

Due Regard Statement (FINAL V4 @ 18.03.19)

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

Name of the 'policy':	To enter into a funding agreement with the Education and Skills Funding Agency (ESFA) for the delivery of Community Learning and Adult Skills Programmes for 2019-2020. The learning programmes will be provided via direct delivery (Adult Education in Gloucestershire) and commissioned sub-contracted Providers.
Person(s) responsible for completing this statement	David Peake, Performance and Quality Manager, Commissioning-Employment & Skills Tel: 01452 583416 Email: david.peake@gloucestershire.gov.uk Pete Carr, Lead Commissioner – Employment and Skills Tel: 01452 583850 Email: Pete.Carr@gloucestershire.gov.uk

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.

<p>Briefly describe the activity being considered including aims and expected outcomes</p>	<p>Aims:</p> <p>To provide a curriculum strategy and process for purchasing learning to reflect changing priorities, whether identified by the Education and Skills Funding Agency, or locally.</p> <p>To ensure that learning programmes engage those with greatest educational and economic needs</p> <p>Expected outcomes:</p> <p>The provision targets the most disadvantaged communities.</p> <p>The commissioning process ensures that we use local community providers and partner organisations that are able to reach adults with the highest level of multiple disadvantages.</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 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 reason why.

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

<p>Who is responsible for delivering the service?</p>	<p>The Gloucestershire Adult Education Service has an annual contract with the Education and Skills Funding Agency (ESFA) for the delivery of Community Learning and Adult Skills (accredited) programmes. In the 2019 - 2020 academic year learning is delivered by GCC’s own internal Adult Education Service (Adult Education in Gloucestershire) and by five sub-contracted Providers (Art Space, Art Shape, the National Star College, Nationwide Community Learning Partnership (NCLP) and Cotswold Communities First CIC (Community Interest Company).</p> <p>After an exhaustive procurement process during 2018 from September 2018 five sub-contracted Providers have been appointed onto a four year contract framework.</p> <p>The Adult Education Service sets various targets to achieve through its commissioning processes.</p>
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Service user data / Needs analysis information:	
Age	<p>In 2017 the resident population of Gloucestershire was estimated to be 628,139 people. Of the 20+ population, 56.40% were aged 20-64 and 21% were aged 65+ (2017 Mid Year Estimates – Office of National Statistics (ONS)).</p> <p>84% of Learners are aged 19-65 (for the 2017-2018 academic year).</p>
Disability	<p>According to the 2011 Census 16.7% of Gloucestershire residents reported having a long-term limiting health problem or disability; 7.3% reported that their activities were limited ‘a lot’ and 9.5% reported their activities were limited ‘a little’.</p> <p>As age increases, the proportion of respondents reporting a limiting long term health problem increases. In Gloucestershire 3.1% of people aged 0-15 reported a long-term health problem or disability, this increases to 7.8% of 16-49 year olds, 18.3% of 50-64 year olds and 49.0% of people aged 65+</p> <p>Programmes aimed at adults with learning difficulties and courses designed to improve health and well being are key elements of the Adult Learning Service’s curriculum strategy. In the 2017-2018 academic year 42.20% of all learners declared that they had a disability (of which 26.35% is a primary health problem and 13.40% is a learning difficulty).</p> <p>Estimates suggest that in 2018 there are approximately 11,750 people aged 18+ living with a learning disability in Gloucestershire equating to 2.3% of the adult population. Of this group, about 2,400 are estimated to have moderate or severe learning disabilities, equating to 0.5% of the adult population.</p> <p>The service collects data from adults with a range of disabilities and monitors performance by provider and curriculum area. During the 2017-2018 academic year there were no significant differences in achievement between learners with a disability and all other learners. During the 2017-2018 academic year Learners with Learning Difficulties or Disabilities (LLDD) achievement was 95%. Non-LLDD achievement was 92.6%.</p>

<p>Sex</p>	<p>The overall gender split in Gloucestershire is slightly skewed towards females, with males making up 49.0% of the population and females accounting for 51.0%. This situation is also reflected at district, regional and national level. This difference is related to the fact that women on average live longer than men; in Gloucestershire life expectancy at birth for females is 83.5 years and for males is 80.1 years (2013-2015). Thus, as age increases females outnumber males by an increasing margin. In Gloucestershire 63% of people aged 65-84 are female; the proportion increases to 65% amongst people aged 85 and over.</p> <p>Nationally, the participation rate of males in Community Learning is 27%. During the 2017-2018 academic year the involvement of males was 28.05%, which is higher than the national average. There were no significant differences in achievement rates in learning between males and females during the 2017-2018 academic year (Males 94.63% & Females 93.58%).</p>
<p>Race (including Gypsy & Traveller)</p>	<p>According to the 2011 Census 95.4% of Gloucestershire's population is White and 4.6% is from a Black or Ethnic Minorities group; this latter figure is considerably lower than the 14.6% reported for England as a whole.</p> <p>English/Welsh/Scottish/Northern Irish/British make up the majority of Gloucestershire's white population. Although this is a national trend, this group accounts for a higher proportion of the total white population than elsewhere; there is a lower proportion of people who are from an 'other white' background when compared to the national figure (3.1% in Gloucestershire compared with 4.6% in England). Asian/Asian British account for the largest proportion of Black or Ethnic Minorities in Gloucestershire, following the national trend. However, the group accounts for a lower proportion of the total than it does nationally (2.1% in Gloucestershire compared with 7.8% in England).</p> <p>The proportion of Black Asian Minority Ethnic (BAME) group learners on Adult Learning Service courses during 2017-2018 academic year was greater than that for the county at 26%. There were no significant differences in achievement rates for Black or Minority Ethnic group learners when compared to all other ethnic groups.(BAME achievement 527 / 570 (92.53%) Non-BAME achievement 1506 / 1639 (91.88%).</p>

Gender reassignment	<p>Provision of this information by services users with this protected characteristic is optional. There is insufficient data to provide a meaningful analysis.</p> <p>Managers and tutors are responsible for understanding the needs of the most vulnerable and public sector equality requirements when delivering or developing courses that may include learners from this protected group.</p>
Marriage & civil partnership	<p>Provision of this information by services users with this protected characteristic is optional. There is insufficient data to provide a meaningful analysis.</p> <p>Managers and tutors are responsible for understanding the needs of the most vulnerable and public sector equality requirements when delivering or developing courses that may include learners from this protected group.</p>
Pregnancy & maternity	<p>Provision of this information by services users with this protected characteristic is optional. There is insufficient data to provide a meaningful analysis.</p> <p>Managers and tutors are responsible for understanding the needs of the most vulnerable and public sector equality requirements when delivering or developing courses that may include learners from this protected group.</p>
Religion or Belief	<p>Provision of this information by services users with this protected characteristic is optional. There is insufficient data to provide a meaningful analysis.</p> <p>Managers and tutors are responsible for understanding the needs of the most vulnerable and public sector equality requirements when delivering or developing courses that may include learners from this protected group.</p>
Sexual Orientation	<p>Provision of this information by services users with this protected characteristic is optional. There is insufficient data to provide a meaningful analysis.</p> <p>Managers and tutors are responsible for understanding the needs of the most vulnerable and public sector equality requirements when delivering or developing courses that may include learners from this protected group.</p>

Other information

None

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'.

Total number of GCC staff affected	Not affected below.
Age	
Disability	
Sex	
Race (including Gypsy & Traveller)	

Gender reassignment	
Marriage & civil partnership	
Pregnancy & maternity	
Religion or Belief	
Sexual Orientation	

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	Learner views are routinely gathered via surveys and focus groups and then analysed for use with provision.
Workforce	Staff briefings and meetings to consult on current issues are held on a monthly basis.
Partners	See below

External providers of services	Consultation with Providers about the curriculum to be offered in 2019-2020 is currently underway and is to be completed by the end of May 2019.
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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)	Adult Learning will continue to monitor the age of participating learners to ensure that the courses engage target groups.
Disability (D)	<p>Adult Learning will continue to fund providers to meet the additional learning needs of individuals with learning disabilities and disabilities. Specialist sub-contracted providers have been appointed to work with learners with disabilities and they have designed programmes to assist these protected groups of learners. For example, the National Star College organise and run Supported Internships ‘steps into work’ programmes for disabled learners and these programmes are funded by Adult Education funding.</p> <p>These programmes will continue to be built into the commissioning process for the funding year 2019 -2020.</p> <p>Adult Learning will also continue to monitor the achievement rates of learners with a disability.</p> <p>In 2017-2018 there were no significant differences in the achievement rates of disabled and non-disabled learners.</p>

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 BAME learners are at least comparable to White British learners.
Gender reassignment(GR)	N/A
Marriage & civil partnership (MCP)	N/A
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
Learners with Disabilities may have need for additional assistance in terms of funding. This will continue to be built into the commissioning process for the funding year 2019 -2020	Adult Education in Gloucestershire	By May 2019
Continue to monitor data to ensure that completion/achievement rates of BAME, learners with disabilities and males learners are comparable to all other groups.	Adult Education in Gloucestershire	An annual process – monitored three times per year
Obtain learner feedback from, progression and Learning Impact Surveys and monitor for issues relating to equalities. Take action as necessary.	Adult Education in Gloucestershire	An annual process – Learner destination for all learners in community learning, those in programmes to improve their employability skills and learner feedback - monitored three times per year.

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 all learners is analysed in terms of the key characteristics identified above and reported to regular senior management team meetings
- Data reports are forwarded to the Education Skills Funding Agency (ESFA) on a monthly basis
- An annual Self Assessment Report (SAR) and Quality Improvement Development Plan is implemented. This explicitly addresses issues related to equalities

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

Senior level sign off: Tim Browne 	Date: 15.3.19
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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.

Name of relevant Portfolio Holder/Cabinet Member: Cllr Lynden Stowe	
Signed by Portfolio Holder/Cabinet Member: 	Date: 11.4 19

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.