have developed a Delivery Plan that have been developed in order to link into other provision and to meet the priorities of the MCA's SEP and RAP.

Option 2 – Hold any changes to Grant Allocations for the next academic year

All grant allocations will be reviewed ahead of the new academic year. Grants should be adjusted according to organisation's performance this academic year.

Benefits

This option would provide more time to ensure that amendments to Grants are well designed.

Any rebalancing / reallocating will take place as part of the new Grant conversations which will confirm allocations and delivery plans for 2022/23.

Risks

If Grant Providers do not deliver the Delivery Plans that were the basis for receiving their Grant, under current grant reconciliation arrangement funding will be clawed back by the MCA. AEB Funding would be retained for future allocation by the MCA. The NSF Level 3 grants are paid on actual delivery. This funding would be clawed back from the MCA by the DfE.

Recommended Option

Option 2.

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Education Skills and Employability Board

14 December 2021

Skills and Post-16 Education Bill – progress and implications

Is the paper exempt from the press and public?	No
Purpose of this report:	Discussion
Is this a Key Decision?	No
Has it been included on the Forward Plan?	Yes

Director Approving Submission of the Report:

Helen Kemp, Director of Business and Skills

Report Author(s):

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Executive Summary

The Skills and Post-16 Education Bill passed its third reading in the House of Lords on 25th October and was introduced in the House of Commons on 26 October 2021. The Bill forms the legislative underpinning for reforms set out earlier this year in the Department for Education (DfE) White Paper, Skills for Jobs: Lifelong Learning for Opportunity and Growth (January 2021) as well as measures to following the Augar Review of Post-18 Education and Funding, published in May 2019. The focus for this paper are the clauses in the Bill that relate to skills and education for work with a particular focus on provisions which aim to tailor education and training to meet local needs through the creation of local skills improvement plans and the involvement of employer bodies.

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

The Bill has implications for residents across South Yorkshire accessing post 18 skills and education provision and for businesses who are seeking to improve skills in the workforce. Its provisions put on a statutory footing the proposals set out in the Government's Skills for Jobs White Paper, published in January 2021.

The first part of the Bill sets out provisions to involve employer bodies in the tailoring of skills improvement plans to local skills needs. This will build on the experience of a number of Trailblazers including the Chamber-led Skills Accelerator pilot currently operating in South

Yorkshire. The second part of the Bill addresses the skills shortage at higher technical levels in many sectors through the provision of technical qualifications and improve careers advice, a key need for South Yorkshire. The third part of the Bill set outs provisions to support lifelong learning through the introduction of the Lifetime Skills Guarantee. As part of the Adult Education Budget commissioning exercise for k 2021-22, SYMCA commissioned £2.7m Level 3 provision from our FE Colleges with funding made available as part of this Guarantee.

Recommendations

Board members are invited to consider the purpose and content of the Bill and its implications.

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

Education Skills and Employability Board

14 December 2021

1. Background

- 1.1 The post-16 education and training system can be complicated for employers to navigate and this can negatively impact on employer activity on skills, both as shapers of the system and as users (purchasers of training). While there are some excellent examples of businesses who engage in and value training, the bigger picture story is one of limited demand for formal training, reduced spend on skills (with the exception of the apprenticeship levy) and low levels of forward planning for skills needed for growth and to meet challenges such as automation and low carbon. When combined with our skills base, low levels of training constrain our productivity levels and our ability to grow the South Yorkshire economy.
- 1.2 The Government has introduced the Skills and Post 18 Education Bill (the Bill) to address these challenges at a national level. The approach being put on a statutory footing through the Bill is based on the development of a German-style system in which employer representative bodies (the broad equivalent of Chambers of Commerce) have a leading role in shaping local skills plans and securing an appropriate response from skills providers. The Bill also covers how FE providers should respond to those local plans. The Skills Accelerator in South Yorkshire is one of only Trailblazers across England piloting this new approach.
- 1.3 The Bill also addresses a longstanding problem with the comparatively low take up of higher-level technical qualifications (level 4 and 5 courses) in England. Around 10% of all adults aged 18-65 hold a level 4-5 qualification as their highest, compared to around 20% in Germany and 34% in Canada and only 4% of 25 year olds in England hold a Level 4 or 5 technical qualification as their highest qualification, compared to nearly 30% for both Level 3 (e.g. A Levels) and Level 6 (e.g. undergraduate degree). This is reflected in South Yorkshire where participation at Level 4 and above makes up only 3% of post-18 skills training activity and it has led to skills gaps in some critical sectors that affect growth potential. The Bill contains provisions to enhance the role of the Institute for Apprenticeships and Technical Education in approving and regulating technical qualifications to help drive take up.
- 1.4 Bill provisions also tackle the issue of parity between academic and vocational routes post 16. Provisions will require schools in England to allow a range of education and training providers (including, where reasonably practicable, a university technical college) to inform pupils directly about technical education

qualifications or apprenticeships. This access to pupils must be on at least three occasions between the ages of 13 and 18-years-old.

- 1.5 The Bill also includes provisions to help adults to improve their skills throughout their lives with the aim of increasing their earning power and increasing opportunities for them to access better jobs. This is in line with the Government's Industrial Strategy ambitions to address long term productivity differentials between the UK and competitor nations and was announced as part of the Lifetime Skills Guarantee. The Guarantee includes funding to allow adults to access their first Level 3 qualifications; SYMCA commissioned £2.7m provision through the AEB commissioning exercise. It also includes bootcamp style provision to tackle eg digital skills and a commitment to introduce loan funding for Higher Technical courses.
- 1.6 The Bill met with some controversy as it progressed through the Lords. One of the key amendments agreed at report stage will prevent the Institute for Apprenticeships and Technical Education (IfATE) from withdrawing approval of established level 3 courses, including BTECs, for four years. Another amendment was also agreed that would prevent a student being deprived of the right to take two BTECs, Applied General Qualifications, or a Diploma or an extended Diploma. These amendments address directly to concerns raised across South Yorkshire about the removal of BTEC provision in particular.

2. Key Issues

- 2.1 The purpose of this paper is to ensure Board members are aware of the wider developments and implications of the Skills Bill provisions and the risks and opportunities arising. The key area for consideration is the chapter in the Bill relating to education and training for local needs.
- 2.2 The Bill puts into statute a framework to facilitate stronger employer and provider involvement in local skills systems. It aims to create a system that can be influenced by employers and which assists providers to respond to employers' needs.
- 2.3 The first part of the Bill provides for the designation by the Secretary of State for Education of an employer representative body within each local area to develop Local Skills Improvement Plans. Designated bodies will need the capacity to be effective and impartial and they should be reasonably representative of the employers within a specified area. The Secretary of State is responsible for informing bodies of their designation and for withdrawing designated status.
- 2.4 Local Skills Improvement Plans will be developed by employer representative bodies in consultation with employers and taking into account evidence from Skills Advisory Panels (the SAN in South Yorkshire) and will provide a framework to help colleges and other providers reshape provision to ensure they are responding to local labour market skills needs. The South Yorkshire 'Skills Accelerator' is one of the first eight trailblazers for this approach.
- 2.5 The Bill places duties on local providers to cooperate with designated employer representative bodies to develop LSIPs and to have regard to these plans once they have been made. FE colleges, sixth form colleges, and designated institutions

will also have a duty to keep under review how well their education and training provision meets local needs. To support these changes, the Government is setting up a new Strategic Development Fund (SDF) to facilitate changes to provision that have been endorsed by local employers. The Fund will offer capital and revenue funding to help colleges respond to locally agreed priorities. A limited amount of SDF funding has been secured by the South Yorkshire Colleges Group to develop a response to the trailblazer activity.

- 2.6 A Government amendment to the Bill provides that LSIPs will only be approved if, during development, they gave sufficient consideration to the skills, capabilities, or expertise required for jobs related to combatting climate change and supporting other environmental goals.
- 2.7 DfE Secretary of State Nadhim Zahawi has recently written to Dan Jarvis and other Mayors on a point of potential tension whereby LSIPs could have been developed without due reference to local plans developed by Mayoral Combined Authorities / the Greater London Authority (GLA). The letter acknowledges the role that MCAs / GLA are playing in 'supporting local communities, developing local economies and strengthening local skills systems' and recognises 'the importance of their work as convenors and commissioners in your areas with devolved responsibilities including the Adult Education Budget.' The letter confirms that a Government amendment has been introduced which will ensure the Secretary of State will only approve and publish a local skills improvement plan for a specified area if satisfied that in the development of the plan, due consideration has been given to the views of the relevant MCA or GLA.
- 2.8 The letter also sets out that LSIP engagement with MCAs is critical to the success of the current Trailblazers, including the Skills Accelerator in South Yorkshire. The Secretary of State welcomes the engagement of SYMCA to date in the Skills Accelerator and confirms that the Authority will be invited to contribute to the evaluation exercise.
- 2.9 A number of other issues remain to be tested through the Trailblazer that are important for the longer-term effectiveness and positioning of LSIPs. These include:
 - The extent to which we can expect the development of LSIPs to reflect the full range of skills needs within the resident population. Employers should be able to articulate demand for skills. However, this doesn't represent the totality of skills development needed to ensure that South Yorkshire residents can attain the skills and benefit from the opportunities. Vocational and technical skills are only part of the picture and a local skills plan for South Yorkshire needed a substantial commitment to development of English, maths and digital skills as well as softer skills needed for the workplace.
 - There are challenges for employers in articulating their current and future skills needs without being constrained by the framework for skills delivery that underpins the current system. For example, we are used to thinking about skills development programmes in terms of the qualifications that learners will achieve and link our skills funding to the accreditation and level of those qualifications. But sometimes, what matters to employers is shorter learning programmes based on units of qualifications or on courses that are too new to have been through the accreditation process. The role of the

Chambers in helping employers to articulate these needs in a consistent way is critically important.

- There are potential implications and challenges for the way in which we might allocate use of devolved Adult Education Budget funding. We would expect LSIPs to identify the full range of funding options to support delivery of priority skills, including apprenticeships, loan funded activity and National Skills Fund. However, there are likely to be demands on the AEB to fund LSIP related training where that is the most appropriate funding stream. This might include either proposals to commission particular qualifications or to consider funding learning that is currently outside the scope of AEB eligibility. Further advice will be provided to the Board if and when that situation arises.

2.10 Board members will also want to note that the Bill also includes a clause which will give the Secretary of State a new power to make regulations to establish and maintain a single national list of relevant FE and training providers. Providers on the list would have to meet conditions considered necessary to mitigate the risk and fallout of a disorderly exit from the sector. The regulations would prohibit providers not on the list from receiving funding from central or local authorities, and from agreeing sub-contracting arrangements with other providers. There are implications for South Yorkshire's devolved AEB should future commissioning involve allocating funding to new providers who are not currently on the list. MCAs are currently making representations to DfE to ensure there is scope to influence the national list and add providers where / when necessary.

3. Options Considered and Recommended Proposal

3.1 Option 1

Board members are invited to note the contents of the Skills Bill and issues arising from its progress into legislation.

3.2 Option 2

This is an update paper. Additional options are not required.

3.3 Recommended Option

Option 1

4. Consultation on Proposal

4.1 This is an update paper on Government legislation. Consultation is not required by SYMCA.

5. Timetable and Accountability for Implementing this Decision

5.1 This is an update paper on government legislation. The Bill was introduced in the House of Lords and is currently passing through the House of Commons. A long lead in time is expected with provisions coming into force between 2022 and 2025.

6. Financial and Procurement Implications and Advice

6.1 This is an update paper. No financial implications.

7. Legal Implications and Advice

7.1 This is an update paper on draft legislation and does not at present directly raise any legal implications.

8. Human Resources Implications and Advice

8.1 This is an update paper on government legislation. No HR implications.

9. Equality and Diversity Implications and Advice

9.1 This is an update paper on legislation for which the Government holds responsibility for equality and diversity.

10. Climate Change Implications and Advice

10.1 This is an update paper on government legislation. No climate change implications.

11. Information and Communication Technology Implications and Advice

11.1 This is an update paper on government legislation. No ICT implications

12. Communications and Marketing Implications and Advice

12.1 This is an update paper on government legislation. No communications and marketing implications.

List of Appendices Included

None

Background Papers

<https://researchbriefings.files.parliament.uk/documents/CBP-9220/CBP-9220.pdf>



Education Skills and Employability Board

14 December 2021

Programme Performance Report

Is the paper exempt from the press and public?	No
Purpose of this report:	Monitoring/Assurance
Is this a Key Decision?	No
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 – Assistant Director – Programme and Performance Unit

Executive Summary

This paper provides the Board with the latest performance information on Education, Skills and Employability programmes being delivered on behalf of the MCA.

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

Through the delivery of these programmes the MCA is investing in the people and businesses of South Yorkshire which support the MCA's aspirations. Performance information supports the robust oversight and management of this delivery.

Recommendations

That Board members:

- Consider the performance information provided to identify future performance deep-dives or significant areas of risk;

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

None

1. Background

- 1.1 The South Yorkshire Mayoral Combined Authority currently has forty-four projects which fall within the remit of the Education, Skills and Employability Board. The schemes are funded from various funding streams with a total value of £65m of which £6.77 is capital and £58.23m revenue.

This report gives an overview on the performance of programmes and the projects within them, highlighting management actions being taken to mitigate risks.

- 1.2 The expenditure baseline for 21/22 was initially set at £41.66m with the latest forecasts suggesting outturn expenditure of £36.37m. This level of expenditure will be generating a material underspend of £5.29m (13.3%).
- 1.3 This underspend relates to gainshare funded activity that can be reprofiled without recourse to government.

2. Current Position by Funding Stream

- 2.1 The table presented below highlights the forecast full-year expenditure profiles set against the baseline targets.

Funding Stream	2021/22 Baseline	2021/22 Forecast	21/22 Variance
	£m	£m	£m
Getting Building Fund	£2.31	£2.31	-
Gainshare	£7.03	£0.73	-£6.30
Adult Education Budget (AEB)	£26.09	£26.30	£0.21
Legacy LGF	£1.22	£1.22	-
Other	£5.01	£5.81	£0.80
	£41.66	£36.37	-£5.29

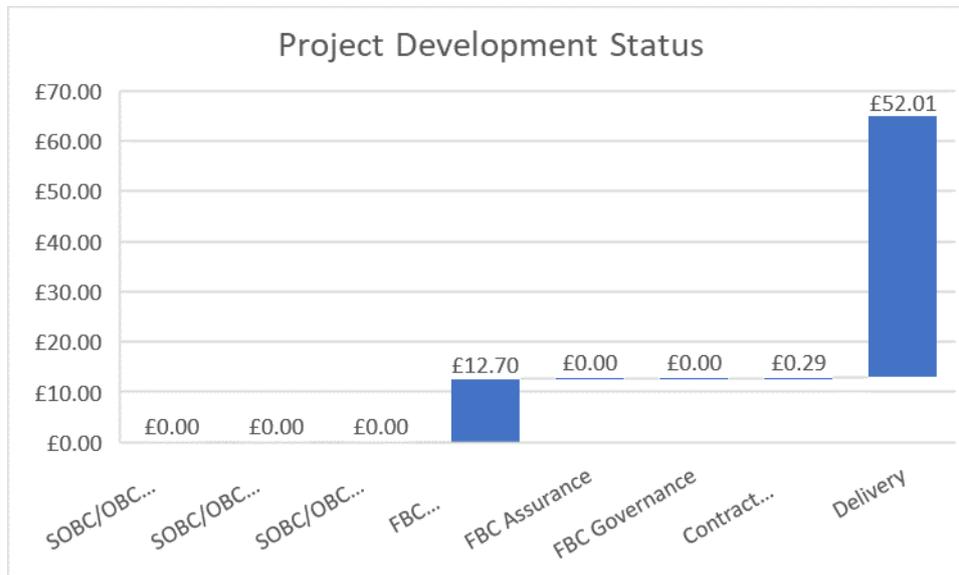
- 2.2 The table presented below highlights the AEB forecast against current claims. The core grant is paid on profile and reconciliation will take place later in the year.

AEB Funding Stream	2021/22 Forecast	2021/22 Claims	2021/22 Claims
	£m	£m	%
AEB Core - Grant	£17.68	£10.81	61.14%
L3 Provision - Grant	£1.72	£0.02	1.16%
Procured Provision	£6.90	£0.36	5.22%
	£26.30	£11.19	42.55%

2.3 Development Status of Projects

2.4 The principal drivers for gainshare delays are revised forecasts for Renewal Action Plan activity within the year, leading to a £6.30m reduction. Enhanced Apprenticeship activity is now expected to commence in late quarter four, whilst the Kickstart South Yorkshire scheme is now expected to fall into the new financial year. Gainshare is not subject to grant conditions that require the funding to be used within the year, with any unused funding being retained within or transferred to earmarked reserves for future use.

The graphic below exemplifies the milestone status of projects by value. Ideally, at this stage of the year the weight of projects would be in FBC processes, or in contract negotiation or delivery.



2.5 The graphic highlights that of the forty-four projects in the portfolio 89% are in delivery with a value of £52.01m.

3. Management Actions

3.1 Close monitoring is ongoing, and action will be taken to mitigate any issues and risks that may arise.

3.2 In this context schemes recommended for approval will be made to the board highlighting the risks on a scheme by scheme basis.

4. Consultation on Proposal

4.1 Project sponsors are required to publish business cases on their own websites (or an appropriate summary of the submission) and must consider all comments received and reflect this in the next stages of the application process.

5. Timetable and Accountability for Implementing this Decision

5.1 Updates to the Board will continue to be made throughout the year

6. Financial and Procurement Implications and Advice

6.1 This report notes the slower than forecast pace of the Gainshare schemes. Forecasts were updated at half year to reflect the slower pace of the schemes, which are not expected to be commenced or fully operational until financial year 22/23.

7. Legal Implications and Advice

7.1 The funding agreement for the schemes provide that any failure to make adequate progress against the spend profile identified may result in the reduction or withdrawal of further funding.

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 None

List of Appendices Included

None

Background Papers

None