

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: City Development	Service area: Employment and Skills
Lead person: Michelle Anderson	Contact number: 0113 24 78424
Date of the equality, diversity, cohesion and integration impact assessment: 8 July 2014	

1. Title: Community Learning Framework 2014-17
Is this a:
<input type="checkbox"/> Strategy /Policy <input checked="" type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Michelle Anderson	Employment and Skills Projects & Programme Team	Head of Service
Ann Eveleigh	Employment and Skills Projects & Programme Team	Programme Management Officer

3. Summary of strategy, policy, service or function that was assessed:

Leeds City Council has recently undertaken an open and competitive tender process to appoint local providers to deliver the Leeds Community Learning Programme and is now seeking approval to appoint providers to a three year framework to deliver the provision and to award contracts for delivery during the academic year August 2014 – 31 July 2015.

The Council is contracted by the Skills Funding Agency (SFA) to deliver a universal, broad and balanced programme of community learning provision within Leeds from August 2014 – 31 July 2015. The programme will fund learning opportunities for adults aged 19 and over (25 and over for Learners with Learning Difficulties and/or Disabilities [LLDD]). The provision must align with one of six SFA funding streams, Personal Community and Development Learning (PCDL), Family Maths, English and Language (FEML), Wider Family Learning (WFL), Skills for Jobs (SfJ), Targeted Learning Projects (TLP) and Adult Skills Budget accredited learning and the associated policy principles, objectives and eligible/priority learner groups.

The SFA contractual obligations require the Council to ensure that any sub-contracting processes are open and transparent and that public funding is targeted at those who cannot afford to pay. The procurement process was compliant with the Council's Procurement and Financial Rules and Regulations.

The funding allocation available from the SFA for the academic year 2014/15 is £2,035,488 and the programme is expected to support in the region of 8,000 learners.

Those successful bids that are pending appointment demonstrated the following:

- Focus public funding on people who are marginalised and least likely to participate, including workless adults, people on low incomes with low skills and those that did not achieve at school.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances.
- Engage those from the most deprived neighbourhoods.
- Engage those target groups underrepresented in community learning.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens.
- Support delivery by a range of providers including the voluntary, community, statutory and specialist sectors.
- Collect fee income from people who can afford to pay.
- Support delivery based in local community settings, where possible.

4. Scope of the equality, diversity, cohesion and integration impact assessment

(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

This assessment focused on the tenders received and the proposed appointment of 30 community learning providers for the next 3 years plus the programme of activities for 2014-15.

The application form included a compulsory section on equality and diversity compliance and all successful applicants achieved more than the minimum 50% threshold for the

equality and diversity section.

The provision to be supported by the Community Learning programme must align with the objectives and priorities of the primary funding agency – the Skills Funding Agency (SFA). The SFA requires the Council to commission a universal (open to all), broad and balanced programme of activity for adults in Leeds. Within this programme, the SFA expect activities to focus public funding on disadvantaged communities and deprived neighbourhoods whilst ensuring that those that can afford to pay do pay. The commissioning specifications are broad and are based upon the SFA policy guidelines related to each of the funding streams e.g. Personal and Community Development Learning (PCDL). For the academic year 2014-15, the project brief has also been informed by local priorities.

The Executive Member for Creative and Digital Technology, Culture and Skills has influenced the priorities in the programme and the Area Lead Members for Employment, Skills and Welfare have also had an opportunity to shape the local offer. The new Community Committees launched this summer will be consulted each term on delivery, outcomes and impact to ensure provision in the respective localities continues to meet the needs of local residents.

Feedback from community consultation, provider and learner forums is also used to inform the project brief each year i.e. information obtained through the self-assessment reporting (SAR) process; learner satisfaction feedback, observations, teaching and learning and learner focus groups etc.

The Leeds Community Learning Trust Board (CLTB) made of representatives from FE and HE education, Public Health, Adult Social Care, Children's Services, Employment and Skills and the Third Sector, has also played an integral role in shaping the local offer that will be delivered this year as summarised below.

Geographical

- Learners residing in the 20% most deprived SOAs
- Learners residing in neighbourhoods identified as having low skills

Learners

- With low skills levels or no qualifications or are unemployed
- Who are marginalised and/or with specific needs e.g. lone parents, BAME groups
- Adults with learning difficulties and/or disabilities including mental health
- Men who are currently underrepresented within community learning
- Families at risk including those receiving Families First interventions
- With complex or multiple needs e.g. substance misusers, homeless, ex-offenders

Cross Cutting Themes (relevant to all provision)

- Development of employability/confidence skills aligned with growth areas
- Widening participation especially of marginalised groups
- Improving the learner journey (clear progression pathways)
- Promoting equality and diversity through teaching, training and assessment
- Have English and Maths embedded (functional skills)
- Offer appropriate, timely and impartial information, advice and guidance
- Promote and support e-learning and digital inclusion

The budgets allocated to the different streams are informed by provider capacity and learner demand evident from previous experience of commissioning and contract management in Leeds (the Council has managed the Community Learning provision for a

number of years). The information collated includes feedback captured through the annual SAR (Self-Assessment Report), from all providers through the contract management arrangements and learners through the embedded Learner Satisfaction Surveys which engage with a representative sample of learners each year.

Priority learner groups and geographical targeting of provision is defined within the commissioning project brief. This reflects SFA and Council objectives and ensures a focus on disadvantaged communities such as adults not in employment, families at risk, BAME learners and young people who are NEET. For 2014-15 the unemployed, men and people with mental health have also been prioritised as these groups are currently underrepresented within community learning.

As part of the commissioning process, all bidders are required to submit an Equality Diversity and Community Cohesion (EDCC) Impact Assessment as part of their tender submission to demonstrate that equality issues have been considered and will be embedded in the planning, delivery and review of provision. These are assessed initially as part of the appraisal and moderation process, through the quality criteria and on an on-going basis through the contract management arrangements. As part of the vetting process, bidders must evidence that they have appropriate equality policies and practices in place and that these are embedded within the organisation.

The provision is also subject to Ofsted requirements through the Common Inspection Framework which are built into the application and evaluation process. This includes a key focus upon equality and diversity including providing quality inclusive services, identifying and removing barriers and narrowing any gaps in learner participation and achievement.

The majority of the Community Learning provision is sub-contracted through the Council and the project brief has been designed in order to support the engagement of the Third Sector with excellent linkages into local communities.

Bidders were asked to quantify the 'pound plus' that would be generated from their activities and confirm how this would be evidenced. Pound Plus is the approach adopted by the Government from 2013 to ensure that the focus of community learning public funds remains on those least likely to participate in learning e.g. people on low incomes with low skills etc. The Learner Fees Policy promoted by the Council ensures that those who can afford to pay do pay and offers fee remissions to those on income related benefits. The Government's increased drive to achieve 'pound plus' will stretch the reach of existing allocations in a way that helps to lever in additional income or resources aimed at addressing local priorities around community learning.

Contractual requirements and contract monitoring processes include recording and reporting equality data for all equality groups and demonstrating service improvement as a result of any findings.

4a. Strategy, policy or plan
(please tick the appropriate box below)

The vision and themes, objectives or outcomes	<input type="checkbox"/>
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The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
Please provide detail:	

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (via a framework contract with multiple eligible providers)	<input checked="" type="checkbox"/>
Please provide detail:	
<p>The equality and diversity assessment of providers, at application stage, allowed the Council to ensure that the proposed activities effectively consider the points raised. Furthermore, the nature of this universal programme, in delivering provision in local community settings where possible, will promote positive relationships between different equality groups.</p>	

<p>5. Fact finding – what do we already know</p> <p>Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.</p> <p>(priority should be given to equality, diversity, cohesion and integration related information)</p> <p>All community learning providers will be required to return equality and diversity details each term. This information continues to be used to inform future provision and priorities along with local intelligence received through Member consultation all of which helps the Council to set the evaluation criteria for the following year's programme. Ofsted regulated self-assessment annual review is also relied upon to establish on-going and future priorities and to ensure a broad and balanced programme of activities is delivered to those most in need and in the most deprived areas of the city in line with the Best Council Plan.</p>
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Are there any gaps in equality and diversity information
Please provide detail:

There are no known gaps in equality and diversity information at this appointment stage. We will continue to monitor equality and diversity as part of the scheduled programme of formal contract management meetings with each provider throughout each academic year.

Action required:

The process for reporting and monitoring equality and diversity information is defined in the the Community Learning Programme provider handbook, that is updated annually.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes **No**

Please provide detail:
Annual user feedback forms, provider representatives, children’s services, HE and FE organisations via the CLTB and Area Lead Members for Employment and Skills – will continue to inform the ongoing evaluation criteria following award of contracts.

Action required:

None.

7. Who may be affected by this activity?
please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Carers	<input checked="" type="checkbox"/> Disability
<input checked="" type="checkbox"/> Gender reassignment	<input checked="" type="checkbox"/> Race	<input checked="" type="checkbox"/> Religion or Belief
<input checked="" type="checkbox"/> Sex (male or female)	<input checked="" type="checkbox"/> Sexual orientation	
<input checked="" type="checkbox"/> Other		

(Other can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)
Please specify: people living in the most deprived areas of the city, unemployed people, BAME groups, learners with learning difficulties or disabilities, single parents, men, people

with complex or multiple needs e.g. substance misuse users, ex-offenders,.

Stakeholders

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Services users | <input type="checkbox"/> Employees | <input type="checkbox"/> Trade Unions |
| <input checked="" type="checkbox"/> Partners | <input checked="" type="checkbox"/> Members | <input checked="" type="checkbox"/> Suppliers |
| <input type="checkbox"/> Other please specify | | |

Potential barriers.

- | | |
|--|---|
| <input type="checkbox"/> Built environment | <input checked="" type="checkbox"/> Location of premises and services |
| <input type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care |
| <input type="checkbox"/> Timing | <input type="checkbox"/> Stereotypes and assumptions |
| <input type="checkbox"/> Cost | <input type="checkbox"/> Consultation and involvement |
| <input type="checkbox"/> Financial exclusion | <input type="checkbox"/> Employment and training |
| <input type="checkbox"/> specific barriers to the strategy, policy, services or function | |

Please specify

Due to the nature of the SFA funding allocation to Leeds, framework appointments are proposed to organisations who can deliver learning provision in or very near to Leeds, to adults who live in Leeds.

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

The proposed appointments to the framework are different types of learning providers able to deliver a broad and balanced programme to priority learner groups across the city.

Action required:
Awards contracts to providers. Continue to engage with locality committees to refine local learning needs and priorities.

8b. Negative impact:
None identified.
Action required:

9. Will this activity promote strong and positive relationships between the groups/communities identified?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide detail:
Priority localities and learner types were specified in the project brief and will result in a spread of provision between large academic organisations offering a broad range of learning courses and small third sector organisation specialising in specific and priority learner cohorts or specific learning activities such as healthy lifestyles.
Action required:

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide detail:
Community learning brings different individuals and groups into contact with each other with the opportunity for introductions and to network and understand each other.

Action required:

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)

Yes

No

Please provide detail:

The main purpose of this SFA funded activity is to deliver a broad and balanced learning provision for Leeds Adults through multiple providers from all sectors.

Action required:

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
<p>All framework providers will be required to attract target groups, including those underrepresented in Community Learning.</p>	<p>Aug 2014 All year 1 delivery contracts evaluated as part of the procurement.</p> <p>November 2014, Feb 2015 and June 2015. Contract monitoring meetings each academic term.</p>	<p>Formal analysis and reporting and monitoring of each provider's equality and diversity performance takes place at the start of each term when courses are proposed and also as part of the formal contract meetings scheduled throughout the year. The reasons behind any identified gaps are discussed with providers and formal targets updated where required.</p>	<p>Bid appraisal team</p> <p>Community Learning contract managers</p>
<p>Ensure broad and balanced community learning provision across the city. Responsive to emerging needs.</p>	<p>Termly provider data collection and monitoring throughout the three year framework</p>	<p>Identify emerging needs for new priority groups. Initiate pilot projects from specialist providers. Measure and report on the pilot projects.</p>	<p>Community Learning Trust Board, community Learning contract managers</p>

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Sue Wynne	Chief Officer Employment and Skills	15 th July 2014
Date impact assessment completed		8th July 2014

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board
Please specify which board Community Learning Trust Board
- Other (please specify)

15. Publishing

This Equality, Diversity, Cohesion and Integration impact assessment will act as evidence that due regard to equality and diversity has been given to **Key Delegated Decision** expected in July following the procurement of a Community Learning Framework, Notice of the future key decision was published on the Councils forward plan on 2 May 2014.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent: 19 th May 2014
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: