

Equality Impact Assessment (EIA)

This document demonstrates how the council is meeting its duties under the Equality Act 2010, by giving due regard to the requirement to: eliminate discrimination; advance equality of opportunity; and promote good relations.

1. Background

Directorate	Economy, Environment and Infrastructure
Service area	Adult Education
Title of the activity being assessed i.e. the strategy, plan, policy or service	Community and Adult Skills Programme 2022 – 2023.
Brief outline of the proposal(s)	<p>To seek cabinet approval to:</p> <p>1.Run a competitive procurement process to set up a framework agreement, valid for 4 years, for the provision of adult learning services and then to award call off contract(s) of varying lengths up to a maximum of 12 months, depending on the type of courses or piece of work, for the 2022 – 2023 academic year</p> <p>2.Enter into the funding agreement with the Education and Skills Funding Agency (ESFA) for the purpose of funding the delivery of Community Learning and the Adult Skills Programme during the 2022 – 2023 academic year.</p>
Who is affected by the proposals?	<p>Service users <input checked="" type="checkbox"/> Workforce <input type="checkbox"/></p> <p>Other, please specify: <input style="width: 200px; height: 20px;" type="text"/></p>
Decision to be taken and decision maker	<p>Aims: 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: The provision targets the most disadvantaged communities. The commissioning process ensures that we use local community providers and partner</p>

	organisations that can reach adults with the highest level of multiple disadvantages.
Person(s) responsible for completing this assessment	Natasha Panchbhaya, Adult Education Delivery and Subcontract Manager, Adult Education Tel: 01452 583842 or 07795 265598 Email: Natasha.Panchbhaya@gloucestershire.gov.uk
Date of this assessment	17/02/2022

2. Information Gathering

Briefly outline your approach to consultation and engagement, together with details of any other information and data sources you have utilised:

Research, Consultation and Engagement	
Service users	<ul style="list-style-type: none"> • Skills for Business in Gloucestershire GFirst LEP • Learner views are routinely gathered via various methods such as Surveys, focus groups, evaluation of learning and complaints/compliments • Our own MIS data
Workforce	<ul style="list-style-type: none"> • Staff surveys to gather staff views • Briefings are held with wider services for valuable insight and feedback • Termly meetings with the Governance Advisory Board • Staff briefings and meetings to consult on current issues are held on a monthly basis by team managers and the head of service, including whole service briefings • Staff 121's are completed monthly with team managers
Partners	<ul style="list-style-type: none"> • Ongoing framework agreement which has been ongoing for many years • Monthly reviews with stakeholders • Networking events with stakeholders
Other	

3. Equality Assessment

Briefly explain your assessment of the impact of the proposed activity on the protected characteristics below. This section evidences how the council is giving due regard to the three aims of the general equality duty, which are to: eliminate discrimination; advance equality of opportunity; and promote good relations.

Protected Characteristic	Service Users	Workforce
Age	<p>Overall population of Gloucestershire 637,070. Gloucestershire has a lower proportion of 0–19-year-olds and 20-64 olds and higher proportion of 65+ when compared to England. There is some variation at district level:</p> <ul style="list-style-type: none"> • At 24.6%, Gloucester has the highest proportion of children and young people (aged 0-19) and exceeds the county and national figures • Gloucester has the highest proportion of people aged 20-64 (58.5%), exceeding the county and national figures • Cotswold, the Forest of Dean, Stroud and Tewkesbury all have higher proportion of people aged 65+ when compared to the county and national figures. At 25.9% Cotswold has the largest proportion of people aged 65 and over. <p>Programmes are predominately aimed at adults who are within working age. In the academic year of 20/21 89% of learners were aged 19-65, with 10% over the age of 65. *Blended (online and face to face) learning due to ongoing pandemic</p>	Not affected
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>Programmes aimed at adults with learning difficulties and courses designed to improve health and wellbeing are key elements of the adult learning services curriculum strategy. In the academic year of 20/21 48% of learners declared that they had a disability, compared to 41% in the same period of 19/20 academic year.</p>	

Sex	<p>The overall gender distribution for Gloucestershire is 49.04% males and 50.96% females. Additionally, there are slightly more males in the age group of 0–29-year-olds compared to females, which is reversed for 30-year-olds. In comparison to England has a 49.48% share of males and the South-west has a 49.21% share of males.</p> <p>Programmes during the academic year of 20/21 attracted more women as they are more likely to attend programmes on offer which are predominantly designed to help promote more confident parenting skills. This includes helping children with their school work.</p> <p>In the academic year of 20/21 73.35% of learners were female, which was similar to the academic year of 19/20 where by 74.3% of learners were female.</p>	
Race	<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>The proportion of Black Asian Minority Ethnic (BAME) group learners on Adult Learning during 21/22 academic year was 17.69%, which was an increase compared to the same period in 19/20 of 14.29%.</p> <p>There were no significant differences in achievement rates for Black Asian Minority Ethnic group learners when compared to other ethnicities. (BAME achievement 91.88% and Non-BAME achievement 92.53%)</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>	Not affected
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>	Not affected

	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.	
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>	Not affected
Religion and/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>	Not affected
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>	Not affected

4. Completed Actions

Set out how the proposed activity has already been amended following the equality assessment, to maximise the positive impact or minimise the negative impact:

Change	Reason for Change
Continue to offer blended learning (where viable) to all learners following the easing of national restrictions	Continue to reach a wider demographic of Gloucestershire residents, and support those where traditional learning methods would not support their lifestyle.

Continue to monitor data to ensure that completion/achievement rates of BAME, learners with disabilities and male learners are comparable to all other groups.	Allowing us to review our curriculum offering to ensure that we are meeting the needs of learners.
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 2022 – 2023.	Ensuring that we continue to support learners and that our service continues to meet their required needs.
Continue to obtain learner feedback from, progression and learning impact surveys and monitor for issues relating to equalities. Act as necessary.	Ensuring that we continue to support learners and that our service continues to meet the required needs.

5. Planned Actions

Set out improvements that will be undertaken, following the equality assessment, to further maximise the positive impact or minimise the negative impact:

Potential impact (positive or negative)	Action	By when	Owner
Positive	Continue to offer blended learning (where viable) to all learners following the easing of national restrictions	Ongoing the whole academic year	Management team
Positive	Continue to monitor data to ensure that completion/achievement rates of BAME, learners with disabilities and male learners are comparable to all other groups.	Annual process – monitored each term	
Positive	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 2022 – 2023.	Annual process – monitored each term	
Positive	Continue to obtain learner feedback from, progression and learning impact surveys	Annual process – monitored each term	

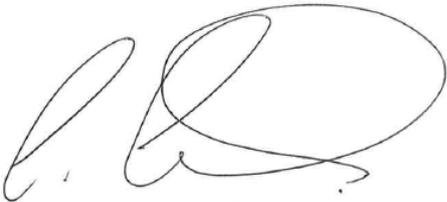
	and monitor for issues relating to equalities. Act as necessary.		
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6. Monitoring and review

The following processes/actions will be put in place to keep this 'activity' under review:
<ul style="list-style-type: none"> • Review of data each month by team managers, shared with the team and discussed in a group and 121 setting • Weekly group discussions with management team • Bi monthly data meetings with senior staff and leads • Monthly meetings with stakeholders • Termly review of data • Analysing data to be shared in centre, key documents and our website • Review of the 2020 census data once released • Review of the LEP reports developed in the year 21/22 • Meetings with the Governance advisory board

7. Officer / Decision-maker Sign off

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

Signature of Senior Officer	
Name of Senior Officer	Colin Chick
Date	08.06.2022

Decision maker: 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.

Signature of decision maker	
Name of decision maker	Cllr Philip Robinson
Date	7.6.22

8. Publication

If this document accompanies a Cabinet report or an Individual Cabinet Member (ICM) decision report it will be published, as part of the report publication process, on the GCC website. If this statement is not to be submitted with a Cabinet report or an Individual Cabinet Member (ICM) decision report, please maintain a copy for your own records that can be retrieved for internal review and also in case of future challenge.

Appendix 1 – Service User Data

Details of service users affected by the proposed activity

Protected Characteristic	Service User Data and Information
Age <i>percentage/profile of service user ages</i>	mid-2020-population-estimates-final.pdf (gloucestershire.gov.uk)
Disability <i>percentage/profile of service users who have a disability</i>	equality-profile-2021.pdf (gloucestershire.gov.uk)
Sex <i>percentage/profile of service users who are male and who are female</i>	mid-2020-population-estimates-final.pdf (gloucestershire.gov.uk)
Race <i>percentage/profile of service users who are from black and minority ethnic backgrounds</i>	equality-profile-2021.pdf (gloucestershire.gov.uk)
Gender reassignment <i>percentage/profile of service users who have indicated they are transgender</i>	N/A
Marriage & civil partnership <i>percentage/profile of service users who are married or in a civil partnership</i>	N/A
Pregnancy & maternity <i>percentage/profile of service users who are</i>	N/A

<i>female and who are pregnant or on a maternity leave</i>	
<i>Religion and/or belief percentage/profile of service users religious beliefs</i>	N/A
<i>Sexual orientation percentage/profile of service users who are lesbian, gay, bisexual, heterosexual</i>	N/A

Appendix 2 – GCC Workforce Data

Details of Gloucestershire County Council staff affected by the proposed activity

Protected Characteristic	Total number of GCC staff affected:
Age	N/A
Disability	N/A
Sex	N/A
Race	N/A
Gender reassignment	N/A
Marriage & civil partnership	N/A
Pregnancy & maternity	N/A
Religion and/or belief	N/A
Sexual orientation	N/A

