

Equality Impact Assessment Form

Fees Policy 2013/14

Please refer to the guidance when filling in this form which can be found by clicking on the link below

<http://sheffield.net/managers/equalitydiversity/equality-impact-assessments>

Sheffield City Council Equality Impact Assessment (EIA) Form

PART 1: Details and purpose of function/policy/procedure/ procurement/strategy/project (to be referred to collectively as “policy or project” in this form). This section must be completed

Policy or Project title: Adult Learning Fees Policy	Portfolio/s: CYPF Service Area/s: LIEFELONG LEARNING SKILLS AND COMMUNITIES
Is this policy or project: Existing (*delete as appropriate)	
Person responsible for the policy or project: Dee Desgranges Person responsible for completing a full EIA if appropriate: Dee Desgranges	
Are there any other people involved in the EIA – for example, as part of peer review/external challenge The Skills Funding Agency	
What are the main aims, purpose and outcomes of the policy or project, how do these fit in with the wider aims of the Council? This is to set out the Lifelong Learning Skills and Communities fees policy for adult learning for the academic year 2013/14 in response to the SFA Funding Guidelines and our requirement to provide a universal adult learning offer in Sheffield in which those who can afford to pay will be charged. Many courses remain free at the point of delivery. All fees collected are used to provide additional learning opportunities.	
Will this policy or project have any implications on other procedures/projects/strategies etc of the City Council? e.g. The Corporate Plan http://sheffield.net/performance--statistics/a-city-of-opportunity-corporate-plan-2008-11 If funds are available Community Assembly areas may decide to offer Learner Bursaries to support adults to access learning where they are required to pay fees.	
Are there any implications on our statutory duties? e.g. social care or homeless eligibility criteria (see guidance.) no	

Page 270

Will the aims identified above have workforce implications, either for existing members of staff e.g. additional training requirements or involve the recruitment of additional staff? (see [guidance](#))

no

PART 2: Initial Impact Assessment

Complete this part to evaluate whether you should proceed to a full EIA. If you know your policy or project will have any significant impact whether positive or negative on communities of interest, please fill in Part 2 and Part 3.

A. Will the aims identified in Part 1 affect our statutory equality or human rights duties (please refer to both positive and negative changes) to:

a) Advance equality of opportunity?	e) Promote understanding & tackle prejudice
b) Encourage participation in public life and activity	f) Eliminate discrimination?
c) Consider reasonable adjustments for disabled people?	g) Eliminate harassment or victimisation?
d) Promote and protect human rights?	h) Foster good community relations?
i) Include measures to promote equal pay, ensure fair promotion, development opportunities and tackle occupational segregation	

If so, please comment..

By delivering many free courses and by keeping the fees as low as practically possible we will ensure that the most disadvantaged citizens can access learning opportunities to improve their life chances and those of their families. This promotes community cohesion and builds the skills and confidence required for employment

B. Are the particular communities or groups below likely to have different needs, experiences and attitudes in relation to the project? Is there any significant cohesion or social inclusion issues for the project? (*please tick as appropriate)

Black & Minority Ethnic	X	Disabled	Women or Men	X	People of different Ages	X	Religion/ Belief	X
Sexual Orientation		Carers	Socio Economic Status/Inclusion				Transgender	
Pregnant Women		Married or Civil Partnered	X	Community Cohesion	X	Other		

C. Will your project/policy have any impact on workforce implications? If so, how might they impact workforce diversity?

no

Please briefly detail any evidence you have used to reach your assessments:

- Skills Funding Agency allocations and guidance for fee remission.

If the EIA is not being done at the start of the policy or project please give reasons for the delay:

Date for review: April 2014

Page 272

If you have identified any significant impacts under sections 2A or 2B then you will need to proceed to a full EIA in PART 3.

If you have not identified any significant impact you do not need to conduct a full EIA.

Please note - this decision still needs to be cleared (signed off) by the officer in your Portfolio responsible for signing off EIAs.

I have now considered the equality implications of my policy or project and **I will / will not (*delete as appropriate)** proceed to carry out a Full Impact Assessment.

Date of EIA form (Parts 1 and 2) completed:

Signed (Officer completing the form): *Dee Desgranges*

Date: 19.3.2013

Signed (EIA Responsible Officer):

Date:

Once you've completed the Full EIA

- The officer responsible for signing off EIAs in your Portfolio will need to see a final copy of the EIA and any associated reports (e.g. Cabinet Reports) which it refers to, so that they can formally approve and sign it off. For Cabinet reports, Band As/Bs and other projects requiring reports - bring together a very brief summary of the most important aspects of the EIA and add it to the report in

the section titled 'Equality of Opportunity Implications'.

- Please keep the completed EIA form and monitor actions appropriately. Portfolio / equality representatives/officers may ask you to provide evidence that you have done this.
- Make sure that everyone who needs a copy of the EIA has one (e.g. Members, officers working towards action points; project steering groups; other Portfolios, or services (if the EIA concerns from outside your own Portfolio or service)

Signed (Officer completing the form): *Dee Desgranges*

Signed (EIA Responsible Officer for Portfolio) : B Khan

Date:27/6/11

PART 3: Full EIA

1. Identify what impact the policy or project has on particular Communities of Interest
It may be helpful to refer to the Equality Pages on the Internet by [clicking here](#).

Page 273

Group or issue (Click on the each stand to reach the relevant internet pages)	Note - Impact positive or negative for the following groups	Note evidence used to support your statement? E.g. satisfaction survey; national research	Note consultation, who, when, how and results	Note actions to limit the negative impact or increase the positive impact?
<u>Black & Minority Ethnic People</u>	There may be a negative impact in charging fees. This may disproportionately affect BME women.	National activity in relation to ESOL learning, NIACE consultation etc	ESOL survey of providers plus consultation with Community Assemblies	strategic approach to planning provision to cover those who fall out of fee remission categories.
<u>Disabled People</u>	Some classes specifically for adults with metal health issues remain free			.
<u>Women and Men</u> (Include pregnancy and maternity issues)	There is a negative impact on BME women and particularly women ESOL learners who may be unable to prove their economic status required for fee remission and eligibility criteria	National activity in relation to ESOL learning, NIACE consultation etc	ESOL survey of providers plus consultation with Community Assemblies	strategic approach to planning provision to cover those who fall out of fee remission categories.

<u>Lesbian, Gay & Bisexual</u>	There is no direct negative impact, however, LGB people include men and women who may be BME.			As above.
<u>Transgender People</u>	There is no direct negative impact, however, trans people may be BME.			As above.
<u>Religion and Belief Groups</u>	Though there is no direct negative impact, the charging of fees and application of eligibility criteria may indirectly negatively affect a disproportionate number of learners from particular religions and beliefs	See evidence under BME.		As above.
<u>People of different ages</u>	Learners over the age of 24 on level 3 courses will have to pay fees from August 2013	SfA Funding Regulations	n/a	Bursaries may be available for some learners. Student Loans company campaign nationally
Socio Economic Status	Negative impact of the charging of fees and application of eligibility criteria for those in work but on low incomes who are not entitled to fee remission, or people on incapacity benefits	National activity in relation to ESOL learning, NIACE consultation etc	ESOL survey of providers plus consultation with Community Assemblies	strategic approach to planning provision to cover those who fall out of fee remission categories.
Workforce Diversity	Negative impact of the charging of fees and application of eligibility criteria will impact particularly on BME female adults who may wish to enter employment but are lacking in English language skills required in the workplace. There is also the potential negative impact on the teaching workforce which is more likely to be female.	National activity in relation to ESOL learning, NIACE consultation etc	ESOL survey of providers plus consultation with Community Assemblies	strategic approach to planning provision to cover those who fall out of fee remission categories.
Other issues e.g. cohesion, social inclusion, carers etc	Negative impact of the charging of fees and application of eligibility criteria and inability to access ESOL learning will have a profound effect on the integration and inclusion of some BME groups and has an overall negative impact on social cohesion. Adults with very limited English language are likely to feel isolated, be unable to access services and employment and be economically independent	National activity in relation to ESOL learning, NIACE consultation etc	ESOL survey of providers plus consultation with Community Assemblies	strategic approach to planning provision to cover those who fall out of fee remission categories.
If you have identified potential negative impact for any group please discuss with your Portfolio equality rep, as this may have potential legal implications for the Council. You will then need to make immediate changes to address this.				

Did you or your Portfolio rep identify any potential adverse practices? **NO** (*please delete as appropriate)

2. EIA Action Plan

In the table above (section 1 of Part 3) you identified what actions you needed to take to promote positive impacts or reduce negative impacts for all groups. Please use the plan below to record these actions and to make sure that they are specific, measurable, achievable, realistic and time bound.

Group or issue	What action is required?	Who will lead?	What is the timescale?	Progress / date completed
Black & Minority Ethnic people	<p>Maintain fees at current level in most areas with small increase in others and plan strategic approach to planning provision to cover those who fall out of fee remission categories.</p> <p>Review effectiveness of our approach to mitigate negative impact.</p>	SCC	Sept 2013 – July 2014	
Disabled people	<p>Raise fees only slightly for some courses and plan strategic approach to planning provision to cover those who fall out of fee remission categories.</p>	SCC	Sept 2013 – July 2014	
Women & Men (Include pregnancy and maternity issues)	<p>Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories.</p> <p>Plan a network of conversation classes for women wishing to have social contact but not move towards an ESOL qualification. Learning Champions to direct to classes and organise volunteers/rooms etc</p> <p>Review effectiveness of our approach to mitigate negative impact.</p>	SCC	Sept 2013 – July 2014	
Lesbian, Gay & Bisexual People	<p>Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories.</p>	SCC	Sept 2013 – July 2014	

Group or issue	What action is required?	Who will lead?	What is the timescale?	Progress / date completed
Transgender people	Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories.	SCC	Sept 2013 – July 2014	
Religion / belief groups	Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories.	SCC	Sept 2013 – July 2014	
People of different ages (Younger/ older etc)	Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories. Plan a network of conversation classes for older people wishing to have social contact but not move towards an ESOL qualification. Learning Champions to direct to classes and organise volunteers/rooms etc Monitor impact of 24 plus loans for level three and above programmes	SCC	Sept 2013 – July 2014	
Socio Economic Status	Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories. Review effectiveness of our approach to mitigate negative impact.	SCC	Sept 2013 – July 2014	
Workforce Diversity	Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories.	SCC	Sept 2013 – July 2014	
Other equality issues e.g. cohesion, social inclusion, carers etc.	Raise fees only slightly and plan strategic approach to planning provision to cover those who fall out of fee remission categories. Review effectiveness of our approach to mitigate negative impact.	SCC	Sept 2013 – July 2014	