

## Impact Assessment template

### Step 1: Screening for relevance

<b>Name of a policy / procedure / function / project / decision:</b>	<b>Adult Learning Funding Guidelines</b>
<b>Directorate / Service:</b>	<b>Regeneration</b>
<b>Date:</b>	<b>10 August 2010</b>
<b>Lead Officer:</b>	<b>Clare Latham</b>
External Challenger and other members of team undertaking Impact Assessment:	Sue Sullivan (Community learning); Jill Gates (Strategic perspective), Matthew Smith (Learner Data and Research – shared service), David Bachelor (Partnership learning), Alison Reid (Area learning coordinator), Kathryn Topham (MIS Officer –shared service); Cliff Mallows (Head of Regeneration)

**Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:**

To provide commissioned partners with a standard Tuition Fee policy for mainstream PCDL (Personal and Community Development Learning) and other streams of Adult learning provision to ensure equality across the borough.

Please delete guidance notes (*in italic*) after completion

Is the above relevant to equality and diversity?

Yes  No

**Step 2: Scoping**

<b>What do you already know about the policy</b> (decision etc), <b>what are the main issues you need to consider:</b> <i>(Prompts: promotion of equality in the areas of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, or human rights; meeting the needs of different communities and groups; outcomes of any relevant consultation already undertaken; examples of good practice in this area)</i>				
Target group / area	Main issues ( <i>bullet points</i> )	Evidence and data currently available ( <i>qualitative &amp; quantitative</i> )	Consultation / involvement carried out	Further information needed to undertake the assessment
<b>Race and Ethnicity</b> <i>(including Gypsy and Travellers; migrant workers, asylum seekers etc.)</i>	Eligibility criteria for non-UK nationals residing less than 3 years (national guidance). This is currently not stated on the Tuition Fee Policy  Lack of awareness that the service exist in some groups	Comprehensive monitoring system of learners throughout the process in place (take up, retention/ achievement, ethnicity targets in place)  Area regularly Ofsted inspected, all necessary evidence in place to satisfy the inspection	Yes	None

Please delete guidance notes (*in italic*) after completion

<p><b>Disability</b>  <i>(as defined by the DDA: ..."someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities)</i></p>	<p>Tuition fees too high for people on benefits</p> <p>Insufficient PCDL and/or Skill development provision for Learners with Learning Difficulties or Disabilities (LLDD)</p>	<p>Comprehensive monitoring system of learners throughout the process in place (take up, retention/ achievement, ethnicity targets in place)</p> <p>Area regularly Ofsted inspected, all necessary evidence in place to satisfy the inspection</p>	<p>Yes</p>	<p>None</p>
<p><b>Gender / Gender reassignment</b></p>	<p>Stats show that the area of adult learning is predominantly female orientated</p> <p>Fees may be too high for people not working (e.g. due to caring responsibilities)</p>	<p>As above</p>	<p>Yes</p>	<p>None</p>
<p><b>Religion and belief</b></p>	<p>No impact known</p>		<p>Yes</p>	<p>None</p>
<p><b>Sexual orientation</b> <i>(inc. heterosexual, lesbian, gay, bi-sexual)</i></p>	<p>No impact known</p>		<p>No</p>	<p>None</p>
<p><b>Age</b>  Children and young people  Adults</p>	<p>Eligibility criteria –the funding is not available for under 19</p>			

Younger older people Older older people	No remission for people aged 60 and above so fees may be too high for some older people living on a pension	As above  A target is set for attracting over 75s	Yes	None
<b>Rural communities</b>	Increased travel costs added to higher fees levels	As above Rural communities is one of the priority targets.	Yes	None
<b>Areas of deprivation</b>	Issues of charging fees to people on low income  Many people are not on means tested benefits but do not have available resources to pa for their learning	As above	Yes	None

### Step 3: Assessing impact and strengthening the policy

Target group / area	<p>Is the policy (function etc.) likely to have an adverse impact on any of the groups? If yes please comment <i>Please start by considering the aspects below</i></p> <ul style="list-style-type: none"> <li>• <i>Promoting good community relations</i></li> <li>• <i>Safety</i></li> <li>• <i>Environment and access to services</i></li> <li>• <i>Economic well-being</i></li> </ul>	Are there any particularly positive impacts of the policy (function etc.) on any of the groups you would like to highlight?	<p>Please rate the impact taking into account any measures already in place to reduce the potential impact highlighted in the previous column.</p> <p><b>High</b>-significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees  <b>Medium</b>-some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent  <b>Low</b>-almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public</p>	Future actions that may need to take place to further reduce the impact.
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			facing aspect			
The adult learning tuition fee policy for 2010/ 2011 has increased the hourly tuition fee from £2.90 per hour to £3.00 ph in line with inflation.			High	Medium	Low	
<b>Race and Ethnicity</b> <i>(including Gypsy and Travellers; migrant workers, asylum seekers etc.)</i>	Eligibility criteria for non-UK residents (residing less than 3 years)  Lack of awareness that the service exist in some groups	Main PCDL programme publicised widely by partners  Whole service ethnicity targets are set and measured for take-up  Specific partners are commissioned to deliver learner where there is under-representation  ESOL Partnership Group – Referral service to other opportunities e.g. conversational sessions in public libraries		x		Continue with pro-active approach of addressing community groups and new partners. Link with Learning Together Cheshire and Warrington who network with all community voluntary organisations in the area.
<b>Disability</b> <i>(as defined by the DDA: ..."someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities)</i>	Tuition fees too high for people on benefits  Insufficient PCDL and/or Skill development provision for Learners with learning difficulty or disability	Fee remission policy remits all tuition fees for people on means tested benefits.  Discrete PCDL provision for learners with learning difficulties and disabilities is free  Specific partners commissioned for skill development for learners with disabilities under widening participation programme – no fees charged		x		

		for this provision				
<b>Gender / Gender reassignment</b>	Adult learning predominantly female orientated  Fees may be too high for people not working e.g. due to caring responsibilities	Provision specifically targeting groups e.g. mums/dads with young children are fee remitted under out Widening Participation programme  Creches are provided free of charge on targeted provision			x	
<b>Religion and belief</b>	None known				x	
<b>Sexual orientation</b> <i>(includes heterosexual, lesbian, gay, bisexual)</i>	None known				x	
<b>Age</b> Children and young people Adults Younger older people Older older people	No fee remission for people aged 60 and above so fees may be too high for some older people living on a pension	Pension guarantee is a means tested benefit so someone claiming this benefit would be eligible for free adult learning  Partners are specifically commissioned to target older adults and there is a 10% deviation allowed in the policy therefore, specific providers can reduce the fee to £2.70 ph.  A target is set for attracting over 75s and partners sought who work with this age group		x		Discussion with the Skills Funding Agency concerning expanding over 75s agenda

		though funding constraints make it difficult to expand this area significantly				
<b>Rural communities</b> Service availability (access) Cost of service delivery and costs to community to access the service Impact on quality and character of the natural rural landscape and residents Impact on people wishing to visit the countryside	Increased travel costs added to higher fee levels	Providers available in rural areas. Partners have 10% deviation around fee level as before.  Rural community is one of the priority targets. A specific rural programme could be submitted under our Widening Participation programme and fees, transport costs etc. can be covered in the bid.			x	
<b>Areas of deprivation</b>	Issues of charging fees to people on low income  Many people are not on means tested benefits but do not have available resources to pay for their learning	People on means tested benefit – priority group and have fees remitted. Widening participation courses are fee remitted at source. Fee levels are set annually in consultation with members.  Increases are kept to a minimum and this year		x		



		<p>reflected the RPIX index at 4.8%</p> <p>External funding is sought for people who are sitting just above means tested benefits e.g. Fair Shares Lottery is covering the tuition fees for people from Epicentre wards learning at the EP Learning Zone.</p>				
<b>Human rights</b>	the main underlying values of the Human Rights Act are all applicable.		<b>No Rating Needed</b>			

#### Step 4: Health and wellbeing

	<b>Race and Ethnicity</b>	<b>Disability</b>	<b>Gender / Gender reassignment</b>	<b>Religion and belief</b>	<b>Sexual orientation</b>	<b>Rural communities</b>	<b>Areas of deprivation</b>	<b>Age</b>
Is the policy (function etc.) likely to have the potential to impact on human health (pls. comment). If yes please specify.	The area of adult learning aims to have a positive impact on learner's health and wellbeing. The tuition fee policy does not adversely impact on learners from any of the groups.							
Will there be a significant impact on any of the following lifestyle related variables? Pls. comment	<b>Physical activity – yes, positive impact</b>							
	<b>Smoking, Drugs or alcohol use – yes, positive impact</b>							
	<b>Sexual behaviour - none</b>							
	<b>Accidents and stress at home or work – yes, positive impact</b>							

	Race and Ethnicity	Disability	Gender / Gender reassignment	Religion and belief	Sexual orientation	Rural communities	Areas of deprivation	Age
	<b>Diet – yes, positive impact</b>							
Is there likely to be a significant demand on any of the following health and social care services?	<b>Social services Primary care - none</b>							
	<b>Community services - none</b>							
	<b>Primary / hospital care/ A&amp;E / Need for medicines etc. - none</b>							

### Step 5: Procurement and partnership

Is this project due to be carried out wholly or partly by contractors?	Partners are commissioned to deliver training programmes
If yes, what steps did you take to ensure that any partner organisation you work with complies with equality and human rights legislation, specifically in relation to:	E&D element of the bidding process Carefully selected partners (e.g. Mid Cheshire College, West Cheshire College etc.), which are bound by a similar E&D legislation as the Council is.  Adult learning area is a subject to a regular Ofsted inspection, which focuses on E&D as one of the elements.
• tendering and specifications	
• awards process	
• contract clauses	
• monitoring and performance measures	

### Step 6: Making a decision and actions

What practical actions do you recommend to reduce, justify or remove any adverse/negative impact? <b>Reflect these actions in the E&amp;D part of the Directorate Business plans.</b>		
Action	Lead Officer	Deadline
Consider inclusion of eligibility criteria on Tuition Fee Policy for 2010 / 2011	Sept 2010	Clare Latham / Matthew Smith
Ensure provision is commissioned to meet E&D impact measures	July 2011	Adult learning team
Choose methodology for setting fee level prior to setting it for 2011 / 2010 academic year	Feb 2011	Adult learning team

### Step 7: Monitoring and review

How will you monitor the impact and effectiveness of this policy (function etc.)?	Feedback collected regularly from learners, close partnership working with the providers
Next review of the policy (function etc.)	December 2011

### Step 8 Signing off; Overview and Scrutiny involvement; Publishing

Lead Officer:	Clare Latham	
Approved by Head of Service:	Cliff Mallows	
<b>Overview and Scrutiny involvement</b>		
Date:	27 January 2011	
Comments / Actions emerging from challenge session	Lead Officer	Deadline

**All Impact Assessments are publicly available from a designated area of the Council's website, please forward the completed EIA to the Equality and Diversity Managers for publishing.**