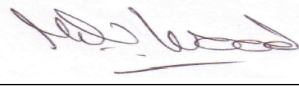


Equality Analysis Form

The following questions will document the effect of your service or proposed policy, procedure, working practice, strategy or decision (hereafter referred to as 'policy') on equality, and demonstrate that you have paid due regard to the Public Sector Equality Duty.

1. RESPONSIBILITY

Department	Communities and Wellbeing	
Service	Adult Learning Service	
Proposed policy	Adult Learning Strategy	
Date	1.08.2015	
Officer responsible for the 'policy' and for completing the equality analysis	Name	Julie Kenrick
	Post Title	Head of Service
	Contact Number	0161 253 7457
	Signature	
	Date	12.05.2015
Equality officer consulted	Name	Mary Wood
	Post Title	Principal Officer - Equalities
	Contact Number	0161 253 6795
	Signature	 31/2015
	Date	19 th May 2015

2. AIMS

What is the purpose of the policy/service and what is it intended to achieve?	<p>The strategy sets a direction of travel for the Council's adult learning service that is more closely aligned to Team Bury priorities and the Council's ambitions. There is a strong focus on actions that increase basic skill levels and reduce other barriers to employment. The role of learning in promoting community cohesion and reducing inequalities is also recognised.</p> <p>The document will form part of the evidence considered by Ofsted when the service is inspected (anticipated later this year) and will support future bids to the Skills Funding Agency (SFA) and other funding sources, to sustain the available provision and continue to meet the aims of the strategy.</p> <p>The strategy identifies 5 key priorities :</p> <ul style="list-style-type: none"> -Improving outcomes for learners -Improving outcomes for employers -High quality -Strong leadership and management -Sustainable Communities
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Who are the main stakeholders?	Present and future learners Members of the public, Council Departments, Bury Adult Learning Service, Employers in the borough Community and Voluntary Organisations Skills Funding Agency

3. ESTABLISHING RELEVANCE TO EQUALITY

3a. Using the drop down lists below, please advise whether the policy/service has either a positive or negative effect on any groups of people with protected equality characteristics.

If you answer yes to any question, please also explain why and how that group of people will be affected.

Protected equality characteristic	Positive effect (Yes/No)	Negative effect (Yes/No)	Explanation
Race	Yes	Yes	The strategy prioritises the development of provision to meet the needs of people who are disadvantaged and underrepresented in learning. People from Black and Minority Ethnic Groups are currently well represented in learning in proportion to percentage population with 24.5 % on courses that lead to a qualification in 13/14 and 12.44% on personal and community development learning courses. The strategy highlights that delivery of learning to disadvantaged groups may be affected by government funding decisions .The reduction in funding for 15/16 will affect learners whose first language is not English in that there will be less places on courses that lead to a qualification . However the Service is planning to mitigate against this by offering more non- qualification provision that is community based for people whose first language is not English
Disability	Yes	No	The strategy has a positive impact on learners with a disability or learning difficulty. There will continue to be discrete provision available for LLDD learners with appropriate additional learning support for those who need this in accredited provision which is funded through the SFA. Learners who enrol on personal and community development courses will be supported by trained volunteers on a one to one basis. The Service has been successful in bidding for funding to provide learning opportunities using innovative approaches for people with mental

			health needs - a target group within the strategy .This is an additional resource until March 2016
Gender	No	No	The adult learning strategy will have a neutral impact on gender.
Gender reassignment	No	No	Neutral Impact.
Age	No	No	<p>It is anticipated that there will be similar percentage numbers of participation. Older learners may fall in targeted categories of learners dependent on their personal circumstances e.g older learners who are seeking employment, live in disadvantaged wards.</p> <p>Adult Skills percentage splits according to age: 60+ = 5% 50 - 59 = 24% 40 - 49 = 26% 30 - 39 = 23% 19 - 29 = 21% 16 - 18 = 1%</p> <p>Community Learning percentage split according to age: 60+ = 37% 50 - 59 = 20% 40 - 49 = 15.5% 30 - 39 = 16.5% 19 - 29 = 11%</p>
Sexual orientation	No	No	Neutral Impact
Religion or belief	No	No	Neutral Impact
Caring responsibilities	No	No	Neutral Impact
Pregnancy or maternity	No	No	Neutral Impact
Marriage or civil partnership	No	No	Neutral Impact

3b. Using the drop down lists below, please advise whether or not our policy/service has relevance to the Public Sector Equality Duty. If you answer yes to any question, please explain why.

General Public Sector Equality Duties	Relevance (Yes/No)	Reason for the relevance
Need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010	No	
Need to advance equality of opportunity between people who share a protected characteristic and those who do not (eg. by removing or minimising disadvantages or meeting needs)	Yes	The courses delivered by Bury Adult Learning Service are based on national priorities (i.e. driven by funding rules and regulations). Informal learning courses are available to meet the learners needs. Particular attention is given to making all courses accessible. The strategy clearly identifies within its priorities and objectives the importance of meeting the needs of all its learners whilst promoting and encouraging participation in learning from those who have limited basic and functional skills, which include people with mental health needs, minority ethnic groups and those living in priority wards, to increase their life chances and employability.
Need to foster good relations between people who share a protected characteristic and those who do not (eg. by tackling prejudice or promoting understanding)	No	The role of learning in promoting community cohesion and reducing inequalities is recognised within the strategy.

If you answered 'YES' to any of the questions in 3a and 3b

Go straight to Question 4

If you answered 'NO' to all of the questions in 3a and 3b

Go to Question 3c and do not answer questions 4-6

3c. If you have answered 'No' to all the questions in 3a and 3b please explain why you feel that your policy/service has no relevance to equality.

4. EQUALITY INFORMATION AND ENGAGEMENT

4a. For a service plan, please list what equality information you currently have available, **OR** for a new/changed policy or practice please list what equality information you considered and engagement you have carried out in relation to it.

Please provide a link if the information is published on the web and advise when it was last updated?

(NB. Equality information can be both qualitative and quantitative. It includes knowledge of service users, satisfaction rates, compliments and complaints, the results of surveys or other engagement activities and should be broken down by equality characteristics where relevant.)

Details of the equality information or engagement	Internet link if published	Date last updated
Annual Equalities Monitoring Information published in Self Assessment Report as part of our contractual obligation to the Skills Funding Agency.		
Learner satisfaction surveys		
Learner participation data		
SFA Funding rules and priorities		

4b. Are there any information gaps, and if so how do you plan to tackle them?

[The Service intends to consult with its community partners and seeks their views on the Adult Learning Strategy.](#)

5. CONCLUSIONS OF THE EQUALITY ANALYSIS

<p>What will the likely overall effect of your policy/service plan be on equality?</p>	<p>The strategy will have an overall positive impact on learners from protected equality characteristics, with particular emphasis on race, disability and age as groups who may have limited basic and functional skills. The wider role of learning in promoting good relations, tolerance and understanding, as well as meeting learning needs and minimising disadvantage is important</p>
<p>If you identified any negative effects (see questions 3a) or discrimination what measures have you put in place to remove or mitigate them?</p>	<p>The impact of the funding reduction in 2015-16 on qualification courses for people whose first language is not English will be mitigated by offering more non-qualification provision in community based settings.</p>
<p>Have you identified any further ways that you can advance equality of opportunity and/or foster good relations? If so, please give details.</p>	<p>Continued analysis of recruitment, retention, achievement and success data. Close liaison with community partners</p>
<p>What steps do you intend to take now in respect of the implementation of your policy/service plan?</p>	<p>Bury Adult Learning Service will be seeking approval to adopt the Adult Learning Strategy by the SMT and Members. I will also confirm the views of key community partners through consultation</p>

6. MONITORING AND REVIEW

If you intend to proceed with your policy/service plan, please detail what monitoring arrangements (if appropriate) you will put in place to monitor the ongoing effects. Please also state when the policy/service plan will be reviewed.

An action plan to accompany the Strategy will be drawn up and monitored on a quarterly basis by the Senior Management Team within the Adult Learning Service. Progress against the strategy and action plan will be presented to Communities and Well being SMT and through the Communities portfolio group.

COPIES OF THIS EQUALITY ANALYSIS FORM SHOULD BE ATTACHED TO ANY REPORTS/SERVICE PLANS AND ALSO SENT TO THE EQUALITY INBOX (equality@bury.gov.uk) FOR PUBLICATION.