

Equality Analysis (EA)

Financial Year
2015/16

Section 1 – General Information (Aims and Objectives)

Name of the proposal including aims, objectives and purpose

(Please note – for the purpose of this doc, 'proposal' refers to a policy, function, strategy or project)

Proposal to increase adult learning fees in charges over the next three years

See Appendix
A

Current decision
rating



Conclusion - To be completed at the end of the Equality Analysis process

(the exec summary will provide an update on the findings of the EA and what outcome there has been as a result. For example, based on the findings of the EA, the proposal was rejected as the impact on a particular group was unreasonable and did not give due regard. Or, based on the EA, the proposal was amended and alternative steps taken)

Name: Simon Leveaux

(signed off by)

Date signed off: 19/12/2014

(approved)

Service area:

Idea Store

Team name:

Idea Store Learning

Service manager:

Judith St John

Name and role of the officer completing the EA:

Simon Leveaux: Deputy Head of Idea Store Learning

Section 2 – Evidence (Consideration of Data and Information)

What initial evidence do we have which may help us think about the impacts or likely impacts on service users or staff?

- Using Management Information system which records all learners on the programme we have looked at cohorts of learners by gender, ethnicity employment and economic status.
- Focus groups and learner voice

Section 3 – Assessing the Impacts on the 9 Groups

Please refer to the guidance notes below and evidence how you're proposal impact upon the nine Protected Characteristics in the table on page 3?

For the nine protected characteristics detailed in the table below please consider:-

- **What is the equality profile of service users or beneficiaries that will or are likely to be affected?**

Use the Council's approved diversity monitoring categories and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group or if there is over or under representation of these groups

- **What qualitative or quantitative data do we have?**

List all examples of quantitative and qualitative data available
(include information where appropriate from other directorates, Census 2001 etc)

- *Data trends – how does current practice ensure equality*

- **Equalities profile of staff?**

Indicate profile by target groups and assess relevance to policy aims and objectives e.g. Workforce to Reflect the Community. Identify staff responsible for delivering the service including where they are not directly employed by the council.

- **Barriers?**

What are the potential or known barriers to participation for the different equality target groups? Eg- communication, access, locality etc.

- **Recent consultation exercises carried out?**

Detail consultation with relevant interest groups, other public bodies, voluntary organisations, community groups, trade unions, focus groups and other groups, surveys and questionnaires undertaken etc. Focus in particular on the findings of views expressed by the equality target groups. Such consultation exercises should be appropriate and proportionate and may range from assembling focus groups to a one to one meeting.

- **Additional factors which may influence disproportionate or adverse impact?**

Management Arrangements - How is the Service managed, are there any management arrangements which may have a disproportionate impact on the equality target groups

- **The Process of Service Delivery?**

In particular look at the arrangements for the service being provided including opening times, custom and practice, awareness of the service to local people, communication

Please also consider how the proposal will impact upon the 3 One Tower Hamlets objectives:-

- Reduce inequalities
- Ensure strong community cohesion
- Strengthen community leadership.

Please Note -

Reports/stats/data can be added as Appendix

Target Groups	Impact – Positive or Adverse	Reason(s)
	What impact will the proposal have on specific groups of service users or staff?	<ul style="list-style-type: none"> • Please add a narrative to justify your claims around impacts and, • Please describe the analysis and interpretation of evidence to support your conclusion as this will inform decision making <p>Please also how the proposal will promote the three One Tower Hamlets objectives?</p> <ul style="list-style-type: none"> -Reducing inequalities -Ensuring strong community cohesion -Strengthening community leadership
Race	minimal	The course fee structure proposed has fee waivers to ensure that no one who is less able to pay is impacted
Disability	minimal	The course fee structure proposed has fee waivers to ensure that no one who is less able to pay is impacted
Gender	minimal	The course fee structure proposed has fee waivers to ensure that no one who is less able to pay is impacted
Gender Reassignment	minimal	The course fee structure proposed has fee waivers to ensure that no one who is less able to pay is impacted
Sexual Orientation	n/a	Information not available
Religion or Belief	n/a	Information not available
Age	minimal	The course fee structure proposed has fee waivers to ensure that no one who is less able to pay is impacted
Marriage and Civil Partnerships.	n/a	Information not available
Pregnancy and Maternity	n/a	Information not available
Other Socio-economic Carers	n/a	Information not available

--	--	--

Section 4 – Mitigating Impacts and Alternative Options

From the analysis and interpretation of evidence in section 2 and 3 - Is there any evidence or view that suggests that different equality or other protected groups could be adversely and/or disproportionately impacted by the proposal?

No

If yes, please detail below how evidence influenced and formed the proposal? For example, why parts of the proposal were added / removed?

(Please note – a key part of the EA process is to show that we have made reasonable and informed attempts to mitigate any negative impacts. An EA is a service improvement tool and as such you may wish to consider a number of alternative options or mitigation in terms of the proposal.)

Where you believe the proposal discriminates but not unlawfully, you must set out below your objective justification for continuing with the proposal, without mitigating action.

Section 5 – Quality Assurance and Monitoring

Have monitoring systems been put in place to check the implementation of the proposal and recommendations?

Yes

How will the monitoring systems further assess the impact on the equality target groups?

Course numbers and cohort analysis will be monitored for any change. All learner data is monitored and analysed through a centralised learner database.

Does the policy/function comply with equalities legislation?

(Please consider the [OTH objectives](#) and [Public Sector Equality Duty](#) criteria)

Yes

If there are gaps in information or areas for further improvement, please list them below:

N/A

How will the results of this Equality Analysis feed into the performance planning process?

The introduction of a low household income criteria to ensure impact is further minimized

Section 6 - Action Plan





*As a result of these conclusions and recommendations what actions (if any) **will** be included in your business planning and wider review processes (team plan)? Please consider any gaps or areas needing further attention in the table below the example.*

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
Example				
1. Better collection of feedback, consultation and data sources	1. Create and use feedback forms. Consult other providers and experts	1. Forms ready for January 2010 Start consultations Jan 2010	1.NR & PB	
2. Non-discriminatory behaviour	2. Regular awareness at staff meetings. Train staff in specialist courses	2. Raise awareness at one staff meeting a month. At least 2 specialist courses to be run per year for staff.	2. NR	

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
To further mitigate the impact of fee rises on low income households	Learners whose household income is lower than £18000 per annum or are in receipt of listed means tested benefit, To be eligible, learners are require to complete a self-declaration form.	Procedures in place for recruitment	Simon leveaux	

Appendix A

(Sample) Equality Assessment Criteria

Decision	Action	Risk
As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i> . It is recommended that the use of the policy be suspended until further work or analysis is performed.	Suspend – Further Work Required	Red 
As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i> . However, a genuine determining reason may exist that could legitimise or justify the use of this policy.	Further (specialist) advice should be taken	Red Amber 
As a result of performing the analysis, it is evident that a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document.	Proceed pending agreement of mitigating action	Amber 
As a result of performing the analysis, the policy, project or function does not appear to have any adverse effects on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.	Proceed with implementation Agree	Green: 

a

Self Assessment Report Performance and Statistical Analysis 13/14

The % of Total refers to the proportion within the cohort selected for the report.

Click on the + in the Gender heading cell in the Ethnicity breakdown to expand all table to include Gender breakdown. The % of Total in the Gender rows refers to the proportion within the category.

Gender	FTE (GLH/450)	FE SLN	Learners	% of Total	Starters	% of Total
F	379.24		4,561	71.77%	6,971	73.18%
M	134.65		1,794	28.23%	2,555	26.82%
Totals:	513.89		6,355	100.0%	9,526	100.0%

Ethnicity		Learners	% of Total	Starters	% of Total	Retention
	missing data	312	4.91%	58	0.61%	
11	Asian or Asian British - Bangladeshi	52	0.82%	58	0.61%	
12	Asian or Asian British - Indian	75	1.18%	101	1.06%	
13	Asian or Asian British - Pakistani	21	0.33%	32	0.34%	
14	Asian or Asian British - Any other Asian background	42	0.66%	75	0.79%	
15	Black or Black British - African	87	1.37%	122	1.28%	
16	Black or Black British - Caribbean	41	0.65%	58	0.61%	
17	Black or Black British - Any other black background	39	0.61%	50	0.52%	
18	Chinese	52	0.82%	85	0.89%	
19	Mixed - White and Asian	15	0.24%	20	0.21%	
20	Mixed - White and Black African	6	0.09%	7	0.07%	
21	Mixed - White and Black Caribbean	18	0.28%	31	0.33%	
22	Mixed - Any other mixed background	26	0.41%	35	0.37%	
23	White - British	509	8.01%	706	7.41%	
24	White - Irish	43	0.68%	51	0.54%	
25	White - Any other white background	359	5.65%	560	5.88%	
31	White - British/Scottish/Welsh/English/Northern Irish	676	10.64%	1,407	14.77%	
32	White - Irish	31	0.49%	51	0.54%	
34	White - Other	773	12.16%	1,443	15.15%	
35	Mixed - White and Black Caribbean	16	0.25%	28	0.29%	
36	Mixed - White and Black African	21	0.33%	36	0.38%	

37	Mixed - White and Asian	20	0.31%	31	0.33%
38	Mixed - Other	26	0.41%	47	0.49%
39	Asian or Asian British - Indian	96	1.51%	151	1.59%
40	Asian or Asian British - Pakistani	33	0.52%	54	0.57%
41	Asian or Asian British - Bangladeshi	1,647	25.92%	2,123	22.29%
42	Chinese	125	1.97%	236	2.48%
43	Asian or Asian British - Other	56	0.88%	103	1.08%
44	Black or Black British - African	111	1.75%	166	1.74%
45	Black or Black British - Caribbean	98	1.54%	182	1.91%
46	Black or Black British - Other	35	0.55%	53	0.56%
47	Arab	93	1.46%	173	1.82%
98	Any other	273	4.3%	421	4.42%
99	Not known/not provided	528	8.31%	772	8.1%
		6,355	100.0%	9,526	100.0%

Disability Status		Learners	% of Total	Starters	% of Total	Retention
missing data						
		184	54.28%	46	54.12%	
		155	45.72%	39	45.88%	
	missing data	339	5.33%	85	0.89%	
2	Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem					
		3,304	74.16%	5,322	74.79%	
		1,151	25.84%	1,794	25.21%	
2	Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	4,455	70.1%	7,116	74.7%	
9	No information provided by the learner					
		638	66.95%	902	67.11%	
		315	33.05%	442	32.89%	
9	No information provided by the learner	953	15.0%	1,344	14.11%	
1	Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem					
		435	71.55%	701	71.46%	
		173	28.45%	280	28.54%	
1	Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	608	9.57%	981	10.3%	
		6,355	100.0%	9,526	100.0%	

Age Band	Learners	% of Total	Starters	% of Total	Retention
0-15					
	197	48.88%	247	46.25%	
	206	51.12%	287	53.75%	
0-15	403	6.34%	534	5.61%	
16-18					
	34	66.67%	42	72.41%	
	17	33.33%	16	27.59%	
16-18	51	0.8%	58	0.61%	
19-24					
	355	71.0%	436	69.98%	
	145	29.0%	187	30.02%	
19-24	500	7.87%	623	6.54%	
25-34					
	1,997	76.51%	3,009	77.67%	
	613	23.49%	865	22.33%	
25-34	2,610	41.07%	3,874	40.67%	
35-44					
	1,075	72.39%	1,707	76.07%	
	410	27.61%	537	23.93%	
35-44	1,485	23.37%	2,244	23.56%	
45-54					
	513	69.14%	843	69.67%	
	229	30.86%	367	30.33%	
45-54	742	11.68%	1,210	12.7%	
55-64					
	254	70.95%	445	71.89%	
	104	29.05%	174	28.11%	
55-64	358	5.63%	619	6.5%	
65+					
	125	67.2%	232	66.86%	
	61	32.8%	115	33.14%	
65+	186	2.93%	347	3.64%	
no DoB					
	11	55.0%	10	58.82%	
	9	45.0%	7	41.18%	

no DoB	20	0.31%	17	0.18%
	6,355	100.0%	9,526	100.0%