

Directorate:	DACS	Function:	Provide access to and Engage Learners onto adult learning courses
Assessment by:	KK/ML/SM	Related Policies:	<ul style="list-style-type: none"> ➤ Learner Support policy ➤ Marketing, promotion & Communication ➤ Equality and Diversity ➤ Evaluation policies and procedures ➤ Complaints policy ➤ Learner entitlement statement ➤ Recruitment and selection
Date:	13 th October 2006	Related Procedures:	<ul style="list-style-type: none"> ➤ Marketing and information ➤ Where do we market? ➤ Who is recruiting? Information Advice & Guidance? ➤ Where are they recruiting and method? ➤ Accessibility venue/materials/equipment ➤ Induction onto the course ➤ Initial assessment ➤ Learning Support ➤ Venue checklist ➤ Inter agency working ➤ Tutor feedback ➤ Learner feedback ➤ Venue feedback
Equality Impact Assessment Working Group	Names <ul style="list-style-type: none"> ➤ Kathy Kirk ➤ Marlene Ledgister ➤ Steve Mobley 	Role on Group <ul style="list-style-type: none"> ➤ Lead - KK 	

Step and page in Toolkit	Description of Step	Checklist	Checklist
1 Pg 7	Identify all aims of the function/policy	What do you want to achieve?	How will you do that?
2 Pg 7 - 10	Consider the evidence Identify existing data/research sources you will need?	<ol style="list-style-type: none"> 1. Existing learner data 2. Learner feedback 3. Front line staff feedback (Learning Ambassador/tutor/ LSA etc) 4. Learner focus group interviews 5. Telephone post course survey 6. External research (local/regional/national) 7. Venue/providers 8. Learning Skills Council 	<ol style="list-style-type: none"> 1. Enables us to measure our performance against our targets for gender/age/diversity/ethnicity/disability/learning disability/income/skill and qualification level 2. Tells us whether the course met their needs (did they get what they wanted) Specific questions about venue, equal opportunity. 3. Gathering formal and informal feedback to identify issues/difficulties and individual need 4. Gather detailed feedback about quality, venue, achievement, access and support 5. Gather/verify information post course 6 – 18 Research & Intelligence/data

		<ul style="list-style-type: none"> 9. Census 2001 10. ACORN data 11. Super Output Areas 12. Economic bulletin 13. NIACE 14. Quality Improvement Agency 15. Partner/inter agency knowledge 16. Research and Intelligence 17. School results (qualifications) 18. Basic Skills Agency 	
	<p>What new data or research, if any, do you need?</p>	<p>New Sources ➤</p>	<p>TO DO Question venues to try to capture information about any potential learner who couldn't access the course.(Add question to Venue feedback questionnaire)</p>
<p>3 Pg10-12</p>	<p>Assessing the likely Impact</p>	<p>➤</p>	<p>➤</p>

		<p>Negative impacts (if yes, state how) e.g.</p> <ul style="list-style-type: none"> ➤ Is there any unlawful discrimination? ➤ Could any communities get an adverse outcome? ➤ Could any group be excluded from the benefits of the policy/function? ➤ Does it reinforce negative stereotypes? ➤ Are there any trends? ➤ Does it damage relations? 	<p>Positive impacts (if no, could they be yes) e.g.</p> <ul style="list-style-type: none"> ➤ Does it promote equality of access or opportunity? ➤ Does the policy/function address existing differential outcomes? ➤ Does it challenge negative stereotypes? ➤ Does it give real choices?
		<ul style="list-style-type: none"> ➤ 	
		<p>What are the reasons for adverse impact? Is it illegal? Is it unavoidable? State why?</p>	

<p>4 Pg 12-14</p>	<p>Consider the alternatives</p>	<p>What would make it possible to reduce or eliminate adverse impact?</p> <ul style="list-style-type: none"> ➤ 	<p>What action do you intend to take?</p> <ul style="list-style-type: none"> ➤ Are you going to make changes that satisfy concerns raised? ➤ Are you going to consider ways of putting the proposed policy into practice which remove or reduce potential for effecting equality groups adversely and that take into account the results of any investigations the council may have carried out into institutional barriers to equality of opportunity and equal treatment? ➤ Are you going to find alternative ways of achieving the aims of your policy? ➤ Are you going to justify the policy, as originally proposed, because of the policy's importance on the grounds that it has nothing to do with equality?

<p>5 Pg 15-16</p>	<p>Consult Formally</p> <p>Identify existing consultation data that you need</p>	<p>Existing consultation sources:</p> <p>Since starting the EIA a number of things have happened that will have an impact:</p> <p>Publication of the WCC Accessible Formats Directory Publication of WCC Brand Book Registration & Coroners (2004) and the County Museum (2006) have consulted on and subsequently changed opening hours.</p> <p>Chris Lewington has done a specific piece of work on accessibility of services.</p> <p>Sofia Jabeen has carried out a big piece of work with BME communities on Access to Services.</p> <p>Race Equality Forums have been held Corporate recommendations from the Mystery Customer Exercise (July 06) focussing on BME and disabilities.</p> <p>All of these have had an impact on the original aims of our impact assessments.</p>	

Previous consultation across Cultural Services (1a – f) suggests that access to all our services is good for those who are already aware of and use these services. There is also termly learner feedback that is analysed and used to inform planning. However there is evidence (1g) to suggest that those who are not already engaged in our services struggle to see the relevance, find a lack of information that is accessible to them and require access in its broadest possible terms to start at the point of their own community.

1. a. Adult Public Library User Survey 2003, 2006
- b. Children's Public Library User Survey 2004, 2007
- c. Public Sector Quality Group Archives Survey, 2004, 2006, History Centre
- d. Public Sector Quality Group Archives Survey 2004, 2006, Record Office
- e. Registration Service Customer Care Survey 2007
- f. County Museum Survey 2005

- g. Review of Black and Minority Ethnic Communities Access to Services, Chris Lewington and Sofia Jabeen 2007.

	What new consultation, if any do you need to undertake?	We will work with other areas of ACS to use their knowledge and contacts to consult widely throughout 08 / 09.	All areas to work together to consult formally with those groups that have been identified as not having equal access to the services provided. This applies to both users and non-users.
6 Pg 17-18	Decision and recommendation	<p>What is your decision/recommendation?</p> <p>Recommendation: that Cultural Services commission research into the accessibility of Culture in Worcestershire, and that existing links are capitalised upon to begin the process of making services both relevant to all communities and to raise awareness beyond existing audiences, for example, the discussions with Learning Disabilities have already started to investigate the creation of Learning Disability focus groups to visit and evaluate frontline Cultural Services.</p> <p>To ensure that all CS staff go on mandatory Diversity training.</p> <p>Will you be taking immediate action? Yes</p>	<p>Who will sign this off?</p> <p>CCC SMT</p>

		<p>Have you developed equality objectives and targets? Yes What are they?</p> <p>See ACS Minority Action Plan.</p> <p>Have you attached a timescale to your targets?</p> <p>Yes</p> <p>Have the equality objectives and targets been included in your service plan?</p> <p>Yes in Culture, Commissioning and Community Head of Service plan.</p> <p>Have these objectives and targets been incorporate into your monitoring and performance management system?</p> <p>Yes</p> <p>How often will they be monitored and by whom?</p> <ul style="list-style-type: none">➤ As part of the business planning process. <p>been included in your service plan?</p> <p>Yes in Culture, Commissioning and Community Head of Service plan.</p>	
--	--	--	--

		<p>Have these objectives and targets been incorporate into your monitoring and performance management system? Yes How often will they be monitored and by whom?</p> <ul style="list-style-type: none"> ➤ As part of the business planning process. 	
<p>7 Pg 18-19</p>	<p>Make the monitoring arrangements</p>	<p>What monitoring arrangements are in place?</p> <ul style="list-style-type: none"> ➤ Reviewed by ACE group and Culture, Commissioning and Community SMT. <p>How will you publish results of monitoring?</p> <ul style="list-style-type: none"> ➤ SID ➤ Press releases on any changes in the public interest. (e.g. opening hours). 	

8 Pg 20-21	Publish assessment results	How will you publish? ➤ Link with County Council's corporate diversity manager. Has a summary report been prepared? No	Has a copy been given to your Directorate Equalities Lead? Yes

Signed (Completing Officer).....

Dated.....

Signed (Lead Officer)

Dated.....