

Equality and Consultation Analysis Template

Guidance for completion

- Equality analysis is a way of considering the effect on different groups protected from discrimination by the Equality Act 2010, during the Council's decision making processes.
- These 'protected groups' are those defined by race, age, gender, disability, sexual orientation, gender reassignment, religion or belief, pregnancy, maternity or breastfeeding.
- Please remember to consider children and young people as a specific group that you may need to consider the impact on, and engage with during this analysis.
- Equality analysis will help you consider whether the decision you want to take:
 - will have unintended consequences for some groups; and
 - if the service or policy will be fully effective for all target groups.
- The Council also has a statutory duty to consult.
- This equality and consultation analysis template will require you to demonstrate how equality information and the findings from consultation with protected groups and others, has been used to understand the actual or potential effect of your service or policy on the protected groups and to inform decisions taken.
- The template should summarise key issues arising from information that has been collected, analysed and included in other key documents e.g. Needs Analysis, Baseline Reports etc.
- This form should be completed on an ongoing basis at each stage of any formal decision making process. Failure to comply with this will put the Council (and specifically the elected member or officer making the decision) at risk of judicial review.
- For further help and support please contact Helen Shankster on 7683 4371 (consultation advice), Sheila Bates on 7683 1432 (CLYP consultation advice) or Jaspal Mann on 7683 3112 (equalities advice).

Context

Name of analysis	24+ Advanced Learning Loans Fees & Bursary Fund - Adult Education Service
Officer completing analysis	Heather Blevins
Date	5 March 2013

1. Briefly describe the area of work this analysis relates to:

The Government, via the Skills Funding Agency, will be introducing a loans system, in line with already existing Higher Education loans with effect from August 2013 for all learners aged 24+ who wish to undertake a course at Level 3 or above. Colleges and training providers have also been allocated funds to help vulnerable learners meet the costs of courses. This bursary fund is a discretionary fund to support learners with the costs of transport, childcare and/or books & equipment.

Scoping the analysis

2. Who are the key stakeholders, both existing and potential, that could be impacted by this work?

Learners aged 24+
FE colleges, training providers

3. From the list above, which of these constitute protected groups?

Learners aged 24+

4. Which of the key stakeholders (including representatives of protected groups) will need to be kept informed, consulted or actively involved in this area of work?

Key Stakeholder	Type of Involvement*	Method(s) used
Learners aged 24+	Information	Written communication e.g. posters, leaflets, adverts, Verbal communication e.g. advice and guidance from tutors at enquiry/interview stage for a course

* Information, Consultation or Involvement

5. Which, if any, parts of the general equality duty is the service relevant to? Please mark with an 'X'.



Eliminate discrimination, harassment and victimisation.



Advance equality of opportunity between people who share relevant protected characteristics and those who do not.



Foster good relations between people who share relevant protected characteristics and those who do not.

6. What information is available to be used as part of this analysis?

Equality Impact Analysis completed by the Department for Business Innovation & Skills completed in 2012 with regards to 24+ Advanced Learning Loans (copy attached for information).

Existing data on current learners in the Service accessing Level 3 courses:

Gender: female = 71, male = 6

Race: African = 1; any other White = 2; Bangladeshi = 1; White English = 61; Indian = 7, Irish = 2; White Asian = 2, White & Black Caribbean = 1

Age: under 24= 8; 24-30 = 9; 31-40 = 26; 41-50 = 27; 51-60 = 6; 61+ = 2.

7. What are the information gaps?

Information is not available in the BIS EIA with regards to the following categories: sexual orientation, gender reassignment, pregnancy and maternity or breastfeeding.

Information is not currently collected on AES learners in the following categories: sexual orientation, gender reassignment, religion or belief, pregnancy and maternity or breastfeeding.

Data analysis

8. Please summarise below the key issues that your data is telling you.

Issues from BIS EIA

Race - no evidence has been found to suggest that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought they might face barriers, problems or issues relating to ethnicity as a result of the introduction of 24+ Advanced Learning Loans).

Religion or belief - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought they might face barriers, problems or issues relating to race, religion or belief, as a result of the introduction of 24+ Advanced Learning Loans).

Disability - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (5% thought that people with disabilities might face barriers, problems or issues as a result of the introduction of 24+ Advanced Learning Loans).

Gender - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought that gender might raise barriers, problems or issues as a result of the introduction of 24+ Advanced Learning Loans).

Age - Most people felt that they would not be put off taking out a 24+ Advanced Learning Loan once they understood the full details. However those aged 40 and over seeking a route back into the labour market were still negative. BIS will closely monitor the take up of 24+ Advanced Learning Loans by this group and consider further action as necessary.

Alternative Finance systems - to meet the concerns of members of religious groups and those more generally opposed in principle to paying interest on a loan, BIS has investigated Alternative Finance systems for both HE loans and 24+ Advanced Learning Loans which do not formally involve interest, but ensure that the overall repayments are identical. BIS is currently exploring legislative options to enable the Secretary of State to implement an alternative finance system.

Issues linked to AES learners

There is a wide range in both race and age of learners accessing Level 3 courses but as the majority of learners accessing Level 3 courses are aged 24+ they will be affected by the changes in funding arrangement.

Generating and evaluating options

9. What are the different options being proposed to stakeholders?

There is only one option being proposed with regards to both the loan structure (fees) and the bursary fund as this is what has been stipulated by the Government.

10. How will the options impact on protected groups or those experiencing deprivation?

The bursary fund will support them to access learning opportunities that they may not be able to do so otherwise.

The loan structure will allow learners to access learning opportunities that they may not be able to do so otherwise and learners will not be required to pay back any of their loan until they are earning £21,000/annum.

11. Please detail how you could mitigate any negative impacts.

N/A

12. Identify which contractors or service users would be negatively affected by the options

None.

Formal consultation

13. Who took part in the consultation? *Please also specify representatives of any protected groups.*

No consultation has been undertaken by AES as a government consultation took place in August 2011 by the Department for Business, Innovation & Skills when the introduction of loans were announced and have since been implemented.

14. What were the key findings of the consultation?

24+ Advanced Learning Loans are likely to have a disproportionate impact on black and minority ethnic students and groups for whom English is not their first language.

There is an issue for some people about borrowing funds which attract above inflation interest, particularly in Muslim and Christian communities.

Some Learners with Learning Difficulties and/or Disabilities (LLDDs) may take longer to complete Level 2 courses and so may already be 24 when they commence courses at Level 3.

Women will be disproportionately affected because they make up the majority of adult learners studying at Level 3 or above, including women returning to learning to re-skill or change career.

There is an inherent unfairness that some people are able to access free education at a young age, whilst adult learners who chose to undertake a course at a later point would have to pay.

Government should establish benchmarking studies so that the effect of change on demand from particular groups of learners could be measured.

15. Are there any gaps in the consultation?

N/A

16. Following the consultation, what additional equality issues have emerged?

See 8 above.

17. Which of the options have changed following consultation and equality analysis, and how?

N/A

Equality impact of final option

18. Please confirm below which option has been chosen for implementation.

See 9 above.

19. Please indicate which of the following best describes the equality impact of this analysis.

There will be no equality impact if the proposed option is implemented.



There will be **positive equality impact** if the proposed option is implemented.



There will be **negative equality impact** if the preferred option is implemented, but this can be objectively justified.

Please state clearly what this justification is and what steps will be taken to ameliorate the negative impact.

[Click **here** and type]

20. What will be the impact on the workforce following implementation of the final option? Please make reference to relevant equality groups (with protected characteristics under the Equality Act).

N/A - does not impact on workforce.

Formal decision-making process

Please detail below the committees, boards or panels that have considered this analysis

Name	Date	Chair	Decision taken
N/A - has been discussed within Adult Education Service and implementation will be in line with the Skills Funding Agency guidelines.			

Approval

This equality analysis has been completed by:

Officer

Heather Blevins

Service Manager

Heather Blevins

Note: Failure to comply with duties on equalities and consultation will put the Council (and specifically the elected member or officer making the decision) at risk of judicial review

Director

Elected Member

Date

Monitoring and review

This section should be completed 6-12 months after implementation

- a) Please summarise below the most up to date monitoring information for the newly implemented service, by reference to relevant protected groups.**

[Click **here** and type]

- b) What have been the actual equality impacts on service users following implementation?**

Analyse current data relating to the service and think about the impact on key protected groups: race, sex, disability, age, sexual orientation, religion or belief, pregnancy or maternity, gender reassignment.

It may help to answer the following questions: Since implementation

- Have there been any areas of low or high take-up by different groups of people?
- Has the newly implemented service affect different groups disproportionately?
- Is the new service disadvantaging people from a particular group?
- Is any part of the new service discriminating unlawfully?

[Click **here** and type]

- c) What have been the actual equality impacts on the workforce since implementation?**

[Click **here** and type]

**Equality Analysis and Consultation Template
July 2012 · Version 2.0.1**

**The latest version of this template can be found at:
<http://beacon.coventry.gov.uk/equalityanddiversity/>
*Please ensure you are using the latest version of the template.***