

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: City Development	Service area: Employment and Skills
Lead person: Martyn Long	Contact number: 07712 214341
Date of the equality, diversity, cohesion and integration impact assessment: 5 December 2017	

1. Title: Appointment of Specialist Adult Learning Provider

Is this a:

Strategy /Policy
 Service / Function
 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
Martyn Long	Employment and Skills	Head of Projects and Programmes
Ann Eveleigh	Employment and Skills	Adult Learning Programme Manager

3. Summary of strategy, policy, service or function that was assessed:
This assessment relates specifically to the proposal to award a low value contract (under £10,000) to a specialist destination survey provider, without competition, to repeat a sample destination survey of 800 learners, a representative 10% sample of Adult Learners, who undertook courses in academic year 2016-17. The proposals are in accordance with Contract Procedure Rules (CPR) 7 and 7.1.

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)

4a. Strategy, policy or plan (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>
Please provide detail:	
See description above.	

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5. Fact finding – what do we already know

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.

(priority should be given to equality, diversity, cohesion and integration related information)

Information taken into account during this assessment includes:

- feedback and guidance from OFSTED about learner destination intelligence (relating to the decision to procure a survey of learners);
- feedback from adult learning providers in the LEA FEA region (relating to the decision to procure a survey of learners and the most appropriate means of providing that service).

Are there any gaps in equality and diversity information

Please provide detail:

There are no known gaps in equality and diversity information.

Action required: Not applicable.

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

Yes

No

Please provide detail:

A sample of adult learners who have expressed their willingness to be contacted will be involved. Each learner's specific contact preferences are recorded in the Maytas MIS by the learning provider and will be used in the compilation of the sample list of learners to survey by telephone.

The Adult Learning Trust Board, LEA FEA members and delivery providers including local FE colleges were included in the soft market testing exercise led by the Adult Learning Programme Manager, to identify providers available and reliable destination survey providers. Stakeholders support the Council's recommendation to award a one off low value contract to J2 Profit (J2P) as the only viable provider.

Action required:

Not applicable

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

Equality information is collected on the enrolment forms completed at the start of each course. This date confirms that many vulnerable learners enrolled on adult learning courses in 2016-17. Learners with learning difficulties or disabilities (LLDD) might not always be in a position to respond to a telephone survey and alternative survey methods may be required in those cases. J2P have experience of conducting surveys with this type of customer group, as one of the Council's Adult Learning framework providers, Northern College, specialises in vulnerable groups and has previously commissioned J2P to undertake adult learner surveys on their behalf.

Action: As part of equality monitoring of the survey specification and results, the Programme Manager, to ensure that the 10% sample of adult learners surveyed is representative across all learner equality groups, including LLDD.

Stakeholders

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

Potential barriers.

- | | |
|---|--|
| <input type="checkbox"/> Built environment services | <input type="checkbox"/> Location of premises and services |
|---|--|

Information and communication

Timing

Cost

Financial exclusion

specific barriers to the strategy, policy, services or function

Customer care

Stereotypes and assumptions

Consultation and involvement

Employment and training

Please specify:

Partners

Some delivery partners will be affected by this decision because of the need to appoint a provider outside of the existing provider framework. All FE college providers have however been consulted and have indicated their support of these proposals.

Timing

Delivery of this service is time critical as the survey must be completed by February 2018 as part of the Self-Assessment Review process.

Cost

The expected cost of undertaking the survey is comparable with other learning provision that is commissioned by the Employment and Skills Service. Payments made to the provider will be subject to the submission of invoices and satisfactory evidence of delivery and learner destination reports.

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 delivery of these services will provide a better understanding of adult learners' actual destinations to help better plan future provision in Leeds.

Action required:

Not applicable

8b. Negative impact:

None identified.
Action required:
Not applicable.

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: The adult learning providers on the existing framework continue to support the intention to appoint J2P to deliver a repeat learner destination survey as this will continue to support and inform targeting of future provision/outcomes for learners. Ensuring that all learners are surveyed in an appropriate manner will promote the Council's reputation as an organisation that treats people fairly and works for all of our communities.
Action required:
Not applicable.

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide detail:
Action required:
Not applicable.

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

The proposal is to award a low value contract directly to a specialist provider without going out to market following stakeholder consultation and soft market testing which has identified no local competitor able to deliver these services in the required timeframe.

Action required:

Not applicable.

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
Action 1:	During preparation of learner details for sample and also analysis of survey results.	As part of equality monitoring of the survey specification and results, the Programme Manager to ensure that the 10% sample of adult learners surveyed is representative across all learner equality groups.	Programme Manager

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
Martyn Long	Head of Projects and Programmes	5 December 2017
Date impact assessment completed		5 December 2017

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 Re-Making Leeds 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 **Administrative Decision** expected in August prior to the procurement of specialist heritage construction training.

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:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: TBC