

# Equality Impact Assessment Record

Date of EIA

October 2009

Directorate

Social Care and Learning

<b>Initial Screening Record</b>	
Activity to be assessed	<b>Provision of Adult and Community Learning</b>
What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change
Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing
Aim / objective / purpose of the activity – who is the activity designed to benefit/target?	<p><b>The purpose of the activity is to:</b>  <b>To provide introductory courses in adult and family learning.</b></p> <p><b>The activity is designed for:</b>  <b>Local adults, parents and carers who are encouraged to re-engage with learning, enjoy learning and progress to other learning activities.</b></p>
Who is responsible for the activity?	The person/section/team responsible for this policy/function is: Senior Lifelong Learning Officer and Lifelong Learning Team.
Did Step 1: Initial Screening indicate that a full EIA was necessary?	<input checked="" type="checkbox"/> Yes – full EIA completed and recorded below. <input type="checkbox"/> No – full EIA not completed therefore record ends here.
<b>Full EIA Record</b>	
Who are the members of the EIA team?	Senior Lifelong Learning Officer and the Lifelong Learning Officer.
What evidence has been found to indicate that the activity might need to be amended? (Include any consultation undertaken)	<p><u>None.</u></p> <p>The team produce an Adult Learning Plan which sets out the aims and expectations to meet central government targeted agendas. This is a 100% grant funded service providing approximately 6000 learning opportunities per year for approximately 2300 adult learners.</p> <p>Learning is advertised, promoted and targeted so as to positively discriminate toward those groups in the community without formal qualifications to National Level 2 and those for whom learning will contribute to their overall well being. Recruitment in Family learning seeks to achieve the best possible outcome for both the parent/guardian and the child.</p> <p>Termly course programmes are advertised by leaflets delivered by hand to approx. 13,000 homes in areas defined by IMD and other local intelligence of need. Subsequent postal mail shots target existing learners who can progress to other learning opportunities. Leaflets are available in Learning Centres, Public Libraries and Council Offices, Primary Schools, Support Agencies and Doctor's Surgeries.</p> <p>All course tutors are trained by the Council on equality and diversity. Course content is checked to ensure that it promotes equality and diversity and is non discriminatory. A sample of lessons is monitored; this monitoring includes observations on equality and diversity. The Adult and Family Learning Equality and Diversity Statement is the overarching equalities policy for the service; this is regularly updated.</p> <p><b>Ethnicity</b> – A recent analysis of the take up of courses of members of ethnic minority groups is well matched to the demographic profile of the Borough. See further analysis at Annex C</p> <p><b>Disability</b> – 9% of learners have a self-declared learning difficulty or disability, this is significantly greater than the number of people with a disability in the local population based on the 2001 census 3%.</p>

	<p>suggesting the service positively discriminates in favour of people with learning difficulties or disabilities.</p> <p><b>Gender</b> – There are significantly more female than male learners, 75% and 25% respectively. However, this reflects national trends in adult and community learning.</p> <p><b>Age</b> – There is a fairly even spread across all age groups.</p> <p>Information is not currently collected for learner's sexual orientation or religion and belief as it is not a requirement of government funding.</p> <p><b>See Data Summary for participating learners at Annex A.</b></p> <p><b>See Learner Satisfaction Summary at Annex B.</b></p>	
With regard to the equalities themes, which groups might be <b>impacted</b> by the activity? Might any of these groups be impacted <b>adversely</b> ?	<p><b>Groups Impacted</b></p> <p><input checked="" type="checkbox"/> Race and ethnicity</p> <p><input checked="" type="checkbox"/> Disability</p> <p><input checked="" type="checkbox"/> Gender</p> <p><input checked="" type="checkbox"/> Age</p> <p><input checked="" type="checkbox"/> Sexual Orientation</p> <p><input checked="" type="checkbox"/> Religion or belief</p>	<p><b>Groups impacted adversely</b></p> <p><input type="checkbox"/> Race and ethnicity</p> <p><input type="checkbox"/> Disability</p> <p><input type="checkbox"/> Gender</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Sexual Orientation</p> <p><input type="checkbox"/> Religion or belief</p>
What evidence is there to suggest an impact/adverse impact?	<p>A recent analysis of the take up of courses of members of ethnic minority groups is well matched to the demographic profile of the Borough.</p> <p><b>See further analysis at Annex C</b></p>	
On what grounds can impact or adverse impact be justified?	<p>Conditions of aspects of the grant funding dictate that courses are only open to certain sectors of the population.</p>	
Is there any current action that addresses issues for any of the groups impacted/adversely impacted?	<p>The team are continuing to explore ways to raise the level of participation by males. Local male participation just exceeds national rates. Courses in Wider Family Learning are being offered which include aspects of sport, technology and competition to encourage male participation. Participation is monitored by use of the management information system.</p>	
What changes will you make to the activity reduce or remove any differential/adverse impact?	<p>The team will continue to review the profile of learners recruited to courses as required by the LSC contract with the LA and consider the collection of data on religion and belief and sexual orientation.</p>	
Into which action plan/s will these actions be incorporated?	<p>Adult Learning Plan and the Self Assessment and Review Quality Improvement Plan.</p>	
Who is responsible for the action plan?	<p>Senior Lifelong Learning Officer</p>	
Have any examples of good practise been identified as part of the EIA?	<p>No</p>	
Has the EIA been published on the Council website?	<p>Yes</p>	
Who is the relevant Chief Officer and have they signed off the EIA?	<p>Bob Welch Chief Adviser</p> <p>Signature <i>R H Welch.</i></p>	
Which PMR will this EIA be reported in?	<p><u>Children, Young People and Learning PMR Q3 2009-10</u></p>	

## Data Summary for participating learners (Academic Year 2007-08)

		Enrolments	Learners
<b>Adult Safeguarded Learning Funding</b>	<b>Total</b>	<b>6,189</b>	<b>2,343</b>
Provision Type	FirstSteps	508	410
	Family Literacy/Numeracy	365	279
	Personal & Community Development	4,789	1,601
	Wider Family Learning	527	410

Gender		Enrolments	Learners	
<b>All</b>		6,189	2,343	
	Female	4,582	1,754	75%
	Male	1,607	589	25%

Age Band		Enrolments	Learners	
<b>All</b>		6,189	2,343	
	16_18	18	11	0.47%
	19_24	202	97	4%
	25_39	1,452	731	31%
	40_59	2,048	804	34%
	60_plus	2,456	690	29%
	Unknown	13	10	0.43%

LDD		Enrolments	Learners	
<b>All</b>		6,189	2,343	
	LDD	692	217	9%
	Unknown	211	57	2%
	NOT LDD	5,286	2,069	88%

Ethnicity		Enrolments	Learners	
<b>All</b>		6,189	2,343	
<b>Ethnic Minority</b>	<b>Total</b>	569	158	7%
	Asian	358	82	3%
	Black	130	40	2%
	Chinese	43	15	1%
	Mixed	38	21	1%
<b>Not Ethnic Minority</b>	<b>Total</b>	5,620	2,185	93%
	Other	36	23	1%
	Unknown	181	69	3%
	White - Other	404	136	6%
	White - British	4,954	1,936	83%
	White - Irish	45	21	1%

## Learner Satisfaction Summary

Learner satisfaction surveys are conducted periodically and often linked to the cycle of Ofsted Inspections for the service. The last was conducted in the Summer Term 2007.

734 learners participated in the Summer Term programme and 522 survey forms were returned and analysed. The response rate was therefore 71%.

<b>Q1 - How did you first hear about our adult or family learning?</b>		
Through my child's school	<b>66</b>	<b>12.64%</b>
Through a leaflet delivered through my letter box	<b>195</b>	<b>37.36%</b>
Through a friend or member of my family	<b>115</b>	<b>22.03%</b>
Through a leaflet displayed in the library or a Council building	<b>75</b>	<b>14.37%</b>
Through the Bracknell Forest website	<b>17</b>	<b>3.26%</b>
Other	<b>34</b>	<b>6.51%</b>
<b>Q2 - Centres you have attended:</b>		
Brakenhale Open Learning Centre	<b>430</b>	<b>82.38%</b>
Sandhurst Open Learning Centre	<b>232</b>	<b>44.44%</b>
Great Hollands Talk Shop	<b>47</b>	<b>9.00%</b>
Great Hollands School	<b>12</b>	<b>2.30%</b>
Other	<b>12</b>	<b>2.30%</b>
<b>Q3 - Programme areas attended:</b>		
Family Learning	<b>87</b>	<b>16.67%</b>
Computer	<b>282</b>	<b>54.02%</b>
Personal Development or Skills for Work	<b>63</b>	<b>12.07%</b>
Arts and Crafts	<b>241</b>	<b>46.17%</b>
Languages	<b>34</b>	<b>6.51%</b>
Fitness and Dance	<b>75</b>	<b>14.37%</b>
Complementary Therapies	<b>131</b>	<b>25.10%</b>
Other	<b>31</b>	<b>5.94%</b>
<b>Q4 - Reasons for attending course(s):</b>		
To learn a new hobby or just for interest	<b>339</b>	<b>64.94%</b>
To learn how to use a computer or improve my computer skills	<b>242</b>	<b>46.36%</b>
To be able to help my children	<b>93</b>	<b>17.82%</b>
To learn new skills and feel more confident	<b>210</b>	<b>40.23%</b>
Other	<b>22</b>	<b>4.21%</b>

<b>Q5 - Your views:</b>								
<b>I learned new skills on my course</b>								
Lots	<b>349</b>	66.86%	Some	<b>143</b>	27.39%	None	<b>0</b>	0.00%
<b>The tutor was supportive and helpful</b>								
Very	<b>482</b>	92.34%	Somewhat	<b>16</b>	3.07%	Not at all	<b>0</b>	0.00%
<b>The teaching was:</b>								
Very good	<b>466</b>	89.27%	Adequate	<b>31</b>	5.94%	Not good	<b>1</b>	0.19%
<b>The course met my needs and expectations</b>								
Very well	<b>400</b>	76.63%	Fairly well	<b>91</b>	17.43%	Not well	<b>3</b>	0.57%
<b>The creche facility was:</b>								
Essential	<b>34</b>	6.51%	Helpful	<b>6</b>	1.15%	Not used	<b>320</b>	61.30%
<b>I can use my new skills</b>								
At home	<b>465</b>	89.08%	At work	<b>80</b>	15.33%	Nowhere	<b>6</b>	1.15%
<b>The course improved my confidence</b>								
A lot	<b>267</b>	51.15%	A little	<b>169</b>	32.38%	Not at all	<b>22</b>	4.21%
<b>My preferred time for courses is</b>								
Morning	<b>279</b>	53.45%	Afternoon	<b>164</b>	31.42%	Evening	<b>193</b>	36.97%
<b>A single two hour taster course is</b>								
Just right	<b>333</b>	63.79%	Too short	<b>140</b>	26.82%	Too long	<b>2</b>	0.38%
<b>My ideal course length is</b>								
1 session	<b>143</b>	27.39%	Up to 5 sessions	<b>270</b>	51.72%	Over 5 sessions	<b>70</b>	13.41%

A 'Learning from you' survey was included in the Autumn Term 2008 programme brochure inviting responses from any adult in the targeted areas to contribute to the planning process by identifying learning needs not provided through the programme and identifying potential barriers to their joining courses on this programme.

13,000 programmes with survey forms distributed; 15 learner survey forms returned. Only 3 out of the 15 are definitely from potentially new learners (i.e. they have never enrolled with us), two are from learners who have enrolled for the first time this term, and two were indeterminate (no contact details given) but both have done some kind of adult learning 1 to 5 years ago. Each response reflected an individual need which would be accommodated within the pattern of provision planned for subsequent year.

### Participation of Minority Ethnic learners.

In Autumn Term 2007, BFC Corporate Centre commissioned Experian for a research project to review the changing Ethnic profile of the local population. The project report compares the various data sets collected by individual council services (including ACL) within the Borough with national data and an independent model extrapolated from earlier census data. The research also provides evidence to Ward level.

The research compared the ILR data for the adult participation in ACL provision for the academic year 2006-07 (sample size 1971; population 111,100) with the modelled data. The report states: "Lifelong Learning provision appears to closely reflect ethnicity in Bracknell Forest; an encouraging result." "Reported service take-up of the LLL..... shows a strong correlation with ethnicity in Bracknell Forest. Both penetration rates and indexes closely relate to district data with the exception of the Chinese ethnic take-up. This reported take-up is perhaps influenced by the relatively small values of the overall assessment. The rankings show that in comparison to their resident population the best take-up is in the Black ethnic group and the worst is in the Chinese ethnic group."

The research document uses 'Chinese' to encompass Chinese and all other minority ethnic groupings not otherwise classified as White, Mixed, Asian or Black.

The Experian research does not relate ethnicity to achieved educational qualifications. Given that the adult participation in ACL provision results from street level marketing targeted at SOAs with low indices of educational achievement, there is no immediate correlation with the participation by adults in a universal, Borough-wide service.

Analysis of 2007-08 ACL data set indicates that the profile of participation by ethnic minority groupings continues to match Bracknell Forest's demographic profile.

Ethnic Grouping	White	Mixed	Asian	Black	Chinese/Other
Demographic Profile	92.53%	1.44%	3.51%	1.44%	1.08%
ACL participation 2006-07	90.65%	1.26%	2.84%	1.68%	0.37%
ACL participation 2007-08	89.44%	0.93%	3.59%	1.73%	0.67%

Analysis of ethnicity and prior attainment for 2007-2008 demonstrated that ethnic minority (Asian, Black, Chinese and Mixed) learners are better qualified than non-ethnic minority (White, other and unknown) learners.

<b>Ethnic Minority</b> (of total learners)	156	7%	<b>Not Ethnic Minority</b> (of total learners)	2099	93%
Below Level 2	25	16%	Below Level 2	393	19%
Level 2	16	10%	Level 2	453	22%
Level 3	14	9%	Level 3	293	14%
Level 4	40	26%	Level 4	289	14%
Level 5	23	24%	Level 5	120	6%
Unknown qualification	38	24%	Unknown qualification	551	26%
<b>Total above Level 2</b>	<b>77</b>	<b>49%</b>	<b>Total above Level 2</b>	<b>702</b>	<b>33%</b>

The prior attainment of the ethnic minority population is untypical in that it includes well-educated, skilled employees from outside the UK recruited by global organisations based in Bracknell Forest.