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Equality Impact Assessment

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Document type:  
Guidance

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Improvement and HR

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## Stage two: form for carrying out a full equality impact assessment

### 1: Policy or function details

<p>Name of policy or function</p> <p><i>(Insert the name of the policy, strategy, project, funding application, initiative or financial decision)</i></p>	<p>Service Choices Stage 3: CC02 Adult Learning and Literacies</p> <p>Reduce staffing levels by 3.4 FTE or £104k</p> <p>Reduce area resources and casual tutor budgets by £29k or 50%</p>
<p>Lead officer/person</p> <p><i>(The name of the officer who is responsible for developing the policy)</i></p>	<p>Jeannie Holles, Adult Learning Manager</p>
<p>Supporting team (names/job titles)</p>	<p>Brendan Docherty, Adult Learning Tutor Sarah Wyatt, Adult Learning Worker Elspeth Pollock, Community Learning Standards Officer</p>
<p>What are the main aims of the policy?</p>	<p><i>Achieving savings and efficiencies in Council budgets to support delivery of the SOA</i></p>
<p>Who will benefit?</p>	<p><i>None</i></p>
<p>Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</p>	<p><i>No</i></p>



## 2: What are the likely impacts of the policy?

For each protected characteristic you should identify any particular impact that the policy may have for the group. Impacts could be positive or negative and both should be described.

If there are no impacts on a particular protected characteristic then state your reasons for this within the response box. This demonstrates that you have considered the impact on each characteristic.

<p>Will the policy impact on the whole population of Argyll and Bute?</p> <p>Will the policy impact on particular groups within the population of Argyll and Bute?</p> <p><i>(Specify whether the policy will impact upon the whole community or will there be particular emphasis on one or more groups)</i></p>	<p>No</p> <p>The policy will have a <b>disproportionately greater negative impact</b> on disability, age, gender and race protected characteristic groups.</p> <p>These are predominantly the groups that most require Adult Learning and Literacies Services, particularly when they have multiple issues - for example, people who are disabled and have learning difficulties, single unemployed men suffering mental health issues, recent immigrants, gypsy travellers, vulnerable unemployed young persons, and older people living in rurally isolated communities.</p> <p>They currently benefit from individual assistance with literacy, employability, digital skills, English language, achieving very basic qualifications, and confidence-building activities that reduce isolation. Most of the people from the protected characteristic groups are also the least likely to find work. For these, our services focus person-centred help to achieve employment, or to acquire skills / qualifications to maximise future job opportunities.</p>
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Consider the following protected characteristics. What are the likely impacts for the group or community?

List any positive and/or negative impacts.

Protected characteristic	Positive and/or negative impacts
<p>Race: relating to people from different racial groups, ethnic or national origins, ethnic minorities, including gypsy travellers and migrant workers</p>	<p><b>IMPACT OF REDUCTION IN SERVICE</b></p> <p><b>Race:</b></p> <ul style="list-style-type: none"> <li>• We work particularly closely with members of the gypsy traveller community, providing our full range of services to this group - who encounter difficulties in interacting with the wider community, and in particular in finding settled employment. Literacy and IT skills can be poor within this group and our staff and tutors give support with services that require internet activity, online applications, written documents as well as providing the knowledge and assistance that allows members of this group to secure employment. Reduction of service would disproportionately impact negatively on this group.</li> <li>• Recent immigrants from Europe and beyond currently gain language skills, cultural knowledge and integration advice from the Adult Learning and Literacies Services. This group continues to grow, and withdrawal of our services would have a negative impact.</li> <li>• We further assist this immigrant / refugee PCG with job search and applications, identifying skills gaps and learning opportunities as well as all other aspects of job searching. Employer engagement is of particular assistance to this group. Service reduction or withdrawal will adversely impact this group.</li> </ul>
<p>Gender: specific to women and/or men</p>	<p><b>IMPACT OF REDUCTION IN SERVICE</b></p> <p><b>Gender:</b></p>

	<ul style="list-style-type: none"> <li>• One of the main groups of our service users are single men, who often need particularly focused assistance.</li> <li>• This group can often have poor or no IT skills, suffer from social isolation and experience alcohol or mental health issues. Our Work Shop Cafes / Job Clubs provide opportunities for this group to interact with others, acquire new skills, manage their relationship with Universal JobMatch / DWP, and search for new employment. The reduction of Job Club services will disproportionately impact on this vulnerable group.</li> </ul>
<p>Disability: relating to people with either mental or physical disability</p>	<p><b>IMPACT OF REDUCTION IN SERVICE</b></p> <p><b>Disabled:</b></p> <ul style="list-style-type: none"> <li>• Reduced literacy learning opportunities, lower skills and knowledge acquisition.</li> <li>• Reduced help with official forms, applications, interaction with Government, official and legal bodies, colleges and further education primarily delivered by our tutors; the planned reduction of <b>1000 tutor hours</b> per annum will severely impact on this service provision.</li> <li>• Reduction / withdrawal of assistance with CVs, Job Applications and Interview Preparation. The few job opportunities available will be even more difficult to access for this group who are the least able to find work.</li> <li>• Reduction / withdrawal of social interaction opportunities where disabled clients have previously accessed opportunities to mix with different groups, gain new experiences and skills and build their confidence levels.</li> <li>• Opportunities to mix equally with the wider community will be reduced or withdrawn.</li> </ul> <p>In summary, this PCG will have fewer learning,</p>

	<p>interaction and employment opportunities and will find it much more difficult to access help with IT skills, computer equipment and support during the crucial period as Universal Credit is introduced in Argyll and Bute.</p>
<p>Age: relating to different age groups e.g. older people or children and young people</p>	<p><b>IMPACT OF REDUCTION IN SERVICE</b></p> <p><b>Age:</b></p> <ul style="list-style-type: none"> <li>• Older service users often feel left behind by technology and by providing IT skills training throughout Argyll and Bute we have allowed these older clients to take advantage of the internet to learn, to renew and make new friendships, to use online services and to embrace the internet as part of modern life. Withdrawing those services will adversely impact those older people in our communities who want / need to understand IT and do not have the opportunity to gain that knowledge elsewhere.</li> <li>• Many of the courses / sessions attract older participants who view attendance as a way of staying active, gaining knowledge, remaining healthy, being part of their local community and avoiding isolation. Reducing this service provision will negatively impact on these opportunities for our older population.</li> <li>• We also assist a limited number of young people who are referred by DWP and often come from chaotic family backgrounds, care settings or custody. These young people require considerable assistance as they try to achieve settled lifestyles. We often signpost them to additional support agencies; in particular job opportunities can be difficult to access for this group and they require very specific help in achieving employment. The reduction of our services for this very vulnerable</li> </ul>

	group will have a marked impact.
Religion or Belief: relating to a person's religion or belief (including non-belief)	n/a
Sexual orientation: relating to whether a person is lesbian, gay, bi-sexual, heterosexual	n/a
Marriage and civil partnership: relating to people who are married or are in a civil partnership	n/a
Gender reassignment: relating to people who have proposed, started or completed a process to change his or her sex	n/a
Pregnancy and maternity: relating to the condition of being pregnant or expecting a baby and the period after the birth	n/a



### 3: Evidence used in developing the policy

Set out the evidence on impacts that you have collected in the development of the policy.

<p><b>Involvement and consultation</b> In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who was involved, when and how?</p>	<p>Argyll and Bute Council Public Consultation including focus groups with vulnerable individuals</p> <p>In the public consultation responses 28% of respondents agreed or strongly agreed with the reduction in the service of 3.4FTE whilst 55% disagreed or strongly disagreed</p> <p>28% agreed or strongly agreed to the reduction on resource spend for adult learning and literacies whilst 54% disagreed or strongly disagreed.</p>
<p><b>Data and research</b> Please specify what research was carried out or data collected, when and how this was done, <b>and what other available research or data did you use?</b></p> <p><i>Set out any local or national data that has been used, in the impact assessment including any relevant guidance that has influenced the development of the policy.</i></p>	<p>Below are cited sources of evidence for both positive impact of existing services, and the negative impact of their withdrawal.</p> <p>The conclusion of the Dundee City Council Social Return on Investment research (2012) was that for every <b>£1 investment</b> in Adult Learning and Literacies, there was a <b>£7 return</b>, the positive impacts including: 'increased confidence, improved literacy skills, gaining qualifications, moves into employment, positive changes in mental health, increased involvement in children's learning, improved social networks and a reduction in isolation'.</p> <p>Sources of evidence/data/research:</p> <ul style="list-style-type: none"> <li>• Adult Learning and Literacies Service evaluations of positive impacts of current levels of service (from Management Information System)</li> <li>• Argyll and Bute Adult Learning Operational Risk Survey 2015</li> </ul>

	<ul style="list-style-type: none"> <li>• Education Scotland Learning Community Inspection Reports for Argyll and Bute (on positive impacts of current levels of service)</li> <li>• Social Return on Investment (SROI): Adult Literacy and Learning, Dundee City Council 2012</li> <li>• National Institute of Adult Continuing Education 2008 Study of Impact of Lifelong Learning on Poverty Reduction</li> </ul>
<p><b>Partners' data and research</b>  What evidence has been provided by partners?  Please specify partners.</p>	<ul style="list-style-type: none"> <li>• Argyll and Bute Adult Learning Partners' Operational Risk Survey 2015</li> </ul>
<p><b>Gaps and uncertainties</b>  Have any gaps or uncertainties been identified in your understanding of the issues or impacts that need to be further explored?</p>	<p>No</p>

#### 4: Detailed Action Plan to address gaps in evidence and to reduce negative impacts

No	Action	Responsible Officer(s)	Timescale
1	Preparatory work to identify and agree the most vulnerable groupings and prioritise need for delivery with reduced resources (staff, tutors and equipment budgets)	Jeannie Holles	April 2016
2	Focus remaining resources to areas and groups of priority need	Jeannie Holles	May-June 2016

Note: Please add extra rows as required.

#### 5: Performance monitoring and reporting

Please describe how the policy will be taken forward. This will act as a record for future reviews and the monitoring of the policy.

When is the policy intended to come into effect?  <i>Insert the date and name of the Committee meeting that will approve the policy.</i>	April 2016  Council budget meeting 11 February 2016
When will the policy be reviewed?  <i>Insert the dates for the planned review of the policy.</i>	N/A
Who is responsible for reviewing the policy?  <i>Insert the job title of the person responsible for reviewing.</i>	N/A

## 6: Summary

### Name of policy: Service Choices

This policy will help the council to meet the general equality duty to eliminate discrimination; advance equality of opportunity; and foster good relations by:

#### **Eliminate discrimination**

State how the policy will eliminate discrimination

**The savings proposal is not designed to eliminate discrimination, but mitigating actions have been identified for impacted groups.**

#### **Advance equality of opportunity**

State how the policy will advance equality of opportunity

**The proposal will not advance equality of opportunity. Identified impacts have mitigating actions planned.**

#### **Foster good relations**

State how the policy will affect good relations

**Likely to have negative impact on relations with the Protected Characteristic Groups detailed. Mitigating actions and communication around these will be carried out.**

When completed, the assessment must be signed off by the lead officer and by the relevant Head of Service.

Signed:



Lead Officer

Date: 26/01/2016

Signed:

Head of Service

Date:

Completed assessments must be sent to: [equality@argyll-bute.gov.uk](mailto:equality@argyll-bute.gov.uk) for quality control, recording and publishing on the council's website.