



# Gloucestershire

COUNTY COUNCIL

## **DUE REGARD STATEMENT**

**Skills Funding Agency Agreement**



## 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'.<sup>1</sup>

- 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

Name of the 'policy':	To continue the funding agreement for Adult Education in Gloucestershire for 2014/15 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><b>Aims</b></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><b><u>Expected outcomes</u></b></p>

<sup>1</sup> 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.

	<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> <p>Delivery will use local community providers who are able to reach adults with the highest level of multiple disadvantage.</p>
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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 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)**

<p><b>Who is responsible for delivering the service?</b></p>	<p>Adult Education uses up to 15 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 service sets out targets to achieve through its annual tendering process.</p>
<p><b>Service user data/Needs analysis information</b></p>	
<p>Age</p>	<p>The overall county population is anticipated to rise at an annual average rate of 0.5% over the next 25 years, but the number of older people (65+) will be increasing at a faster rate of between 2.3% and 2.6%. In particular the number of people aged 75 and over, the age at which care and service support is most likely to be required, is projected to increase each year by an average of 1,500 between 2010 and 2020, and by 2,300 between 2020 and 2035.</p>
<p>Disability</p>	<p>The 2011 population census for the County estimates that about 16.7% had either disability or long term illness. According to GCC Social Care, among those with disabilities 86% have physical disabilities, 28% mental health, 6% learning disabilities, 1% autistic spectrum disorder, and 14% dementia. The total proportion for Adult Education learners in 2012/13 was 27%. The service collects data from adults with a range of disabilities and monitors performance by provider and subject sector area.</p>

Sex	According to the 2011 census the population of Gloucestershire was 49% male and 51% female. The proportion for Adult Education learners in 2012/13 was 33% male and 67% female. Nationally 27% of adult males participate in adult learning.
Race (including Gypsy & Traveller)	The proportion of non white population in the county increased from 2.8% in 2001 to 4.6% in 2011 (compared to 14.1% nationally in 2011). The ethnic groups that recorded the highest growth between 2001 and 2011 were White British (+11,500), White Other (+9,500), Other Asian (+2,300) and Indian (+2,000). The proportion of learners who were non white on Adult Education courses in 2012/13 was 13%.
Gender reassignment	None
Marriage & civil partnership	None
Pregnancy & maternity	None
Religion or Belief	According to the 2011 census 63% are Christian, 1% are Muslim, and 26.7 % are recorded as having no religion.
Sexual Orientation	None

### Other information

Gloucestershire Economy data



Due regard  
statement Ver1.pdf

**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'.

<b>Total number of GCC staff affected</b>	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
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

Service users	A survey of current and potential learners was completed in January 2013 and will be repeated in January 2014. A focus group exercise was undertaken in June 2013.
Workforce	Staff briefings and meetings to consult on current issues are held on a monthly basis.
Partners	A Provider network meeting in October 2013 to obtain ongoing feedback on the process and issues. A further network meeting will take place in January 2014.



External providers of services	<p>Briefings and consultation for existing providers on a revised curriculum strategy 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. The curriculum framework will remain the same for the 2014/15 commissioning process.</p> <p>Interested organisations and businesses in Gloucestershire and the South West region will be notified through the Procontract system.</p>
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**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
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	Continue to monitor 'narrowing the gap' data to ensure the completion/achievement rates of

<b>Gypsy &amp; Traveller(R)</b>	BoME learners are at least comparable to White British learners
<b>Gender reassignment(GR)</b>	N/A
<b>Marriage &amp; civil partnership (MCP)</b>	N/A
<b>Pregnancy &amp; maternity (PM)</b>	N/A
<b>Religion and/or Belief (RAOB)</b>	N/A
<b>Sexual Orientation(SO)</b>	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
Learners with Disabilities may have need for additional assistance in terms of funding. This will be built into the commissioning process in 2013/14 for the funding year 2014/15.	Adult Education Service	2013/14
Measuring the impact of learning survey – undertaken every term 6 months after course completion.	Adult Education Service	2014/15
Progression survey for learners on Skills courses.	Adult Education Service	2014/15
Narrowing the achievement gap survey to ensure that completion/achievement rates of BoME learners comparable to White British learners.	Adult Education Service	2014/15
Obtain learner feedback from individual learners at the end of each course	Adult Education Service	2014/15

**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

<b>Senior level sign off:</b>  <i>Wade Use</i>	<b>Date:</b>  27/1/14
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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.

<b>Name of relevant Portfolio Holder/Cabinet Member:</b>  Cllr Paul McLain	<b>Date:</b>  27 <sup>th</sup> Jan 2014.
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**Signed by Portfolio Holder/Cabinet Member:**



### 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.