



Skills & Employment Committee

20 January 2025

Title:	CPCA Wider Outcomes Framework
Report of:	Jaki Bradley, Skills Partnership Manager
Lead Member:	Cllr Lucy Nethsingha, Lead Member, Skills
Public Report:	Yes
Key Decision:	No
Voting Arrangements:	No vote required

Recommendations:

A	The Skills and Employment Committee is asked to note the update on CPCA's Wider Outcomes Framework (Phases Two and Three) which is designed to more effectively evidence the impact of learning beyond training 'completions' and achieving qualifications - see Appendix 2 for full report.
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Strategic Objective(s):

The proposals within this report fit under the following strategic objective(s):

x	Achieving ambitious skills and employment opportunities
x	Achieving good growth
	Increased connectivity
x	Enabling resilient communities
x	Achieving best value and high performance

1. Purpose

1.1	<p>The CPCA's Wider Outcomes Framework has been co-produced with skills providers, adult learners and key stakeholders to demonstrate the outcomes of learning funded through the Adult Skills Fund (ASF), formerly the Adult Education Budget (AEB). As reported to the Committee in October, Community Learning is also now known as Tailored Learning. Both changes have been made by the Department for Education.</p> <p>The Framework introduces a consistent approach for stakeholders to work together to collect, analyse, report and use evidence on the outcomes of learning. The resulting data will provide insights into the difference that ASF-funded learning makes to the lives of residents, businesses and communities in the combined authority area.</p>
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	<p>For the CPCA, the Framework will:</p> <ul style="list-style-type: none"> strengthen understanding across the combined authority of the ways in which the devolved ASF supports delivery of its wider strategic priorities. contribute to the development of a robust evidence base to inform and underpin future commissioning decisions. help to show the value of place-based approaches to the funding and planning of adult education and skills. enable performance to be benchmarked against national data and potentially against that of other MCAs. <p>For education and training providers, the Framework sets out what outcomes data needs to be collected and reported to CPCA, and when and how that is to be done. The evidence collected can also feed into and enhance providers' existing planning and quality improvement processes.</p> <p>For learners the Framework encompasses a range of data collection methods that will support them to recognise and articulate how learning has helped them in different aspects of their lives.</p>
1.2	<p>In 2024/25, we will pilot the Framework across provision funded by the Tailored Learning funding stream within the ASF. We will then review, amend and make recommendations for potentially rolling out the Framework across all Adult Skills provision in 2025/26.</p>
1.3	<p>This paper sets out how the Framework has been developed and provide an update on progress with the pilot stage.</p>

2. Background

2.1	<p>As reported to the Skills & Employment Committee in June (Appendix 1 – Wider Outcomes Framework report) the Wider Outcome Framework forms part of a suite of activities that are being undertaken by the CPCA and our partner organisations to ensure that the funding invested via Tailored Learning is utilised effectively by delivering place-based learning activities to our most in need communities and by breaking down barriers which traditionally make it difficult for residents to engage with the skills system.</p> <p>Activities include:</p> <ol style="list-style-type: none"> A Tailored Learning review which will evaluate current outputs of the funding, identify areas of good practice, provide context for the implementation of the Wider Outcomes Framework and inform the Tailored Learning Policy. The Wider Outcomes Framework pilot (implementation to start by January 2025). Development of a CPCA Tailored Learning Policy
2.2	<p>The report at Appendix 2 covers an Introduction, How the Framework has been developed including a review of Phase 1 (Scoping) and explanation of Phase 2 (Framework development). It describes the key features of the Framework which was developed based on a logic chain. The wider benefits of learning are categorised using the evidence-based model of overlapping outcomes across the three domains of health, work and communities.</p>
2.3	<p>Key features of the Framework</p> <p>An initial version of the Framework has been agreed by CPCA and providers. (Appendix 3) It will be piloted with ASF-funded Tailored Learning, including that delivered by sub-contractors, in the academic year 2024/25, with the potential of being rolled out across all ASF-funded provision in 2025/26. The Framework is jointly owned by CPCA and its commissioned providers of adult learning, and implementation is their shared responsibility.</p>

The Framework Model

The CPCA Framework structure is based on a **logic chain**. This approach is widely accepted as providing a rigorous model for measuring and demonstrating the outcomes and impact of policy interventions. It looks at the relationship between funding, the type of learning that is commissioned, and its outputs, outcomes and benefits, to establish a sense of longer-term impact on residents.

The table below summarises how the logic chain model applies to the ASF in the CPCA area.

Inputs	Activities	Outputs	Outcomes	Benefits	Impact
<i>What financial resource will we commit in the region?</i>	<i>How will we achieve change?</i>	<i>What do we expect from our provision?</i>	<i>What are the general outcomes learners will get?</i>	<i>What are the benefits to learners' health, working life, and community participation?</i>	<i>How will the CPCA region and wider community benefit?</i>

For each element in the logic chain, the Framework identifies indicators and evidence sources. It also sets out the process for data collection, collation, analysis and reporting, and identifies timescales and lead responsibilities for each activity.

The **evidence base** defined in the Framework draws on two sources:

- 'naturally occurring data' which providers are already required to collect and report to CPCA,
- evidence collected through a new approach to surveying learners coordinated by CPCA with a specific focus on the wider benefits of learning.

The **wider benefits of learning** are categorised within the Framework using the evidence-based model of overlapping outcomes across the three domains of health, work and communities. These are derived from international and national research and align with key CPCA strategic priorities.

- **Health**
Health and wellbeing is a broad concept, embracing our bodies, our minds, our feelings about ourselves and where we live, as well as our ability to help ourselves and others. Outcomes often address the 'causes of the causes' of ill-health and poor well-being.
- **Work.**
'Work', in this context, is a term that encompasses employment, self-employment, and volunteering. Work benefits include levels of remuneration, work-life balance, the motivation to start a new business, gain new employment, or progress at work.
- **Communities.**
Community is a broad and inclusive term that encompasses: place, interest, identity and need. Increasingly communities are global, virtual or involve a combination of physical engagement and online interaction. Community also relates to family life. How individuals engage with their communities is a key outcome of adult learning.

The model of overlapping outcomes recognises the ways in which learning simultaneously produces outcomes across different but connected policy areas. For example, improvements in health and wellbeing intersect with increased levels of economic activity.

2.4

The Tailored Learning review is taking place alongside the implementation of the Framework and as part of Phase 3 of the project.

Phase 3 includes:

- the development of a Tailored Learning Policy in consultation with providers
- the development of common approaches to surveying learners across providers (and their sub-contractors)
- further work on the integration of data collection and reporting processes
- the development of guidance and support for providers involved in the pilot

	<ul style="list-style-type: none"> on-going stakeholder engagement to review and evaluate progress through formative and summative evaluation. <p>The evaluation will inform potential future roll out of the framework to adult skills funding.</p>
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3. Appendices

4.1	<p>Appendix 1: CPCA Wider Outcomes Framework Report – June 2024</p> <p>Appendix 2: CPCA Wider Outcomes Framework Report – Phase 2</p> <p>Appendix 3: CPCA Wider Outcomes Framework – final draft</p>
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4. Implications

Financial Implications	
5.1	This work has been funded through the Adult Skills Fund (formerly Adult Education Budget).
Legal Implications	
5.2	No legal implications
Public Health Implications	
5.3	<p>Tailored Learning is strongly linked with learners who experience health issues.</p> <p>Acquiring new skills is widely regarded as a stepping stone to mitigating some of the impact of health issues. The more we can understand the wider impact of our provision, the more we can be effective in helping individuals with disabilities and long-term health issues to realise their full potential - economically and socially.</p>
Environmental & Climate Change Implications	
5.4	No environmental or climate change implications
Other Significant Implications	
5.5	No other implications
Background Papers	
5.6	<p>ESFA Adult Skills Funding Rules for 2024-25 Tailored Learning</p> <p>OFFICIAL CPCA ASF FundingRules_Final2425-v3.pdf</p>