

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: 25 June 2018	

1. Title: Adult Learning Programme - 2018-19 Provider Awards
Is this a:
Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other <input type="checkbox"/>
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 & Programmes
Chris Towing	Employment and Skills	Projects & Programmes Senior Manager
Ann Eveleigh	Employment and Skills	Programme Manager

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

The Council is contracted by the Education and Skills Funding Agency (ESFA) to deliver a broad and balanced programme of adult learning within Leeds each year for adults aged 19 and over (25 and over for learners with Learning Difficulties and/or Disabilities [LLDD]). The Adult Learning Programme targets people who are marginalised and least likely to participate in learning including workless adults, people on low incomes with low skills. The provision offers a broad range of learning that brings together adults of different ages and backgrounds, promotes social renewal and makes a positive impact on the social and economic well-being of individuals, their families and communities. The provision is expected to support in the region of 8,000 adult learners in the 2018-19 academic year.

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 screening concerns the award of funding allocations to 21 providers on the Employment and Skills Dynamic Purchasing System (DPS) to deliver a broad and balanced programme of activities on behalf of the Council, for the academic year commencing 1 August 2018 to 31 July 2019.

The assessment also takes into account proposed changes to the Adult Learning project brief to ensure Council compliance with the Education and Skills Funding Agency (ESFA)'s new funding rules and continued alignment of the provision with Council plans and local priorities such as the Council's initiative to target 6 priority localities in 1% most deprived areas.

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:

Not applicable

4b. Service, function, event

please tick the appropriate box below

The whole service (including service provision and employment)	<input type="checkbox"/>
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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"/>
<p>Please provide detail:</p> <p>The majority of the Council's Adult Learning Programme will be sub-contracted to external providers in the 2018-19 academic year. The ESFA contractual obligations require the Council to ensure that any sub-contracting processes are open and transparent.</p> <p>All 21 providers have been selected from the Council's Employment and Skills Dynamic Purchasing System (DPS) established following a competitive procurement process in March 2018 and a subsequent mini-competition to bid for delivery contracts in May 2018. This process remains fully compliant with the Council's Procurement and Financial Rules and Regulations.</p> <p>The proposed funding allocations to each provider on the DPS have been recommended by officers in the Employment and Skills Service following the assessment of bids from each provider to deliver in academic year 2017-18. Recommendations have been informed by the information and quality evidence supplied by providers in their in the mini-competition bids including their annual Self-Assessment Review (SAR), provider capability and capacity, learner demand, best fit with ESFA and Council priorities and value for money. Final proposals were agreed by an Evaluation Panel in June 2018. The panel included a non-Council representative from the Adult Learning Trust Board.</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>Feedback from community consultation, provider and learner forums informed changes to the Adult Learning Project Brief for academic year 2018-19 (from 1 Aug 2018 to 31 July 2019). Information was obtained through the Councils self-assessment reporting (SAR) process; learner satisfaction feedback, observations, teaching and learning and learner focus groups.</p> <p>The Best Council Plan 2018-19, sets out the Council's ambition for Leeds to have a strong economy and to be a compassionate city, tackling poverty and reducing inequalities. Supporting residents into Adult Learning and work is an important contributor to this ambition. In 2017-18 the Employment and Skills service helped 5,624 people into work and 7,200 adults learn new skills.).</p>
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The Leeds Adult Learning Trust Board made of representatives from FE and HE providers, Public Health, Adult Social Care, Children's Services, Libraries and the third sector, have also played an integral role in shaping the 2018-19 programme.

Elected Members have had an opportunity to influence the local adult learning offer through regular briefings. This includes termly updates throughout the previous year to Employment, Skills and Welfare Community Committee Champions on delivery, outcomes and impact, helping to ensure provision continues to meet local needs.

**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.

Action required:

The Employment and Skills Service has robust contract management arrangements in place. 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. The process for reporting and monitoring equality and diversity information is clearly defined in the Adult Learning Programme provider handbook that is updated annually.

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 on equality and diversity including providing quality inclusive services, identifying and removing barriers and narrowing any gaps in learner participation and achievement. The Council was inspected by Ofsted in February 2017 and was found to be a "Good" provider.

Officers will continue to monitor equality and diversity data as part of the scheduled programme of formal contract management meetings with each provider throughout each academic year to ensure any gaps in equality or diversity that may emerge can be addressed quickly.

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 and primary schools and children's centres where delivery takes place. HE and FE providers provide feedback via the Leeds Adult Learning Trust Board members and further equality intelligence from elected Council members will continue to inform the targeting of the provision to priority groups and neighbourhoods throughout the academic year.

Action required:

No further action required.

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

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	<input checked="" type="checkbox"/>				

(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, increased emphasis on new learner recruitment from the neighbourhoods comprising the SOA's in the 1% most deprived areas, unemployed people, refugees, learners with learning difficulties or disabilities, single parents, men, people with complex and/or multiple needs e.g. mild to moderate mental health, substance misuse users etc.

Stakeholders

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

Potential barriers.

Built environment	<input type="checkbox"/>	Location of premises and services	<input checked="" type="checkbox"/>
Information	<input type="checkbox"/>	Customer care and communication	<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			<input type="checkbox"/>
Please specify			
<p>Delivery in community based settings close to targeted communities can sometimes be difficult to achieve. Public sector budget constraints and the drive for co-location of services have meant that a number of premises are no longer available for delivery. Also regeneration activity in the target deprived areas has meant established premises were demolished leaving to gaps in those localities. The service will continue to work with providers and community committees to access a range of new delivery venues including Council Community Hubs.</p>			

<p>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</p>
<p>8a. Positive impact:</p>
<p>The Council's Adult Learning Programme will support in the region of 8,000 individuals in Leeds acquire new skills in the 2018-19 academic year. Approval of the proposed funding allocations to providers will enable delivery of a broad and balanced programme of activities. This will also impact positively on other equality characteristics as summarised below, providers must target:</p> <ul style="list-style-type: none"> • Those living in the Councils 6 priority localities in the 1% most deprived SOAs • Those living in the 20% most deprived SOAs • Adults with low skills levels or no qualifications or are unemployed • Employed adults at risk of in-work-poverty on low wages up to £15k per annum • Who are marginalised and/or with specific needs e.g. lone parents, BAME groups • Have learning difficulties and/or disabilities including mild to moderate mental health • Men who are currently underrepresented within adult learning • Families at risk including those receiving Families First interventions • Families engaging with the new Stronger Families initiative • With complex or multiple needs e.g. substance misusers, homeless, ex-offenders <p>Providers will also expected to:</p> <ul style="list-style-type: none"> • Widen participation especially of marginalised groups • Promote equality and diversity through teaching, training and assessment • Offer appropriate, timely and impartial information, advice and guidance <p>The majority of providers are from the third sector organisations, based in local settings and with excellent links into local communities.</p>
<p>Action required:</p>
<p>Not applicable</p>

8b. Negative impact:
None identified
Action required:
Not applicable

9. Will this activity promote strong and positive relationships between the groups/communities identified?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Please provide detail:
The provision offers a broad range of learning that brings together adults of different ages and backgrounds, promotes social renewal and makes a positive impact on the social and economic well-being of individuals, their families and communities.
The allocation of awards proposed includes large academic providers offering a broad range of learning courses and smaller third sector organisations specialising in specific and priority learner cohorts or specific learning activities such as healthy lifestyles.
Action required:
None

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Please provide detail:
Adult learning brings different individuals and groups into contact with each other with See item 9 above.
Action required:
None

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
Please provide detail:
The main purpose of this ESFA funded activity is to deliver a broad and balanced learning provision for adults 19 years and over.
Action required:
None

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 providers to submit Equality Diversity and Community Cohesion (EDCC) information as part of their contractual reporting to demonstrate that equality issues have been considered and is embedded in the planning, delivery and review of provision.	Contract monitoring meetings with all providers each academic term (Oct 18, Feb 19 and May 19).	Officers to monitor equality and diversity data as part of the scheduled programme of formal contract management meetings to ensure any gaps in equality or diversity that may emerge can be addressed quickly.	Programme Manager
Providers to provide quality inclusive services, identifying and removing barriers and narrowing any gaps in learner participation and achievement.	Contract monitoring meetings with all providers each academic term (Oct 18, Feb 19 and May 19).	See above	Programme Manager.
Continue to work with providers to access a range of delivery sites including Council Community Hubs.	Ongoing as part of course proposals and preparations for each academic term.	Increase availability of venues suitable for Adult Learning delivery in community based settings close to targeted communities.	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
Sue Wynne	Chief Officer Employment and Skills	June 2018
Date impact assessment completed		25 June 2018

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

As part of Service Planning performance monitoring	<input type="checkbox"/>
As part of Project monitoring	<input checked="" type="checkbox"/>
Update report will be agreed and provided to the appropriate board Please specify which board: Adult Education Trust Board	<input checked="" type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

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: June 2018
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: