

Initial Equalities Screening Record Form

Date of Screening: June 2014	Directorate: Children Young People and Learning		Section: Learning and Achievement
1. Activity to be assessed	The provision of Community Learning opportunities in the Borough, 2014 - 2017		
2. 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		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Janet Berry		
5. Who are the members of the screening team?	Zena Chittenden, Jayne Streak, Jacqui Wakeling		
6. What is the purpose of the activity?	To provide learning opportunities to adults, supported by funding from the Skills Funding Agency		
7. Who is the activity designed to benefit/target?	Those over 19 who have resided in the EU for three years or more (as per the Skills Funding Agency funding criteria)		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality	Y	Positive impact because the unemployed are a target group and a higher proportion than the general population self-declare as disabled.	Equality Monitoring data: 23% of learners had a self-declared learning difficulty or disability in 2013/14. This is significantly greater than the number of people with a disability in the local population based on the 2011 census 12.3%, suggesting the service takes positive action to support people with learning difficulties or disabilities.
9. Racial equality	Y	Positive impact because of the number of ESOL and English courses provided.	Equality monitoring data: For 2013/14 grant year, 11% of learners declared as BME. This compares With 14.4% BME from the 2011 census (over

				24s).
10. Gender equality	Y		Positive female impact.	Equality monitoring data: For 2013/14 grant year, 63% of learners were female. This has decreased year on year since 75% in 2008. The higher % of female learners reflects the national situation in community learning.
11. Sexual orientation equality		N	Neutral, it is not anticipated that there is an impact at this time.	Data not collected, as this is not a requirement for Government funding
12. Gender re-assignment		N	Neutral, it is not anticipated that there is an impact at this time.	Data not collected, as this is not a requirement for Government funding.
13. Age equality		N	Neutral: There is a fairly even distribution of learners across all over 19 age groups.	Equality Monitoring data: 19-24 6%, 25-39 25%, 40-59 35%, 60 and over 20%. These age categories are designated by the Skills Funding Agency. It is not possible to compare with census data which collates age into different groupings.
14. Religion and belief equality		N	Neutral it is not anticipated that there is an impact at this time.	Data not collected, as this is not a requirement for Government funding
15. Pregnancy and maternity equality		N	Neutral it is not anticipated that there is an impact at this time.	Data not collected, as this is not a requirement for Government funding
16. Marriage and civil partnership equality		N	Neutral it is not anticipated that there is an impact at this time.	Data not collected, as this is not a requirement for Government funding
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.			<p>The courses are subsidised by a grant from the Skills Funding Agency and, as such, are often offered at rates below cost. This makes them affordable to those on lower incomes. This represents a positive impact on lower income groups.</p> <p>Some courses are part-funded by Adult Social Care specifically for carers. It is not known whether this funding will continue, but, if so, represents a positive impact on carers.</p> <p>ESOL courses help promote community cohesion and support integration.</p>	

18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	None.		
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	No significant differences.		
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	The Skills Funding Agency funding is only available for those who have been in the EU for three years or more and are over 19.
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	<p>Unfortunately, the equality monitoring categories are designated by the Skills Funding Agency. This makes it difficult to make comparisons with the Bracknell Forest population.</p> <p>Data is not collected on some of the protected characteristics. Existing data required by the Skills Funding agency is collected via an enrolment form. This form is onerous and collecting any additional data would be off-putting. This is likely to impact on the low-skilled and ESOL learners. It may also impact on the fee-paying learners where equivalent private sector courses do not require such data to be collected. This may have a negative impact on income generation. Therefore it is not recommended to alter the existing data collection requirements.</p>		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	The provision of Community Learning opportunities can be viewed as a positive equality impact. A full impact assessment is not considered necessary at this time.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria

<p>It may be possible to analyse learner feedback by protected characteristics. The practicalities of doing this will be investigated.</p>	<p>Dec 2014</p>	<p>Zena Chittenden</p>	<p>Learner feedback data which can be analysed by protected characteristics</p>
<p>It may be possible to analyse learner progression by protected characteristics. The practicalities of doing this will be investigated</p>	<p>June 2015</p>	<p>Zena Chittenden</p>	<p>Learner progression data which can be analysed by protected characteristics</p>
<p>24. Which service, business or work plan will these actions be included in?</p>	<p>Community Learning Business Plan 2014/15</p>		
<p>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</p>	<p>Analysis of participation, learner feedback and progression by protected characteristics</p>		
<p>26. Chief Officers signature.</p>	<p>Signature:</p>		<p>Date:</p>