

## Scoping for Equality Impact

The Council is required to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion of belief
- Sex
- Sexual orientation

The duty also covers marriage and civil partnership<sup>1</sup> but only with regard to eliminating discrimination. And in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

Further advice on completing impact assessments can be found on the equalities pages of StaffNet  
[http://staffnet.valeofglamorgan.gov.uk/corp\\_cust\\_services/equalities.aspx](http://staffnet.valeofglamorgan.gov.uk/corp_cust_services/equalities.aspx)

Title and description of the policy, procedure, practice or decision (referred to as "policy" throughout form).	The reconfiguration of The Adult Community Learning Service to deliver two distinct and unique learning offers
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Who is responsible for developing and implementing the policy?

Name	Philip Southard
Job Title	Adult Community Learning manager
Division / Directorate	Community Learning and Resources, Learning and Skills

**1. Who will be affected by this policy?**

Examples may include Vale of Glamorgan residents, internal department(s), a specific group of customers or employees, customers or residents in a specific location.

Please specify: Adult Community Learners (post 16)

**2. What will be the impact of this policy / decision / practice on people because of their age?**

- Positive
- Negative
- Neutral / insignificant

What age groups will the policy impact upon?

- Young people (children and young people, up to 18)
- People 18- 50
- Older people (50+)
- All
- Other (please specify) \_\_\_\_\_

Reasons for your decision (including evidence) / How might it impact? The Policy will have a positive impact on learners who wish to improve

their skills or re-skill to remain economically active or find work. With a focus on tackling poverty by helping adult learners and their families by providing clear progression routes to employment, volunteering and further education. This free programme of learning will include initial engagement and taster learning opportunities that will allow the learners to progress into more formal learning and achieve qualifications. 30% of the learning programme will be focused on employment skills (2533 delivery hours)

Older learners who are retired or not seeking to improve their skills and qualifications may not consider this form of learning as appropriate for them and may prefer to access the social, leisure or wellbeing courses however, these courses are run on a cost recovery basis and require the learner to pay a fee. If learners are unable to afford the fees to participate in this learning the Service will in line with the revised Older People's support Strategy support learners through informal social clubs and learner groups through the provision of tutor support and subsidised classroom use. The Service will also work with the older people's forum to seek alternative funding for more traditional provision. Digital inclusion and IT skills are often a particular issue for older learners and they will be able to access a free programme of digital inclusion and literacy. 13% of the learning programme is dedicated to ICT (1102 delivery hours)

**3. What will be the impact of this policy / decision / practice on disabled people?**

- Positive
- Negative
- Neutral / insignificant

Which impairment(s)?

- Visual
- Hearing
- Physical disability
- Learning disability
- Mental health condition
- All
- Other (please specify) \_\_\_\_\_

Reasons for your decision (including evidence) / How might it impact?

The new Learning programme will include a progressive learning pathway for disabled people that will be informed by Careers Wales data and smart enrolment forms that generate tailored learning plans and recommendations/tools for Tutors to facilitate successful learning outcomes. Progression routes into mainstream learning, specialist provision, volunteering and employment will be in place from the outset and no learners will be parked or caught up in day care type provision. Funding cuts do however; mean that fewer long courses will be run with more emphasis on shorter stepping stone courses with specific skills development aims. Learners will be encouraged to form self- support groups and social

clubs alongside learning activities to practice their skills in the longer term with occasional tutor support only. 2% of the programme (160 learning Hours) are allocated for independent living skills and most mainstream provision is fully accessible.

**4. What will be the impact of this policy / decision / practice on different genders?**

- Positive
- Negative
- Neutral / insignificant

Will the impact be on:

- Men
- Women

Reasons for your decision (including evidence) / How might it impact?

The learning programme has in the past attracted a high percentage of female learners 77%. This has predominantly been for the arts, craft and textiles programme. By separating the provision into two and focussing the free priority learning programme at practical skills, essential skills and employment with direct referral from Job Centre Plus and other partners we anticipate that this gender imbalance will diminish. This higher level of female learning is reflected nationally however, some ACL partnerships have been successful in reducing the imbalance by developing a more inclusive programme and challenging traditional occupational routes e.g. developing learning pathways to lead men into the care industry. The new delivery model will embrace this type of best practice and continue to develop it further.

**5. What will be the impact of this policy / decision / practice on trans people?**

- Positive
- Negative
- Neutral / insignificant

Reasons for your decision (including evidence) / How might it impact?

Adult Learning seeks to break down barriers and tackle prejudice through education, the Welsh Government's Environmental Sustainability, Diversity and Global Citizenship (ESDGC) policy ensures that tolerance and understanding of other cultures, traditions, faiths, sexual orientation and values are topics that are embedded into all course plans and Tutors are given specialised training to both raise awareness of and how to deal with these issues in the classroom should they arise.

**6. What will be the impact of this policy / decision / practice on marital status and civil partnership? (<sup>1</sup> see note on page 1)**

- Positive

Negative   
Neutral / insignificant

Reasons for your decision (including evidence) / How might it impact?

Adult Learning seeks to break down barriers and tackle prejudice through education, Global Citizenship and Tolerance are topics embedded into all course plans and Tutors are given specialised training to raise awareness.

7. What will be the impact of this policy / decision / practice on pregnancy and/or maternity?

Positive   
Negative   
Neutral / insignificant

Reasons for your decision (including evidence) / How might it impact?

The Learning programme has developed tailored provision for the Families First and Flying Start programmes designed to encourage expectant and new parents to engage in learning and support the language and play development of their children. The learning programme provides nursery provision to allow parents to complete their learning without interruption. 10% of the learning programme (800 learner hours) will be dedicated to Family Learning.

8. What will be the impact of this policy / decision / practice on different groups because of their race?

Positive   
Negative   
Neutral / insignificant

Please indicate groups that may be affected:

Ethnic minorities   
Nationalities   
Asylum seekers / refugees   
Gypsies / Travellers   
All   
Other (please specify) \_\_\_\_\_

Reasons for your decision (including evidence) / How might it impact?

Adult Learning seeks to break down barriers and tackle prejudice through education, the Welsh Government's Environmental Sustainability,

Diversity and Global Citizenship (ESDGC) policy ensures that tolerance and understanding of other cultures, traditions, faiths, sexual orientation and values are topics that are embedded into all course plans and Tutors are given specialised training both to raise awareness of and how to deal with these issues in the classroom should they arise English as a Second Other Language (ESOL) is an important part of our learning programme. Migrant workers and their families study ESOL in order to gain British citizenship and integrate into the community also to improve their earning potential. 15% of the learning programme is committed to ESOL provision (1401 delivery Hours) The service has been able to maintain the level of ESOL training and to enhance the training programme by progressing learners to contextualised learning opportunities through the developing partnership with CAVC.

3% of non ESOL mainstream ACL learners describe themselves as Ethnic Minority Nationalities.

**9. What will be the impact of this policy / decision / practice on different groups because of their religion, belief or non-belief?**

- Positive
- Negative
- Neutral / insignificant

Please indicate groups that may be affected:

- Religious group(s)   
(please specify) \_\_\_\_\_
- Belief (e.g. Humanism)   
(please specify) \_\_\_\_\_
- Non-belief   
(please specify) \_\_\_\_\_
- All

Reasons for your decision (including evidence) / How might it impact?

Adult Learning seeks to break down barriers and tackle prejudice through education, the Welsh Government's Environmental Sustainability, Diversity and Global Citizenship (ESDGC) policy ensures that tolerance and understanding of other cultures, traditions, faiths, sexual orientation and values are topics that are embedded into all course plans and Tutors are given specialised training to both raise awareness of and how to deal with these issues in the classroom should they arise

**10. What will be the impact of this policy / decision / practice on different groups because of their sexual orientation?**

- Positive
- Negative
- Neutral / insignificant

Please indicate groups that may be affected:

- Gay men
- Lesbians
- Bisexuals
- All
- Other (please specify) \_\_\_\_\_

Reasons for your decision (including evidence) / How might it impact?

Adult Learning seeks to break down barriers and tackle prejudice through education, Global Citizenship and Tolerance are topics embedded into all course plans and Tutors are given specialised training to raise awareness.

**11.** What will be the impact of this policy / decision / practice on the Welsh language?

- Positive
- Negative
- Neutral / insignificant

Reasons for your decision (including evidence) / How might it impact?

The service delivers both Welsh language provision (as a contract for the Welsh for Adults Centre at Cardiff university) and provides mainstream adult education in the medium of welsh for welsh speakers and welsh learners. 6 % of the learning programme is Welsh Medium provision ( 480 delivery hours) this is a growth of 2% in Welsh Medium provision in response to learner demand.

**12.** If you have identified any positive or negative impact (other than negligible) upon any protected characteristic groups or individuals then you must complete a full impact assessment.

Is a full equality impact assessment required

Yes

No

**13.** Authorisation

This form must be authorised by the relevant Head of Service or Operational Manager.

Approved by (name)

Equality Impact Scoping Form  
December 2013

Job Title	
Date	

Signature \_\_\_\_\_

On completion of this form send a signed copy and an electronic copy to the Equalities Section: [tsgreaves@valeofglamorgan.gov.uk](mailto:tsgreaves@valeofglamorgan.gov.uk). For support, ring: 01446 709446