

Due Regard Statement

Please use this statement to evidence how 'due regard to' the three aims of the public sector equality duty has been made (section 149 of the Equality Act 2010) during the development of the 'policy'.¹

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the ACT;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic

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| Name of the 'policy': | To continue the funding agreement for Adult Education in Gloucestershire for 2013/14 between Gloucestershire County Council and the Skills Funding Agency and engage in a commissioning process. |
| Person(s) responsible for completing this statement | Jim Austin Head of Adult Education in Gloucestershire |
| Briefly describe the activity being considered including aims and expected outcomes | <p>Aims</p> <p>To provide a curriculum strategy and process for purchasing learning to reflect changing priorities, whether identified by the Skills Funding Agency or locally.</p> <p>To ensure that there is an increase in the number of learners participating in learning within a cash standstill budget.</p> <p><u>Expected outcomes</u></p> <p>The provision targets the most disadvantaged communities and sets targets to reach more adult learners as a proportion of all those taking part in learning than is represented in the wider community.</p> |

¹ For 'policy': any new and existing policy, strategy, services, functions, work programme, project, practice and activity. This includes decisions about budgets, procurement, commissioning or de-commissioning services, service design and implementation.

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| | Delivery will use local community providers who are able to reach adults with the highest level of multiple disadvantage. |
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Documenting use of sufficient information

Please document below the data and information sources that you have used to understand the needs, participation and experiences of each protected group. Evidence must be gathered as the policy is developed and used to inform decisions.

Service user data

Service user data is an important source of evidence and should be collated as part of routine monitoring of in- house or external services. If service user data is not available record 'not known' and use the action plan to identify what improvement actions will be used to gather data going forward.

Service user diversity reports are available on our website and give an indication of service user participation across commissioning areas, for example adult residential services and youth services. It does not include participation data at individual service level.

Needs analysis

Gloucestershire population demographics data is available to understand the representation of different protected groups across the county and help with needs analysis. Data like this may also be also useful for benchmarking to identify under or over representation of a service by any of the protected groups. For example, a service is open to all residents and from monitoring you know that 2% of service users are disabled: However, demographic data indicate that 16.7% of Gloucestershire residents report having a disability or long term limiting illness. This finding can be used to explore if there are barriers to participation by residents with disabilities and how this can be addressed as part of the development of your 'policy'.

Data gaps

You may find that you have more information about some of the protected groups for example, gender, age, disability and less about others, for example, sexual orientation and religion and/or belief. If data is not available and you intend to start collating data

about a protected characteristic please use the action plan to outline how this data will be collated. You can find equality monitoring guidance on our [website](#) including an equality monitoring template.


If you have no plans to start collating data about a protected characteristic please state the rational why.

Service information (if applicable) or Needs analysis (if applicable)

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| <p>Who is responsible for delivering the service?</p> | <p>Adult Education use 12 sub contracted providers to deliver learning plus 15% directly delivered classes and courses. The number of providers may vary dependant on the level of response to published tenders. The services sets out targets to achieve through its annual tendering process.</p> |
| <p>Service user data/Needs analysis information</p> | |
| <p>Age</p> | <p>The Gloucestershire economy profile indicates that the population group 65+ is estimated to grow by 53% between 2007 and 2026, by nearly 55,000.</p> |
| <p>Disability</p> | <p>The 2011 population census for the County estimates that about 16% had a disability. The proportion for Adult Education learners in 2011/12 was 27% The service collects data from adults with a range of disabilities and monitors performance by provider and subject sector area.</p> |
| <p>Sex</p> | <p>In 2011 the population of Gloucestershire was 49% male and 51% female. The proportion for Adult Education learners in 2011/12 was 31% male and 69% female. Nationally 27% of adult males participate in adult learning.</p> |
| <p>Race (including Gypsy & Traveller)</p> | <p>2011 figures show that 8.4% of the County population was non-White British. The proportion for Adult Education learners in 2011/12 was 15%.</p> |
| <p>Gender reassignment</p> | <p>None</p> |

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| Marriage & civil partnership | None |
| Pregnancy & maternity | None |
| Religion or Belief | None |
| Sexual Orientation | None |

Other information

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|  Gloucestershire economic profi... |
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Workforce data

Please document details of GCC staff only if they will be affected by the proposed activity. This could include GCC staff transferring under TUPE to a new service provider, relocating, employment at risk. **GCC Workforce diversity reports** are available on our website.

If the proposed activity does not affect GCC staff, please state 'Not affected below'.

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|------------------------------------|--------------|
| Total number of GCC staff affected | Not affected |
| Age | Not affected |
| Disability | Not affected |
| Sex | Not affected |
| Race (including Gypsy & Traveller) | Not affected |
| Gender reassignment | Not affected |
| Marriage & civil partnership | Not affected |

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| Pregnancy & maternity | Not affected |
| Religion or Belief | Not affected |
| Sexual Orientation | Not affected |

Consultation and engagement

List all types of consultation that has taken place during the development of this activity. Include on-line consultations, events, meetings with stakeholders, community events, employee consultation exercises etc

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| Service users | A survey of current and potential learners completed January 2013 |
| Workforce | A staff consultation held at the end of February 2012 |
| Partners | Provider network meetings in October 2012 and February 2013 to obtain ongoing feedback on the process and issues. |
| External providers of services | Existing Provider briefings and consultation was carried out in February 2012 with colleges and non college organisations, including schools and community and voluntary organisations. The areas covered included the revised curriculum framework, the application process, monitoring and quality requirements, and due diligence. Responses were requested by the end of February. Circulation of information to interested organisations and businesses in the Gloucestershire and South West regions in April 2012 |

Equality analysis: Summary of what the evidence shows and how has it been used

This section will allow you to outline how the evidence has been used to show 'due regard' to the three aims of the general equality duty. It is important that this consideration is thorough and based on sufficient information. Consideration should be relevant and proportionate.

- Eliminate discrimination
- Advance equality of opportunity
- Promote good relations..

| Protected group | Challenge or opportunity considered and what we did |
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| Age(A) | N/A |
| Disability (D) | Adult Education will fund providers to meet the additional learning needs of individuals with learning disabilities |
| Sex (S) | Continue to promote the take up of learning amongst men and maintain higher than national average levels of participation |
| Race (including Gypsy & Traveller)(R)) | Continue to monitor 'narrowing the gap' data to ensure the completion/achievement rates of BoME learners are at least comparable to White British learners |
| Gender reassignment(GR) | N/A |
| Marriage & civil partnership (MCP) | N/A |

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| Pregnancy & maternity (PM) | N/A |
| Religion and/or Belief (RAOB) | N/A |
| Sexual Orientation(SO) | N/A |

Strengthening actions: Planning for further improvements

Please outline here what actions are required for further improvements to address challenges or opportunities, for example:

- Arrangements for continued/new engagement with stakeholders, staff, service users
- Plans to close data gaps across any of the protected characteristics through reviewed contract management arrangements
- Identify other plans already underway to address the challenges or opportunities identified in this statement
- Share findings with partner organisations.

If none, state 'none' below.

Action Plan

| Action | Who is accountable | Time frame |
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| Learners with Disabilities may have need for additional assistance in terms of funding | Adult Education Service | 2013/14 |

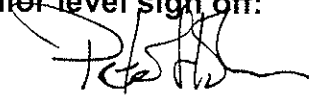
Monitoring and Review

Please indicate what processes/actions will be put in place to keep this 'activity' under review. For example will progress be monitored/ reported to a board, scrutiny committee, project board etc


- Data collection from individual participants is analysed and reported to monthly senior management team meetings
- Data reports are forwarded to the Skills Funding Agency on a monthly basis
- An annual Self Assessment Report and Quality Improvement Plan is submitted to the Skills Funding Agency
- A provider network group meets once a term to monitor quality improvement.

Sign off and Scrutiny

By signing this statement off as complete you are confirming that 'you' have examined sufficient information across all the protected groups and used that information to show due regard to the three aims of the general duty. This has informed the development of the activity

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| Senior level sign off:  | Date: 30/05/13 |
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I am in agreement that sufficient information and analysis has been used to inform the development of this 'activity' and that any proposed improvement actions are appropriate and I confirm that I as the decision maker have been able to show due regard to the needs set out in section 149 of the Equality Act 2010.

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| Name of relevant Portfolio Holder/Cabinet Member: Cllr Paul McLain | |
| Signed by Portfolio Holder/Cabinet Member:  | Date: 30 May 2013 |

Publication

If this statement accompanies cabinet paper it will be published as part of the cabinet report publication process. Statements accompanying cabinet reports are also published on our website. If this statement is not to be submitted with a cabinet paper please maintain a copy for your own records that can be retrieved for internal review and also in case of future challenge.