

Equality Analysis (EIA) Form

A) Description

Name of service, function, policy (or other) being assessed

Adult and Community Learning

Directorate or organisation responsible (and service, if it is a policy)

Children's Wellbeing

Date of assessment

19th June 2015

Names and job titles of people carrying out the assessment

Sue Cobourne – Adult and Community Learning Manager

Accountable person

Sue Cobourne

What are the aims or main purpose of the service, function or policy? What does it provide and how does it provide it?

Herefordshire Council provides Adult and Community Learning through the Herefordshire Council's Adult and Community Learning Service. The service consists of a small team that sits within the Post 16 Learning and Skills team in the Education and Commissioning Directorate, Children's Wellbeing. The adult and community learning team are fully funded through the SFA contract and are therefore dependent on the successful delivery of provision.

We commission and contract out which means we do not employ our own tutors; we work with partners to deliver adult learning opportunities and the priorities that we set; encourage social, economic, educational and personal progression for individuals and families.

We work with delivery partners to ensure adult education courses are available for local residents within priority areas. Delivery partners include voluntary and community organisations, FE colleges, private training providers, schools, children's centres and libraries. To deliver non- accredited, entry and level one and two provision.

Location or any other relevant information

The team is based in Plough Lane. The service is delivered in training/community venues across Herefordshire.

List any key policies or procedures to be reviewed as part of this assessment.

Equality and Diversity policy
E& D MIS data
Observation of Teaching and Learning
Course monitoring

Who is intended to benefit from the service, function or policy?

To engage with local people who are least likely to participate in learning and enable them to access a range of high quality learning opportunities. So that they can lead more independent lives, support their families, gain a qualification, get a job, volunteer and become less socially isolated.

To Widen adult participation in learning through a targeted approach, promoting equality and diversity and improving access to learning for particular under-represented groups and those who have not been engaged in learning for a significant period of time. In particular the service work with those people who are:

- unemployed.
- people with a learning difficulties and/or disabilities, including mental health issues.
- homeless, or in danger of becoming homeless, or living in sheltered accommodation.
- carers of people with learning difficulties and/or disabilities, including mental health issues.
- care leavers
- yet to achieve a prior level of attainment at full level 2 qualification.
- yet to achieve level 2 in English and Maths
- engaged within the troubled families programme (Families First¹)
- wishing to improve their parenting skills.
- from areas identified as local areas of deprivation²
- on low income (below £16,000) and/or in receipt of state benefits

Who are the stakeholders? What is their interest?

Job Centre plus – referring unemployed clients for up skilling

HVOSS – referring Talent match clients & volunteers

The libraries – delivering training in their venues

Voluntary and Community organisations that support people with specific needs – we offer courses in their premises and some are delivery partners.

Children leaving care – we run specific courses to meet their needs

Childrens centres – we offer a family learning programme.

Herefordshire housing – courses run to meet their Job club clients.

B) Partnerships and Procurement

If you contract out services or work in partnership with other organisations, Herefordshire Council remains responsible for ensuring that the quality of provision/delivery meets the requirements of the Equality Act 2010, ie.

- Eliminates unlawful discrimination, harassment and victimisation
- Advances equality of opportunity between different groups
- Fosters good relations between different groups

What information do you give to the partner/contractor in order to ensure that they meet the requirements of the Act? What information do you monitor from the partner/contractor in order to ensure that they meet the requirements of the Act?

¹ [Families First in Herefordshire](#)

² [Deprivation in Herefordshire](#)

100% of tutors must attend the mandatory E&D training – every three years.
 E&D is one of the key elements of Observation of Teaching and Learning quality process.
 E&D data is collected and analysed termly with each provider.
 E&D is reviewed annually within our self-assessment process.
 Providers E&D policies are a contractual requirement.
 Grade 2 – in E&D at last Ofsted Inspection

Are there any concerns at this stage that indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research, and outcomes of a scrutiny review. Please describe:

None

C) Information

What information (monitoring or consultation data) have you got and what is it telling you?

E& D Information is collected upon recruitment.
 Learner end of course evaluation forms,
 Data is collected regarding completion and achievement

For the whole service delivery in 2013/2014 academic year
 58.7% of enrolments were from female learners
 5.1% are from ethnic minority group – although slightly below the demographic profile the service is targeting and delivering to the unemployed population cohort. We do not have an ethnicity profile for claimants but anecdotally it is very low.
 53.38% of enrolments were from learners with a learning difficulty and or disability

The data for 2013-14 shows that learners from different groups are achieving equally.

D) Assessment/Analysis

Describe your key findings (eg. negative, positive or neutral impacts - actual or potential). Also your assessment of risk.

Strand/community	Impact
Community – Learners are achieving equally across the provision regardless of their Age, race, sexual orientation, belief, disability	Increased number of residents with level 2 English and maths qualifications. Increased ICT skills to enable residents to use computers to access on-line services Communicate with friends and families – which in turn reduces social isolation. Increase employability opportunities

E) Consultation

Did you carry out any consultation? No

Who was consulted?

n/a

Describe other research, studies or information used to assist with the assessment and your key findings.

n/a

Do you use diversity monitoring categories? Yes

(if No you should use this as an action as we are required by law to monitor diversity categories)

If yes, which categories?

- yes Age
 yes Disability
 yes Gender Reassignment
 no Marriage & Civil Partnership
 no Pregnancy & Maternity
 yes Race
 no Religion & Belief
 no Sex
 no Sexual Orientation

What do you do with the diversity monitoring data you gather? Is this information published? And if so, where?

We use it to check that learners regardless of their diversity are achieving equally. The information is included in our Self-assessment report.

F) Conclusions

	Action/objective/target OR justification	Resources required	Timescale	I/R/S/J
a)	Review E&D policy	E&D policy	July 2015	
b)				
c)				

d)

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(I) *Taking immediate effect.*

(R) *Recommended to Council/Directors through a Committee or other Report*.*

(S) *Added to the Service Plan.*

(J) *To be brought to the attention of the Equality Manager.*

*Summarise your findings in the report. Make the full assessment available for further information.

NB: Make sure your final document is suitable for publishing in the public domain.