

WIRRAL COUNCIL

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

12 NOVEMBER 2012

SUBJECT:	WIRRAL LIFELONG AND FAMILY LEARNING SERVICE UPDATE
WARD/S AFFECTED:	ALL
REPORT OF:	ACTING DIRECTOR OF CHILDREN'S SERVICES
KEY DECISION?	NO

1.0 EXECUTIVE SUMMARY

1.1 This report provides an update for Committee on the work of Wirral Lifelong and Family Learning Service (WL&FLS). The Lifelong and Family Learning Service support the Council's Corporate priorities by providing opportunities for adults and families to learn and develop their skills and confidence. The service is fully funded by Skills Funding Agency (SFA) Community Learning (CL) Grant.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 Committee requested an update on national developments, following the report on Wirral Lifelong and Family Learning Service in January 2012. In April 2012, Department of Business, Innovation and Skills (BIS) invited Community Learning Providers to apply to pilot Community Learning Trusts (CLTs). This was an opportunity to test out partnership ways of working to plan and deliver local adult Community Learning. A proposal was submitted by Wirral Adult and Community Learning Partnership (formerly Personal Community Development Learning Partnership), however this was not successful, only 15 were selected nationally and the North West has 3, with Cheshire West and Chester and Cheshire East jointly, being the closest. Wirral has been invited to be a shadow pilot and continue to work on our partnership model.
- 2.2 Wirral Adult and Community Learning Partnership is a wide network of organisations, coordinated by Wirral Lifelong and Family Learning Service including, Colleges and other SFA funded providers, voluntary, community and faith groups, including those who provide learning and who provide other services, registered social landlords, Local Authority services, probation, National Careers Service, Union Learn, NHS and others, who work together to ensure that we are providing a good value, quality, local offer of adult learning. 35 partners had signed up to the CLT model with more interested. The partners were very enthusiastic to showcase our varied and effective partnership and are continuing to work together to plan and deliver adult learning in Wirral.
- 2.3 The Wirral Adult Community Learning Strategic Plan for 2012-13 is attached as Appendix 1. This shows the overall aims and approaches of WACL partnership. It also breaks down achievements for 2011-12 and the targets for 2012-13, for Wirral Lifelong and Family Learning Service.

- 2.4 The previous report on WL&FLS highlighted the risk of SFA increasing the minimum contract level (MCL) to £1,000,000 or more. This has not been implemented and currently MCL remains at £500,000, meaning that Wirral Council Community Learning contract is above the minimum threshold. Following the evaluation of Community Learning Trust Pilots in June 2013, it is expected that BIS will issue some further direction about the planning and delivery mechanisms expected for Community Learning to be introduced for 2013-14 academic year. It is expected that locally determined models will be supported although further details will not be known until next summer.
- 2.5 Demonstrating impact is very important for Community Learning nationally. Wirral who chair the NW group of LA Adult Learning Services, has secured funding from Learning and Skills Improvement Service (LSIS) since 2011 to develop shared practice, benchmarking and impact measures across the NW Authorities. The initial benchmarking information shows the reach of adult learning services on target groups and the penetration in deprived areas, for example, in Wirral in 2011-12, 55% of enrolments came from the 30% most deprived SSOAs. Benchmarking also shows that Wirral Lifelong Learning success rates in 2010-11 were average for NW at 86% whereas achievement rates in Wirral at 95% were higher than the 93% NW average. Further NW impact information is currently being collected and new more in depth impact measures will be introduced for this year 2012-13. This activity led by Wirral is unique to the North West and has been recognised as providing valuable information on the impact of public funding. Appendix 1, Wirral Adult Community Learning Strategic Plan 2012-13 shows the local impact measures that will be collected to support the plan.
- 2.6 In 2011-12 WL&FLS achieved its targets for recruitment and retention and success. The service delivered courses, both directly and through voluntary partners, to over 3000 individual learners in 97 venues across Wirral including schools, community centres, children's centres, libraries, voluntary community and faith organisations. The courses ranged from basic Maths, English, confidence and IT skills to dressmaking, mentoring, community development, healthy eating, family literacy and conservation. Courses were adapted to the needs of local learners, many of whom were very nervous about starting learning activities. Retention and success targets were met, with learners staying to the end of courses running at 95% with 88% of learners staying and achieving their learning goals. Increasingly adults are motivated to learn to help them towards employment. WL&FLS is the only local partner who supports learners with very low levels of skills, for example beginner readers are supported by trained volunteer buddies. More younger adults are now coming forward to try and improve their basic skills, encouraged by Job Centres, Children's Centres, housing organisations and others.
- 2.7 The service supports the child poverty agenda. Through adult learning people can gain the skills to better plan and manage their money and to understand concepts like interest payments. The service been able to support some of the people who will be affected by welfare reforms, with training on how to manage budgets, cooking on a budget and managing your money and it is expected there will be more demand for this type of course. Other courses that support people to make their money go further are currently very popular including dressmaking and grow your own food.

2.8 Adult learning supports local priorities, including, Go On Wirral Digital Inclusion campaign, preparing for employment, supporting families and supporting local people and communities. Through learning, Wirral residents have developed in many different ways, for example: gaining confidence, skills for employability, improved health and well being, setting up community groups and activities and helping their children from preschool, to prepare for school and to support their children to learn. Many of the learners coming to WL&FLS have low level or no qualifications and their previous experiences of learning are negative. The community learning courses provide a positive route into learning for people who can then progress in different ways. Flexible locally designed courses and highly skilled staff encourage adults and families to develop confidence to achieve and to go on to make a positive contribution in their communities.

3.0 RELEVANT RISKS

3.1 None.

4.0 OTHER OPTIONS CONSIDERED

4.1 None.

5.0 CONSULTATION

5.1 Wirral Lifelong and Family Learning Service work very successfully with local providers of adult learning, voluntary and community groups and other services through the Adult and Community Learning Partnership to identify local needs in adult learning. Local groups support the service to consult on the needs of their service users and stakeholders to help plan suitable learning, for example by working with voluntary organisations supporting mental health issues, or working with Wirral Partnership Homes, needs are identified and courses set up. Learner feedback is regularly collected and acted upon as part of the quality assurance processes of the service. Community Learning Champions and digital champions will be engaged and trained to support widening the consultation and support processes in the community.

6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

6.1 Wirral Lifelong and Family Learning Service works with a wide range of voluntary, community and faith (VCF) groups and subcontracts some work through Neighbourhood Learning in Deprived Communities (NLDC) to VCF organisations. NLDC funding is subcontracted to organisations who can reach new, harder to engage learners. There are many examples in the past 5 years of very successful activities being delivered in Wirral by VCF organisations under this funding. There are many opportunities for partnership working in different ways. The service offers courses to VCF client groups, they work together to identify need, design learning and deliver learning and there are subcontracting opportunities.

7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

7.1 The Lifelong and Family Learning Service Community Learning (CL) provision is fully funded, approximately £836k per year, from the SFA grant. The grant has remained at the same level for the last 6 years. WL&FLS has achieved and exceeded its learner

target numbers each year despite having a static income. The Service is responsive to local needs and has secured some external grants from LSIS to support quality development.

8.0 LEGAL IMPLICATIONS

8.1 There are no specific implications arising from this report at present.

9.0 EQUALITIES IMPLICATIONS

9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(a) Yes and impact review is attached.

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010-0>

10.0 CARBON REDUCTION IMPLICATIONS

10.1 Environmental awareness is encouraged as an underpinning area in Lifelong and Family Learning. Partner projects are encouraged to reflect this priority. Learning has supported a local green network of community gardens and allotments and courses on green issues, conservation and environment.

11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

11.1 None

12.0 RECOMMENDATION/S

12.1 Committee note the report

13.0 REASON/S FOR RECOMMENDATION/S

13.1

REPORT AUTHOR: Sarah Howarth
Principal Manager Lifelong Learning
telephone: 0151 346 6613
email: sarahhowarth@wirral.gov.uk

APPENDICES

1 Wirral Adult Community Learning Strategic Plan 2012-13

REFERENCE MATERIAL

Community Learning Trust Prospectus, New Challenges and new Changes Further Education System reform Plan, BIS, April 2011

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
<u>CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE</u>	January 2012

Wirral Adult Community Learning Strategic Plan 2012-13

Introduction

The Wirral Adult Community Learning Partnership, aims to create a coherent co-operative approach to providing community learning in Wirral, that puts the needs of local people at its heart. The two recipients of SFA Community Learning Funding in Wirral, Wirral Lifelong and Family Learning Service and Wirral Metropolitan College, plan their provision to develop a shared approach to showing the impact of learning, in collaboration with the wider partnership of organisations.

We contribute to the aims of Community Learning, as outlined in New Challenges New Chances:-

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities. (2011 BIS)

Priorities and plans are agreed with the support of partners. Through focusing on local needs as the driver for all community learning, the wide range of partners will collaborate to design a dynamic learning programme that offers appropriate opportunities to the diverse communities of Wirral. Through collaborative planning and delivery we will demonstrate the contribution made through community learning in key priority areas for Wirral - including tackling worklessness, alleviating child poverty and health inequalities - viewed within the context of the wider range of services and support on offer locally.

The WACL Partnership brings together the CL funded providers and other local partners and providers such as Health, Union Learn, Social Landlords, Children's Centres and many different organisations from the community and voluntary sector. This wide base of support from the voluntary and community sector and others will lead to innovative delivery of community learning of different types across Wirral that can be developed to suit the needs of communities and groups. Through the involvement of all the partners we will be able to identify and respond to the needs and aspirations of the people of Wirral, especially to reach those most vulnerable people who require support from intermediaries to express their needs and access services.

Widening participation

Community Learning aims to widen participation in adult learning by offering learning opportunities of high quality, and to assist learners to progress on to further opportunities in

a variety of suitable options. We will promote and mainstream equality and diversity through widening participation and inclusion and this approach to widening participation will be characterised by going out to people in the first place. Widening participation will be mainly through targeted courses which are developed in partnership to meet wider needs. Targeted courses will be designed through partnership working with schools, children's centres, voluntary and community groups, Council services and other partner organisations to ensure a wide range of local needs are met. A broad curriculum will be offered and adapted and to give a range of learning opportunities to meet new needs and different groups of people throughout the year. Some examples of how this will work are through partnership with :- schools and children's centres to develop courses that target parents and families new to learning and experiencing disadvantage; local specialist organisations, including Wirral Multicultural Organisation, to develop courses targeted at people with English needs and people from black and minority ethnic groups, who are not participating in learning; Adult Social Services, NHS and voluntary and community groups to develop provision for adults who have been excluded due to disability or mental health, to identify and develop learning activity that will enhance life skills and employability; Probation service and voluntary groups to support ex offenders into learning and progression.

Collaborative and partnership working will continue to develop the effective working relationships with a wide range of partners at different levels

Working with

- Partners through the WACL partnership, including local providers and services, voluntary, community and faith sector organisations and community groups to develop ways of encouraging first steps
- Colleges and other providers on promotion of learning, curriculum and progression routes
- Partners including Wirral CVS and the Volunteer Centre to develop the role of volunteers in supporting adult learning throughout the learner journey
- Schools and children's centres to develop courses that target parents and families new to learning and experiencing disadvantage
- Local organisations, including Wirral Multicultural Organisation, to develop courses targeted at people with English needs and people from black and minority ethnic groups, who are not participating in learning.
- Adult Social Services, NHS and voluntary and community groups to develop provision for adults who have been excluded due to disability or mental health, to identify and develop learning activity that will enhance life skills and employability
- Colleagues in departments and services to integrate lifelong learning with other local strategies and priorities and develop joint working
- Job Centre Plus and other providers and services to reach unemployed people

Also

- continue successful partnership work and multi agency working with schools and children's centres for Family Learning
- identify opportunities to develop new partnerships
- The work undertaken through Neighbourhood Learning in Deprived Communities funding has enabled a wider range of organisations to become involved as subcontractors to WL&FLS over recent years and to breakdown barriers to learning through activity in local areas and grassroots work with local groups.

Target groups of learners for Community Learning 2012-13

Lifelong & Family Learning Service 2680

Wirral Met College 900

Wirral target of 3580 individual learners from SFA CL funding

Groups and priorities for Wirral Adult and Community Learning

- *Identify and support vulnerable groups and people affected by changes in benefits*
- *Widening participation -Going out to people in the first place.*
- *Targeting people with most disadvantage.*
- *Supporting people through linked pathways.*
- *Support families and parents to help them support children and young people's needs.*
- *Encouraging volunteers in adult learning.*
- *Help people to gain confidence to move onto further learning, volunteering and work.*
- *Links to wider policy and strategy documents.*
- *Marketing and sharing resources across the partnership.*

Progression

We will support a wide range of progression outcomes, which will vary according to the individual and group needs. Improved confidence will be a key indicator for us in terms of engaging new learners from different groups who need to develop their skills to cope and their interpersonal skills. Specific courses such as Confidence Building and short Skills for Life courses will focus on confidence and communication skills for learners. Other courses such as IT, gardening, creative writing, arts, will enhance confidence through successful learning and interaction as a group.

Improved mental and physical health and well being will be the focus for some courses but will be a soft outcome for others. Through the partnership with health providers we will develop enhanced tools to track health improvements in individuals. A growing area will be to develop the skills needed to be a volunteer. One aspect of this is to develop peer mentors for substance abusers and mental health services with partners like The Social Partnership, Phoenix Futures, Probation, Advocacy Wirral.

Also volunteers will be trained to be CLCs, Learning Buddies, Literacy Buddies and for new developing roles. This will support progression into volunteering, civic engagement and social integration. Progression onto further learning and volunteering will be tracked and celebrated eg through the 100 hr Volunteering award and ALW awards.

All learners will be asked about how learning has made a difference to them, they will be actively involved in tracking their own progress through learning, including the soft outcomes.

Support will be available to help learners choose where and how they progress. There will be information and advice about further training, employment or self employment, through the good links we have with various local partners in IAG, Colleges, training, Work

programme, Invest Wirral. Enterprise training is a progression option for those moving towards self employment from eg craft, cake dec, floristry, dressmaking etc.

Progression for parents through family learning, parenting courses etc could be to further learning, volunteering in schools and children's centres and within the family they will have increased skills and understanding to support their children.

Engagement with community learning will lead to positive outcomes for adults around issues that affect families such as family health, raising the ambitions for children, moving out of poverty and debt. These impacts will be monitored through a range of evaluation tools.

Wirral Lifelong and Family Learning Service (WL&FLS) plan outlines how the service will develop its adult and family learning provision over the period 2012-2013.

The Lifelong and Family Learning Service is a direct deliverer of (Skills Funding Agency) SFA funded adult learning. This plan covers SFA Community Learning (CL) which includes Family Learning and Neighbourhood Learning in Deprived Communities.

Mission

Wirral Lifelong and Family Learning Service will work towards

The Wirral 2025 vision of a more prosperous and equal Wirral, enabling all communities and people to thrive and achieve their full potential.

Aim of the Lifelong and Family Learning Service

Engage and motivate disadvantaged families, encourage achievement and progression and strengthen communities through Lifelong and Family Learning provision

Lifelong and Family Learning Services Strategic Objective	Links to New Challenges New Chances themes (BIS)	Priorities from the Enjoy and Achieve Section of the Children and Young People's Plan 2012-2013
1 To promote a learning culture and actively work with partners to further develop coherent, relevant, local adult learning provision	Using effective local partnerships to bring together key providers and relevant local agencies and services	
2 To widen participation and support inclusion and achievement for all	Focussing public funding on people who are disadvantaged and least likely to participate - with reference to the specific needs of Wirral Widening participation and transforming people's destinies by supporting progression relevant to personal circumstances	Improve the educational outcomes for children and young people affected by poverty and disadvantage
3 To assure quality in teaching, learning and assessment and aim for continuous improvement in all aspects of adult learning		

For adult learning in Wirral:

Lifelong and Family Learning Services Strategic Objective	Key strategic issues
1 To promote a learning culture and actively work with partners to further develop coherent, relevant, local adult learning provision	<ol style="list-style-type: none"> 1. Continue to take a targeted approach based on local priorities and seek ways to work in partnership to meet the wider needs of local areas/ groups 2. Develop strategies to reach and engage new learners and a flexible curriculum to meet identified needs 3. Help people to develop the skills and confidence so they can be involved in their local communities and services 4. Develop opportunities for learners to progress into learning, work and volunteering
2 To widen participation and support inclusion and achievement for all	<ol style="list-style-type: none"> 5. Promote and mainstream equality and diversity through widening participation and inclusion 6. Embed skills for life and employability skills across curriculum areas 7. Contribute to actions to alleviate child poverty through developing financial awareness and supporting families and carers to develop their skills and support their children's learning 8. Ensure all learners are safe and promote a wider awareness of safeguarding, specifically to vulnerable adults
3 To assure quality in teaching, learning and assessment and aim for continuous improvement in all aspects of adult learning	<ol style="list-style-type: none"> 9. Improve the quality of teaching, learning and assessment and the quality of planning to take account of different abilities within groups, and also to develop the use of ILT in the classroom to enrich teaching further. 10. Support all staff and partners to deliver a continually improving high quality service 11. Continue strategic links with partner local authority services to develop quality improvement strategies and share good practice and explore shared services

The service will offer 3 types of courses

1 TARGETED COURSES FOR IDENTIFIED GROUPS

- Unemployed people, particularly those who are:
 - those with low level Functional skills
 - not on active job seeking benefits and not able to access other programmes
 - low skilled people with disabilities
 - Ex offenders with low level skills
 - BME groups with low levels of English

- Families experiencing poverty and needing additional support Including :

- those needing Family Learning intervention at early stage
- disadvantaged families/households
- families needing additional support to help their children to learn

2 OPEN ACCESS COURSES - INCLUDES FEE PAYERS/ FEE REMISSION

People

- living in areas of high deprivation
- On low incomes
- Adult returners to learning/ unemployed : who need to upskill/retrain
- People with disabilities
- Retired people
- Socially isolated people

3 LEISURE/FEE PAYING INCLUDING TRAINING & WORKSHOPS

- Open to all, any area of Wirral
- Designed to meet needs of local people and organisations

Equality and Diversity Impact Measures

Equality and Diversity Impact Measures and an action plan for implementation are updated annually. Progress as % of enrolments against EDIM areas:-

EDIM areas	2009-10	2010-11	2011-12	2011-12	2012-13
% of enrolments	Actual	Actual	Targets	Actual	Targets
BME	6	7.75	5	10	8
Disability	12	15.9	15	16	14
10% most deprived areas	35	41.2	39	40	41
Male	28	26.5	28	26	27
no/ below L2 quals	48	54		54	55
Unemployed	35	39.6		50.5	

We will report on EDIMS by targets for curriculum areas

We will also collect information on participation by

- unemployment
- ex-offenders
- substance abuse
- travellers
- social housing
- mental health issues
- homeless
- equality strands

Ofsted

The service was inspected by the OFSTED in January 2010, achieving a grade 2 (Good) overall and Outstanding for Equality and Diversity. The actions identified in the post inspection action plan, addressing the areas identified in the inspection, have been integrated into the Service Improvement Plan .

Performance against targets 2011/12 compared with previous years
Community Learning Learner numbers

	2009/10 Individuals	2009/10 Enrols	2010/11 Individuals	2010/11 Enrolments	2011/12 Targets - Individuals	2011/12 Individuals	2011/12 Enrolments
Lifelong Learning	1372	2671	1316	2550	1306	1769	3462
Family Learning	897	1217	839	1071	660	768	1008
Neighbourhood Learning in Deprived Communities	793	1172	736	1031	442	714	889
Total	2970	5149	2760	4636	2408	3041	5361

ASL Retention rate	Retained 2009/10	Retained 2010/11	Target 2011/12	Retained 2011/12	Target 12/13
Actual %					
Lifelong Learning	89	91	91.5	94	94
Family Learning	97	97	97	97	97.5
NLIDC	92	92	93	95	95
Total all courses	92	92.5	93	95	95

ASL achievement rate

Actual %	Achieved 2009/10	Achieved 2010/11	Target 2011/12	Achieved 2011/12	Target 12/13
Lifelong Learning	95	95	95.5	93	95.5
Family Learning	95	96	96.5	94	96.5
NLIDC	93	96	96.5	94	96.5
Total all courses	95	95.4	95	93	95

Success non accredited and accredited Defined as achievers /All starters x100/1

ASL Success rates

Actual %	Success 2009/10	Success 2010/11	Target 2011/12	Success 2011/12	Target 12/13
Lifelong Learning	85	86	87	87	87.5
Family Learning	92	92	92.5	91	92
NLIDC	85	88	88.5	89	89.5
Total	87	88	88.5	88	88.5

Summary Statement of Activity

Targets for SFA for 2012-13	
Number of learners undertaking Safeguarded Adult Learning (Total)	2680
of which: Number of learners undertaking FLLN	600
of which: Number of learners undertaking WFL	60
of which: Number of learners undertaking NLIDC	600
of which: Number of learners undertaking Personal and community development learning	1420

IMPACT MEASURES (FROM NWLEAFE MEASURES)				
Theme		Outcome		Output / measure for individual learners, tutors, service or organisation and the collective impact of learning in a community.
Focus public funding on people who are disadvantaged and least likely to participate	1	New opportunities for improving lives	a	Penetration by top 10/20/30% most deprived LSOAs
			d	LSOAs with the lowest level skills level 2, level 1, no qualifications
			e	Percentage of new learners (compared to last years)
			f.	Percentage of learners actively seeking work (JSA, ESA)
Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g:	1	Improved confidence and willingness to engage in learning	a	Participation in learning
			b	Number of enrolments and unique learners in year
			c	Self-reported improvements in confidence
			d	Progression to other provision
	2	Acquisition of skills preparing people for training, employment or self-employment	a	Numbers of learners on courses to improve employability and self-employment skills as an aim.
			b	Intended destinations
			c	Actual destinations (to discuss)

			.	
			e	Improvement of English and Maths skills
			.	
	3	Improved digital, financial literacy and/or communication skills	a	Number of learners on courses to become more digitally included (definition – use technology to communicate paying bills, emails, tweets, blogs)
			.	
	4	Parents/carers better equipped to support and encourage their children's learning and behaviour / development.	f.	No of volunteers supporting digital, financial or communication skills
			a	WFL enrolments and unique learners.
			.	
			b	FELM enrolments and unique learners.
			.	
			c	Other course to support parents/ carers.
			.	
	5	Improved / maintained health and/or social well-being.	a	Self-reported overall wellbeing improved
			.	
				Number of learners declaring a mental health condition under learning difficulties and disabilities.
Develop stronger communities, with more self-sufficient, connected and pro-active citizens leading to:	1	Increased volunteering, civic engagement and social integration	a	Number of learners empowered to be more active in their community by volunteering.
			.	
Commission, deliver and support learning in ways that contribute directly to the above objectives including:		Using effective local partnerships to bring together key providers and relevant local agencies and services		Income generated by partnership working, in kind contributions from all partners (see table below)
			d	Standard proxy amounts for volunteers etc
			.	

e .	Informal developments with partners such as recruiting learners, mentoring etc.
f.	Number of courses developed with partners
g .	Satisfaction survey once a year

Equality Impact Assessment Toolkit (from May 2012)

Section 1: Your details

EIA lead Officer: Fiona Bell

Email address: fionabell@wirral.gov.uk

Head of Section: Sarah Howarth

Chief Officer: Julia Hassall

Department: CYPD – Wirral Lifelong & Family Learning Service

Date: 18/10/12

Section 2: What Council proposal is being assessed?

Wirral Lifelong and Community Learning Plan 2012

Section 2b: Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes If 'yes' please state which meeting and what date

Overview and Scrutiny 12th November 2012

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

Section 3: Does the proposal have the potential to affect..... (please tick relevant boxes)

Services

The workforce

Communities

Other (please state eg: Partners, Private Sector, Voluntary & Community Sector)

If you have ticked one or more of above, please go to section 4.

None (please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 4: Does the proposal have the potential to maintain or enhance the way the Council (please tick relevant boxes)

Eliminates unlawful discrimination, harassment and victimisation

Advances equality of opportunity

Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

No (please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 5:

Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?

You may also want to consider socio-economic status of individuals.

Please list in the table below and include actions required to mitigate any potential negative impact.

Which group(s) of people could be affected	Potential positive or negative impact	Action required to mitigate any potential negative impact	Lead person	Timescale	Resource implications
All characteristics	+ve - identifying specific target groups according to locally agreed priorities ,				
All characteristics	but could have a –ve effect on other groups as provision is targeted away form them and amount of provision is limited	work with WACL partners to ensure there is a spread of opportunities for all groups and agree where to target public funding	SH	to start from Sept 12 to be monitored termly	some high need groups are more costly to support
All characteristics	Favourable as support offered but lack of data across some of the new strands	Collect data against all strands to monitor recruitment, achievement and satisfaction Sensitive questions training for staff	SH/FB	from Sept 12 from Oct 12 roll out to relevant staff	data input time staff training time
transgender	possible negative impact as no data (see above) and staff lack awareness of needs of some of this group	management training in transgender promotion to learners displays for learning centres staff CPD	FB FB FB	Sept 12 Dec 12 Jan 12	

Age	Negative – growing proportion of working age adults enrolling on courses, is higher than the Borough, proportion of ‘older’ learners is lower	Fee remission available to socially isolated older people on low incomes Strategic outputs focus on working families and getting people into work Planning with other partners eg 3L’s, has informed our targets & offers alternative learning opportunities for older learners	SH	from Sept 12	
-----	---	---	----	--------------	--

Section 5a: Where and how will the above actions be monitored?

Via Strategic Action Plan and the Quality Improvement Plan

Section 5b: If you think there is no negative impact, what is your reasoning behind this?

WLFLS key aim is to work with families experiencing poverty and adults with low level or no qualifications living in deprived areas of the Borough. The Strategic Plan reflects these aims and in widening participation considers the needs of individual learners including those with protected characteristics. Policies and procedures are in place and performance is highly effective in supporting individual learning needs through the Learning Support team. Partnerships with DASS and voluntary and community organisations promote access to learning for adults with disabilities both discrete and in general provision hosted in accessible venues. Partnerships with organisations who work with and support other groups eg BME groups ensure we are responsive to need and able to provide appropriate courses and support. Although the service did not reach its target for male learners NW benchmarking has indicated that we have a relatively high % of male learners for this type of service so targets will be revised to be appropriate.

Section 6: What research / data / information have you used in support of this process?

EDIM (equality and diversity impact measures) data/Annual Self Assessment Report & Quality Improvement Plan (updated termly) /Benchmarking (NW)/

Section 7: Are you intending to carry out any consultation with regard to this Council proposal?

Yes– (please delete as appropriate)

If 'yes' please continue to section 8.

If 'no' please state your reason(s) why:

(please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 8: How will consultation take place and by when?

Identified groups consulted through Learner Voice project

Consultation will inform changes to existing practices which have highlighted issues for some learners joining courses.

WACL partnership meets every 6 weeks giving opportunities to consult with partners and inform action plans and progress.

Before you complete your consultation, please email your preliminary EIA to equalitywatch@wirral.gov.uk via your Chief Officer in order for the Council to ensure it is meeting it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for re-publishing.

Section 9: Have you remembered to:

- a) Include any potential positive impacts as well as negative impacts? (section 5)**
- b) Send this EIA to your Head of Service for approval.**
- c) Review section 5 once consultation has taken place and sent your completed EIA to your Head of Service for approval then to your Chief Officer for re-publishing?**