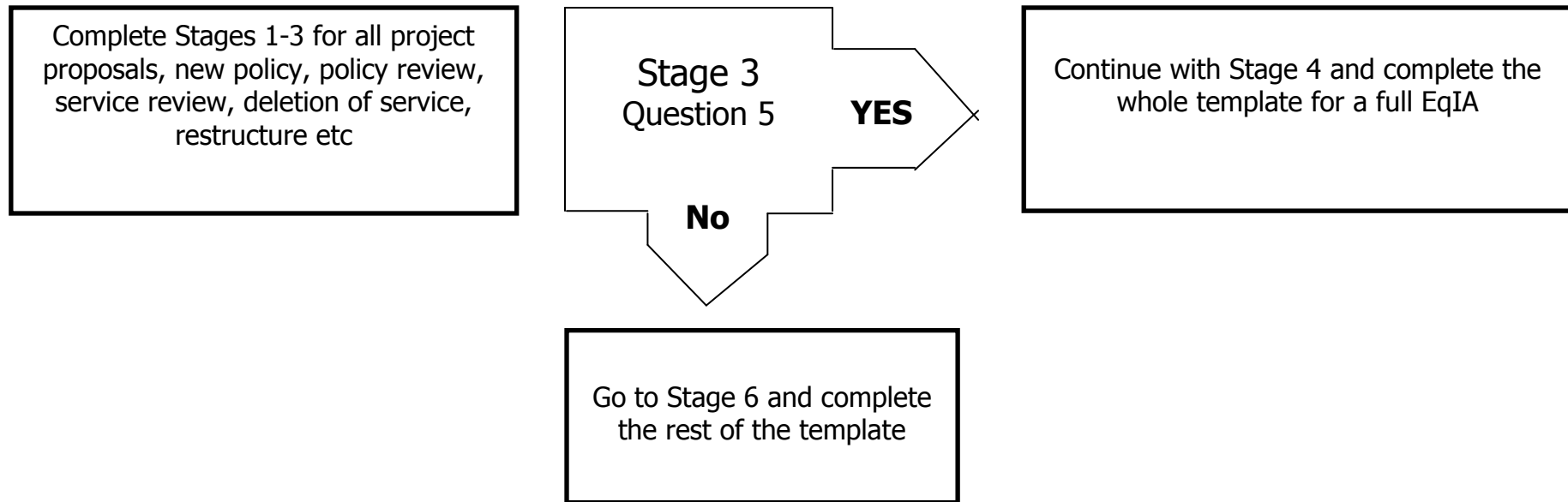


Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process (EqIA). There is now just one Template. Lead Officers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



- In order to complete this assessment, it is important that you have read the Corporate Guidelines on EqIAs and preferably completed the EqIA E-learning Module.
- You are also encouraged to refer to the EqIA Template with Guidance Notes to assist you in completing this template.
- SIGN OFF: All EqIAs need to be signed off by your Directorate Equality Task Groups.
- Legal will NOT accept any report without a fully completed, Quality Assured and signed off EqIA.
- The EqIA Guidance, Template and sign off process is available on the Hub under Equality and Diversity

Equality Impact Assessment (EqIA) Template

Type of Decision: Tick ✓	✓	Cabinet		Portfolio Holder		Other (explain)	
Date decision to be taken:	January 2017						
Value of savings to be made (if applicable):	n/a						
Title of Project:	Adult Learning Commissioning DPS.						
Directorate / Service responsible:	Regeneration Enterprise and Planning/Adult and Community Learning Service						
Name and job title of Lead Officer:	Karen Bhamra, Service Manager for Community Learning						
Name & contact details of the other persons involved in the assessment:	-						
Date of assessment (including review dates):	November 2016						

Stage 1: Overview

<p>1. What are you trying to do?</p> <p>(Explain your proposals here e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>In April 2013 Cabinet approved a new commissioning framework for adult learning that would remain in place for 4 years until 2017. The commissioning arrangements put in place at that time have been effective in more effective targeting of community learning and recruitment of priority groups, which are key objectives in the Adult Learning Strategy 2016-18. The Adult Learning Strategy sets out the main objectives and intended actions for 2016-18 and align service delivery with local and regional priorities. The priorities for Harrow Adult and Community Learning are</p> <ul style="list-style-type: none"> • Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process • Enhancing individuals' life opportunities by providing a wide range of learning contributing to employability skills; health and well-being; community cohesion and citizenship; and stronger family relationships • Enhancing the capacity of providers, particularly from the community and voluntary sector, to develop and deliver adult and community learning • Developing high quality teaching, learning and assessment that enables learners to achieve their learning goals and progress to relevant learning and /or
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	<p>employment</p> <p>These priorities are shaped by the needs of Harrow's local communities, in particular improving employability skills, widening access to English language skills, improving health and well-being and supporting community cohesion.</p> <p>However, the Commissioning Framework for Adult Learning approved by Cabinet in April 2013 was for 4 years. The terms of the Framework Agreement therefore terminate in 2017 and need renewing if the delivery model in place for widening participation in learning and targeting priority groups/individuals is to continue. The proposal is to renew the Preferred Providers Framework Agreement for Adult Learning. To maximise flexibility it is also proposed to move from a Framework with fixed entry points for new providers to a Dynamic Purchasing System (DPS) that potential providers may join at any point during its validity if they satisfy the selection requirements.</p>					
<p>2. Who are the main groups / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners	✓	Stakeholders	✓
	Staff		Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race	✓	Religion or Belief		Sex	✓
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> Who are the partners? Who has the overall responsibility? How have they been involved in the assessment? 	n/a					
<p>Stage 2: Evidence & Data Analysis</p>						
<p>4. What evidence is available to assess the potential impact of your proposals? This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, press reports, letters from residents and complaints etc. Where possible include data on the nine Protected Characteristics.</p>						

(Where you have gaps (data is not available/being collated for any Protected Characteristic), you should include this as an action to address in your Improvement Action Plan at Stage 6)

Protected Characteristic	Evidence	Analysis & Impact
Age (including carers of young/older people)	In 2015, 18% of learners in the Service were over 60 years, 10% over 65	The intention of commissioning delivery through the Adult Learning Commissioning Framework is to target Community Learning funding more. Priority learner groups for the focus of targeted community learning include older learners, particularly those in an isolated or vulnerable situation and those entering the Fourth Age, 75+ years. Some work has already been done with reminiscence work and extension of this is part of the Action Plan
Disability (including carers of disabled people)	In 2015 the % of learners notifying a disability of some kind was 17%	<p>The intention of commissioning delivery through the Adult Learning Commissioning Framework is to target Community Learning funding more. Partnership working has already been delivered with MIND, Mencap, Wiseworks, Harrow Association for Disabled People, and Herts Inclusive Theatre for targeted delivery of learning programmes. Additional funding has also been accessed in 2016-17 for delivering community learning to adults with mild to moderate mental health problems.</p> <p>Information on disability may impact on how a tutor delivers a course and may also lead to a request for additional learner support funding</p>
Gender Reassignment	Data was started to be collected in 2015-16	Numbers indicating gender reassignment are currently very small. However, this information will be used to see if success or retention rates show a difference against the average
Marriage / Civil Partnership	Data not currently collected	At the moment it is not clear how the service would use this data to impact on planning or delivery or commission

		targeted delivery
Pregnancy and Maternity	Data not currently collected	Though data is not generically collected at point of enrolment, providers in classes where it would be relevant to know if a learner is pregnant, eg Yoga, will collect that information and may alter teaching as appropriate
Race	Current participation from BME learners is broadly in line with the borough profile across most groups, with 73% from a BME background.	<p>The intention of commissioning delivery through the Adult Learning Commissioning Framework is to target Community Learning funding more. Priority learner groups for the focus of targeted community learning includes black and ethnic minority individuals, particularly with below Level 2 qualifications</p> <p>Needs analysis has shown increasing numbers of Somali, Afghan and Romanians in particular requiring English language skills at pre-entry and entry level. One of the priorities of the Adult Learning Strategy and of commissioning delivery through the Adult Learning Commissioning Framework is to address this need for widening access to English language skills.</p>
Religion and Belief	Data was started to be collected in 2015-16	The data is used as part of overall planning of programmes, in terms of venues used (eg Harrow Mosque), where it may be appropriate to run a women only class (eg Fitness for Muslim women), and in terms of timing of classes, eg avoiding major religious events
Sex / Gender	Currently 23% of enrolments are male	A focus of targeted community learning will include recruitment of male learners, particularly in family learning
Sexual Orientation	Data was started to be collected in 2015-16	Numbers indicating sexual orientation are currently patchy and particularly omitted in enrolments by BME learners.. However, this information will be used to see if success or retention rates show a difference against the average

Stage 3: Assessing Potential Disproportionate Impact

5. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	√	√	√	√	√	√	√	√	√

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, complete a FULL EqIA.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.
- **NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**
- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 6

Stage 4: Further Consultation / Additional Evidence

6. What further consultation have you undertaken on your proposals as a result of your analysis at **Stage 3**?

Who was consulted? What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? E.g. revising your proposals

Stage 5: Assessing Impact

7. What does your evidence tell you about the impact on the different Protected Characteristics? Consider whether the evidence shows potential for differential impact, if so state whether this is a positive or an adverse impact? If adverse, is it a minor or major impact?

Protected Characteristic	Positive Impact ✓	Adverse Impact		Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 7	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 6)
		Minor ✓	Major ✓		
Age (including carers of young/older people)					
Disability (including carers of disabled people)					
Gender Reassignment					
Marriage and Civil Partnership					

Pregnancy and Maternity					
Race					
Religion or Belief					
Sex					
Sexual orientation					

8. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic? If yes, which Protected Characteristics could be affected and what is the potential impact?	Yes		No	
9. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion? If yes, what is the potential impact and how likely is it to happen?	Yes		No	

Stage 6 – Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. These should include:

- Proposals to mitigate any adverse impact identified
- Positive action to advance equality of opportunity
- Monitoring the impact of the proposals/changes once they have been implemented
- Any monitoring measures which need to be introduced to ensure effective monitoring of your proposals? How often will you do this?

Area of potential adverse impact e.g. Race, Disability	Proposal to mitigate adverse impact	How will you know this has been achieved? E.g. Performance Measure / Target	Lead Officer/Team	Target Date
Inadequate recruitment of targeted learners to programmes delivered through the Adult Learning Commissioning Framework	Monitoring of programmes against set targets and development of impact measures. Further bidding process and development of direct delivery programmes if required	That learner targets achieved reflect recruitment targets set and that the impacts measured reflect the adult learning objectives.	Karen Bhamra. Adult and Community Learning Service	Monthly monitoring of data
Failure to recruit sufficient providers onto the Framework	Existing providers given advance information and support for application to new Framework Awareness raising programme amongst potential providers to encourage application to Framework	Recruitment targets from priority groups are achieved Numerical recruitment targets are met	Karen Bhamra. Adult and Community Learning Service	Monthly monitoring of data

Stage 7: Public Sector Equality Duty

<p>10. How do your proposals meet the Public Sector Equality Duty (PSED) to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 2. Advance equality of opportunity between people from different 	<p>The Adult Learning Commissioning Framework , as an integral part of the Adult Learning Strategy, aims to secure the delivery of an accessible, coherent and high-quality learning programme for adults and families in Harrow. The intention is to deliver more effective targeting of community learning and recruitment of priority groups and increase the variety of</p>
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groups 3. Foster good relations between people from different groups	learning opportunities in the borough
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Stage 8: Recommendation

11. Which of the following statements best describes the outcome of your EqIA (✓ tick one box only)

Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality of opportunity are being addressed.	✓
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Outcome 2 – Minor Impact: Minor adjustments to remove / mitigate adverse impact or advance equality of opportunity have been identified by the EqIA and these are included in the Action Plan to be addressed.	
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Outcome 3 – Major Impact: Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality of opportunity. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. (Explain this in Q12 below)	
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12. If your EqIA is assessed as outcome 3 explain your justification with full reasoning to continue with your proposals.	
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Stage 9 - Organisational sign Off

13. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?			
Signed: (Lead officer completing EqIA)	Karen Bhamra	Signed: (Chair of DETG)	Johanna Morgan
Date:	12/12/16	Date:	12/12/2016
Date EqIA presented at Cabinet Briefing (if required)		Signature of DETG Chair (following Cabinet Briefing if relevant)	