

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
Martyn Long, Head of Employment and Skills.	Contact number: 07712 214341
Date of the equality, diversity, cohesion and integration impact assessment: 26 April 2022	

1. Title: Acknowledge/accept Leeds Adult Education Budget (AEB) Funding 2022- 25 and authority to undertake a mini competition
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	Manager of Service, Head of Employment and Skills
Dawn Hall	Employment and Skills	Manager of Service, Executive Manager
Sabina Halliday	Employment and Skills	Manager of Service, Senior Programme Manager Adult Learning
Gemma Haynes	Employment and Skills	Manager of Service, Senior Programme Manager Internal Delivery and Internal Apprenticeships

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

The Council is contracted by the West Yorkshire Combined Authority (WYCA) through the devolved Adult Education Budget (AEB) and 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. The AEB targets people who are most disadvantaged and least likely to participate in learning including workless adults, people on low incomes with low skills and those without any formally recognised qualifications. The provision offers a broad range of learning that brings together adults of different ages and backgrounds, promotes community cohesion, helps to reduce social isolation, and makes a positive impact on the well-being of individuals, their families, and communities. The provision is expected to support in the region of around 6000 adult learners per 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)

Authorisation of the Grant and Conditions of Funding contract has no Equality and Diversity / Cohesion and Integration implications.

Subject to approval of the above, the deployment of resources across communities and groups with protected characteristics will be considered further including programme content, access, quality of delivery and outcomes.

In addition, this screening concerns the authority to undertake a mini competition through the Employment and Skills (E&S) Dynamic Purchasing System (DPS) to subcontract part of the delivery of the AEB grant to voluntary, community, third sector organisations and key partners to support the delivery of a broad and balanced curriculum

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"/>
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>Acknowledge / acceptance of the WYCA and ESFA Conditions of Grant Funding for the academic year 2022 – 23 and notional funding allocation from WYCA for academic years 2023 – 24 and 2024 – 25.</p> <p>A substantial proportion of the Council’s Adult Learning Programme will be sub-contracted to external partners in the 2022-23 academic year. The WYCA and ESFA contractual obligations require the Council to ensure that any sub-contracting processes are open and transparent.</p> <p>Ten “Categories” of provision are defined in the E&S DPS covering all aspects of Employment and Skills provision to include Category 3, Ofsted Regulated Adult Education. The E&S DPS is an ‘open market’ product designed to provide access to join a list of pre-approved suppliers, which can be constantly refreshed to bring on new suppliers as needs change. Specific delivery call-off contracts are procured via mini-competitions between suppliers admitted to the DPS.</p> <p>As WYCA are looking at allocating a 3-year notional allocation, we propose to procure services on a 3-year zero value contract. We can then at any point throughout the academic year go through a mini competition to procure relevant, appropriate and timely provision.</p> <p>Through the process of a mini competition the procurement of Adult Learning contracts through the E&S DPS will commence in May 2022.</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, consultation, and information obtained through the Councils self-assessment reporting (SAR) process has included learner satisfaction feedback, observations, learner focus groups, partner, and tutor forums.</p> <p>The Best Council Plan 2020-25, sets out the Council’s ambition for Leeds to have a strong economy and to be a compassionate, caring city, tackling poverty, and reducing inequalities.</p>

Supporting residents into Adult Learning and work is an important contributor to this ambition.

The AEB will also support the vision and framework on the new Future Talent Plan.

Elected Members have had an opportunity to influence the local adult learning offer through regular briefings.

**Are there any gaps in equality and diversity information?
Please provide detail:**

There are no known gaps in equality and diversity information at this 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 their 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 an Ofsted Inspection under the Education Inspection Framework (EIF). A key focus of contract monitoring meetings is 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 identified in a timely manner and appropriate action plans put in place.

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

Yes No

Please provide detail:

Learner, tutor, and partner voice including HE and FE providers. Sharing of data intelligence from WYCA 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 type="checkbox"/>	Disability	<input checked="" type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Race	<input checked="" type="checkbox"/>	Religion or Belief	<input type="checkbox"/>
Sex (male or female)	<input checked="" type="checkbox"/>			Sexual orientation	<input type="checkbox"/>
Other	<input 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 SOAs 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 type="checkbox"/>	Suppliers	<input checked="" type="checkbox"/>
Other please specify	<input type="checkbox"/>				

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	Consultation and involvement
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. Regeneration activity in the target deprived areas has meant established premises were demolished leaving 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</p> <p>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 6,000 individuals in Leeds to acquire new skills in the 2022-23 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 Leeds residents:</p> <ul style="list-style-type: none"> • living in the Councils 6 priority localities in the 1% most deprived SOAs • living in the top 20% most deprived SOAs • with low skills levels or few/no qualifications or are unemployed • at risk of in-work-poverty on low wages up to £15k per annum • who are marginalised from work and/or learning opportunities and/or with specific needs to inc. lone parents/carers, BAME groups, those who are care experienced, digitally excluded, have English as a second or other language, are older people • who have learning difficulties and/or disabilities including mild to moderate mental health • who are currently underrepresented within adult learning e.g., men • at risk including those receiving Families First interventions • engaging with the new Stronger Families initiative • with complex or multiple needs e.g., substance misusers, homeless, ex-offenders • are low waged and with insecure employment • have been affected by Covid 19 – especially those who have been made redundant or who are looking to change employment sectors <p>Providers will also be 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

The majority of partners are from the third sector organisations, based in local settings and with excellent links into local communities.
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?
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 community cohesion and helps to reduce social isolation and has a positive impact on the well-being of individuals, their families and communities.
The allocation of awards proposed includes large academic partners offering a broad range of learning courses and smaller third sector organisations specialising in specific and priority learner cohorts or specific learning activities.
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 to learn and develop skills together who may not otherwise do so.
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 type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide detail:

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 partners 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 (Nov, Mar and June)	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.	Senior Manager
Partners 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 (Nov, Mar and June)	See above	Senior Manager
Continue to work with partners 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.	Senior 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
Eve Roodhouse	Chief Officer Culture and Economy	
Martyn Long	Head of Employment and Skills	
Date impact assessment completed		26 th April 2022

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: Strategic Leadership	<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:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent:

