



Haringey Council

Equality Impact Assessment

Name of Project	HALS Fee increase	Cabinet meeting date <i>If applicable</i>	14.02.17
Service area responsible	Haringey Adult Learning Service (HALS)		
Name of completing officer	Simon Beer	Date EqIA created	24.01.17
Approved by Director / Assistant Director		Date of approval	

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advancing equality of opportunity between those with 'protected characteristics' and those without them
- Fostering good relations between those with 'protected characteristics' and those without them.

In addition the Council complies with the Marriage (same sex couples) Act 2013.

Haringey Council also has a 'Specific Duty' to publish information about people affected by our policies and practices.

All assessments must be published on the Haringey equalities web pages. All Cabinet papers MUST include a link to the web page where this assessment will be published.

This Equality Impact Assessment provides evidence for meeting the Council's commitment to equality and the responsibilities outlined above, for more information about the Council's commitment to equality; please visit the Council's website.

Stage 1 – Names of those involved in preparing the EqIA		
1. Project Lead	SIMON BEER	5.
2. Data Contract analysis	UNDEANE BARTON	6.
3. Deputy HoS + Curriculum	RAGI JONES	7.
4.		8.

Stage 2 - Description of proposal including the relevance of the proposal to the general equality duties and protected groups. Also carry out your preliminary screening (Use the questions in the Step by Step Guide (The screening process) and document your reasoning for deciding whether or not a full EqIA is required. If a full EqIA is required move on to Stage 3.

Haringey Adult Learning Service provides education and training for residents living in the London Borough of Haringey and the surrounding geographical area. Our mission is “To be a positive force in our community, enabling people to achieve their learning and employment goals”. Following substantial cuts to our funding base, we propose to raise fees by 2.5% or less for the year 2017/18.

In 2015/16, HALS received an overall income of just over £1.6m. Most of HALS’ funding is provided by the Skills Funding Agency to deliver Community Learning or Adult Skills Budget (ASB) provision. In broad terms, these funding streams differentiate between non-accredited and accredited provision. Fee rates for the latter, ASB courses, are set by the funder and so learners on ASB provision are not affected.

Aside from some English and Maths courses, funding for our course provision does not fully subsidise learners and the remainder of income is generated through fees.

Stage 3 – Scoping Exercise - Employee data used in this Equality Impact Assessment
Identify the main sources of the evidence, both quantitative and qualitative, that supports your analysis. This could include for example, data on the Council’s workforce, equalities profile of service users, recent surveys, research, results of recent relevant consultations, Haringey Borough Profile, Haringey Joint Strategic Needs Assessment and any other sources of relevant information, local, regional or national.

Data Source (include link where published)	What does this data include?
EqIA Profile on Harinet	Age, gender, ethnicity, disability information – for the Council and the Borough
No employee data used in this EQIA as proposal has no impact on staffing	

Stage 4 – Scoping Exercise - Service data used in this Equality Impact Assessment
This section to be completed where there is a change to the service provided

Data Source (include link where published)	What does this data include?
Learnertrack RAS Reports for 2015 -16 by Age group, Disability, Employment Status, Ethnicity, Gender, LDD, Learning Difficulty and Marketing Source	RAS stands for (learner) retention achievement and success The reports give RAS data by group and distinguishes between accredited and non-accredited course provision
Learner feedback data for 2015-16	This data is produced through learner surveys and forums carried out at key points throughout the academic year

Stage 5a – Considering the above information, what impact will this proposal have on the following groups in terms of impact on residents and service delivery:

Positive and negative impacts identified will need to form part of your action plan.

	Positive	Negative	Details	None – why?
Sex				
Gender Reassignment				
Age				
Disability				
Race & Ethnicity				
Sexual Orientation				
Religion or Belief (or No Belief)				
Pregnancy & Maternity				
Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))				

Stage 5b – For your employees and considering the above information, what impact will this proposal have on the following groups: Positive and negative impacts identified will need to form part of your action plan.

	Positive	Negative	Details	None – why?
Sex			<p>Our learner cohort is predominantly female (88%F, 22%M). This reflects sector norms and supports our view that adult learning services are flexible and local and meet the needs of women, particularly women with families. Both male and female learners are spread evenly across accredited and non-accredited provision and will therefore be equally affected by the 2% rise which will only impact some aspects of non-accredited provision. Three year trend data shows participation rate for male learners has increased in 2014-15 by 4.5%, although we do not aspire to a 50% male participation rate, for reasons indicated above.</p>	<p>There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group</p>

Gender Reassignment			<p>We collect data on the number of transgender learners via our enrolment form. To date no learners have disclosed as transgender. The main focus of the service in this area is an aspect of the embedding of British Values into the curriculum around mutual respect and tolerance in line with the Equality Duty 2010.</p>	<p>There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group</p>
Age			<p>Our learners are predominantly aged between 25 and 59 (84.4%). By and large, this age representation reflects the target demographics of the service. We do not for example, offer 16-19 provision currently. Analysis of enrolment data, success rates and learner feedback does not indicate that small changes in fees carry specific implications for various age demographics, other than those we target specifically through sub-</p>	<p>There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group</p>

			contracted CL provision where fees do not apply.	
Disability			The RAS data for disability enables us to analyse data by a range of disabilities and compare them with a group disclosing as 'none'. Success rates for learners with disability compare favourably with those for learners with no disability. The spread of learners with disabilities across accredited and non- accredited courses mirrors the general trend, with the exception of some groups where the number of learners is statistically insignificant.	There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group
Race & Ethnicity			The service analyses participation and achievement data by broad ethnic groups as well as by specific groups, where gaps in achievement affect a significant number of learners from particular groups. For 2014-15, (with an identical 2% fee rise) participation numbers	There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group

			<p>increased in each group except the White group showing an insignificant drop by 10 learners.</p> <p>Success rates in 2014-15 have increased for all groups and closely aligned to the service average of 89.6% with a narrow gap of 1.8% for the Black ethnic group. The largest gap between groups and the service average is of 3.6% for the other ethnic groups. Analysis shows the gap in achievement for this group is mainly on non-accredited provision. The learners are predominately attending Family Learning and modern foreign languages programmes where lower retention rates impact on success.</p>	
Sexual Orientation			<p>The service does not collect data by sexual orientation (this is not required by SFA), but achievement data analysis by 'special groups' against the overall service average of</p>	<p>There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group</p>

			89.6% shows an insignificant achievement gap, accounted for by withdrawal of one learner being a disproportionate impact on the success rate for that group.	
Religion or Belief (or No Belief)			The service does not collect enrolment data on religion or belief. The main focus of the service in this area is an aspect of the embedding of British Values into the curriculum around mutual respect and tolerance in line with the Equality Duty 2010.	There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group
Pregnancy & Maternity			The service does not collect data for this group at enrolment	There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group
Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))			The service does not collect data for this category at enrolment	There is no evidence that a 2% rise on some CL provision will impact either positively or negatively for this protected group

Stage 6 - Initial Impact analysis

Actions to mitigate, advance equality or fill gaps in information

The first, and most salient point, in our analysis is that the fee increases are minimal as can be seen below in our fee analysis for three exemplar Community Learning courses:

Fee Analysis

		Current Learner Fee	% increase			
			£75	2%	3%	4%
			Adj. Fee per learner	£	£	£
				76.50	77.25	78.00
Curriculum	Course Name	No. of Learners	Total - Current fees	Additional Amount		
				£	£	£
Well Being (Yoga)	Course 1	10	£750	15.00	22.50	30.00
	Course 2	20	£1,500	30.00	45.00	60.00
	Course 3	30	£2,250	45.00	67.50	90.00
Totals		60	£ 4,500.00	£ 90.00	£ 135.00	£ 180.00

		Current Learner Fee	% increase			
			£60	2%	3%	4%
			Adj. Fee per learner	£	£	£
				61.20	61.80	62.40
Curriculum	Course Name	No. of Learners	Total - Current fees	Additional Amount		

1. No actions necessary

ICT	Course 1	10	£600	£ 12.00	£ 18.00	£ 24.00
	Course 2	20	£1,200	£ 24.00	£ 36.00	£ 48.00
	Course 3	30	£1,800	£ 36.00	£ 54.00	£ 72.00
	Totals	60	£3,600.00	£72.00	£108.00	£144.00

So typically, a 2% rise in fees for a course costing £90 will result in an increase of £1.80. For a course costing £60 the increase will be £1.60. It is our view (and indeed our experience in previous years) that fee rises of this order do not act as a deterrent to enrolment for any of the protected groups. Our experience from previous years is that despite fee increases (if modest), our ability to reach residents most in need is undiminished. For example for this last academic year (AY), an overall of 73.5% (up by 2% over 2014/15) of the learners on programmes are from 5% to 20% most deprived super output areas, including Northumberland Park which is amongst the 2% to 3 % most deprived wards nationally. This was achieved despite a fee increase of 2% - an identical rate to the rise proposed this year. The more significant fee rates are on ASB (accredited) provision and are set by our funder. Despite this provision costing more, success rates for accredited programmes increased from 81.5% in 2013/14 to 89.6%. These rates hold up when analysed by protected group and there is no evidence of learners from protected groups being less likely to enrol on the ASB courses.

Breakdown of data by funding stream shows participation by learners from 20% most deprived SOAs is equally high for both accredited (71.8%) and non-accredited (74.6%) provision, showing no difference therefore for courses that were subject to last year's 2% rise. Curriculum level data table below shows successful targeting of Maths, English, ESOL and Family Learning programmes at residents most in need.

	% Haringey residents from 20% most deprived
Maths	78.4%
English	79.3%
ESOL	71.6%

Family Learning	86%		
<p>79.5 % of the service provision is directly delivered and 20.5 % is sub contracted through competitive commissioning with community or voluntary sector providers. The organisations supported include specialist organisation such as Different Strokes, and MIND, as well as others offering employability and confidence building learning for women (JAN Trust) or unemployed residents. Much of our sub-contracted provision delivered in partnership does not carry fees, ensuring access and participation for residents in deprived areas.</p>			

Stage 7 - Consultation and follow up data from actions set above	
Data Source (include link where published)	What does this data include?
<p>Consultation with learners is through regular 'learner voice' activity through the year. We will continue to include in our dialogue with learners questions about course fees. We have student representation on our new Advisory Group and have introduced a new Class Rep system to improve dialogue with learners,</p>	

Stage 9 - Equality Impact Assessment Review Log

Review approved by Director / Assistant Director	<input type="text"/>	Date of review	<input type="text"/>
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Stage 10 – Publication

Ensure the completed EqIA is published in accordance with the Council’s policy.