

Equality, Diversity, Cohesion and Integration Impact Assessment



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: Children's Services	Service area: Employment and Skills
Lead person: Michelle Anderson	Contact number: 0113 24 78424
Date of the equality, diversity, cohesion and integration impact assessment: 15 July 2015	

1. Title: Community Learning 2015-16 Programme
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
Chris Towing	Employment and Skills Projects & Programme Team	Projects & Programmes Commissioning Manager
Ann Eveleigh	Employment and Skills Projects & Programme Team	Programme Manager

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

In July 2014, Leeds City Council undertook an open and competitive tender process to appoint local providers to a three year framework to deliver the Leeds Community Learning Programme. This screening concerns the award of the second academic year contracts to providers for delivery between August 2015 – 31 July 2016. The programme is expected to support in the region of 8,000 learners.

The Council is contracted by the Skills Funding Agency (SFA) to deliver a universal, broad and balanced programme of community learning provision within Leeds. The programme will fund learning opportunities for adults aged 19 and over (25 and over for Learners with Learning Difficulties and/or Disabilities [LLDD]). Activities delivered 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. The provision also complies with the SFA's funding rules around eligibility and priority learner groups and, will contribute to priorities in the Best Council Plan 2015-20.

The majority of the provision is sub-contracted to external providers. 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. Providers proposed to receive Year 2 contract awards demonstrated competency in the previous academic year and are expected to continue to:

- 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 proposed next academic year contract awards to 26

community learning providers on the three year framework, to deliver the Community Learning Programme 2015-16.

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 2015-16, the project brief has also been informed by local priorities.

The Executive Member for Employment, Enterprise and Opportunity 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. Community Committee Champions were consulted throughout the previous academic year and 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
- A collaborative referral pilot will be introduced for those with mild to moderate mental health issues as part of their recovery pathways.

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 2015-16 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 ongoing contract management, all providers are required to submit an Equality Diversity and Community Cohesion (EDCC) information as part of their contractual reporting to demonstrate that equality issues have been considered and will be embedded in the planning, delivery and review of provision. As part of the quality assurance inspection process, all providers must evidence that they have appropriate equality policies and practices in place and that these are embedded within their organisation.

The provision is also subject to Ofsted requirements through the Common Inspection Framework which are built into the contract monitoring and quality assurance processes. 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.

Providers are 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

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 (by contract or grant)	<input checked="" type="checkbox"/>
Please provide detail: The equality and diversity assessment of providers during contract management and quality inspections in the previous academic year 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>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 are 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 2015-20.</p>
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<p>Are there any gaps in equality and diversity information Please provide detail:</p> <p>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.</p>
<p>Action required:</p> <p>The process for reporting and monitoring equality and diversity information is defined in the Community Learning Programme provider handbook, that is updated annually.</p>

<p>6. Wider involvement – have you involved groups of people who are most likely to be affected or interested</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please provide detail:</p> <p>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.</p>
<p>Action required:</p> <p>None</p>

<p>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</p>									
<p>Equality characteristics</p> <table> <tr> <td><input checked="" type="checkbox"/> Age</td> <td><input checked="" type="checkbox"/> Carers</td> <td><input checked="" type="checkbox"/> Disability</td> </tr> <tr> <td><input checked="" type="checkbox"/> Gender reassignment</td> <td><input checked="" type="checkbox"/> Race</td> <td><input checked="" type="checkbox"/> Religion or Belief</td> </tr> <tr> <td><input checked="" type="checkbox"/> Sex (male or female)</td> <td><input checked="" type="checkbox"/> Sexual orientation</td> <td></td> </tr> </table>	<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	
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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

Services users

Employees

Trade Unions

Partners

Members

Suppliers

Other please specify

Potential barriers.

Built environment

Location of premises and services

Information and communication

Customer care

Timing

Stereotypes and assumptions

Cost

Consultation and involvement

Financial exclusion

Employment and training

specific barriers to the strategy, policy, services or function

Please specify

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 contracts awards for year 2 of the community learning framework are to 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 checked="" 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	No
<p>Please provide detail:</p> <p>Community learning brings different individuals and groups into contact with each other with the opportunity for introductions and to network and understand each other.</p>	
<p>Action required:</p>	

<p>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)</p>	
<p><input type="checkbox"/> Yes</p>	<p><input checked="" type="checkbox"/> No</p>
<p>Please provide detail:</p> <p>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</p>	
<p>Action required:</p>	

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
All community learning providers are required to attract target groups, including those underrepresented in Community Learning.	Aug 2015 All year 2 delivery contracts evaluated as part of the procurement. November 2015, Feb 2016 and June 2016. Contract monitoring meetings each academic term.	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.	Community Learning contract managers
Ensure broad and balanced community learning provision across the city. Responsive to emerging needs.	Termly provider data collection and monitoring throughout the three year framework	Identify emerging needs for new priority groups. Initiate pilot projects from specialist providers. Measure and report on the pilot projects.	Community Learning Trust Board, community Learning contract managers
Continue to consult with Community Committee Champions in each locality.	Termly reports on ongoing and planned provision in each locality and meetings to identify emerging needs	Identify emerging needs for new priority groups.	Community Learning contract managers

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	31 st July 2015
Date impact assessment completed		15 th July 2015

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

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

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

- Governance Services will publish those relating to Executive Board and Full Council.
- 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: 31 st July 2015
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: