

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

1: Policy or function details

<p>Name of policy or function</p>	<p>Service Choices Stage 3 CC02 Adult Learning and Literacies Reduce staffing levels by 34 FTE or £104k Reduce area resources and casual tutor budgets by £29k or 50%</p>
<p>Lead officer/person</p>	<p>Jeanie 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>Who will benefit?</p>	
<p>Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?</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>No</p> <p>The policy will have a disproportionately greater negative impact 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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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.

Age: relating to different age groups e.g. older people or children and young people

IMPACT OF REDUCTION IN SERVICE

Age:

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.

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.

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

	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

	<p>Education Scotland Learning Community Inspection Reports for Argyll and Bute (on positive impacts of current levels of service)</p> <p>Social Return on Investment (SROI): Adult Literacy and Learning Dundee City Council 2012</p> <p>National Institute of Adult Continuing Education 2008 Study of Impact of Lifelong Learning on Poverty Reduction</p>
<p>Partners' data and research What evidence has been provided by partners? Please specify partners.</p>	<p>Argyll and Bute Adult Learning Partners' Operational Risk Survey 2015</p>
<p>Gaps and uncertainties 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)	Jeanie Holes	April 2016
2	Focus remaining resources to areas and groups of priority need	Jeanie Holes	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?	April 2016 Council budget meeting 11 February 2016
When will the policy be reviewed?	N/A
Who is responsible for reviewing the policy?	N/A

