

Equality Analysis



What are the proposals being assessed?	Merton Adult Education Options Appraisal
Which Department/ Division has the responsibility for this?	Community and Housing / Merton Adult Education

Stage 1: Overview	
Name and job title of lead officer	Gareth Young; Business Partner – Community and Housing Department
1. What are the aims, objectives and desired outcomes of your proposal? (Also explain proposals e.g. reduction/removal of service, deletion of posts, changing criteria etc)	<p>We are proposing to consult with the public about potential future options for the delivery of Adult Education in Merton. The aim of the work is to ensure that we have a long-term financially viable resilient service able to continue delivering high quality adult education to Merton residents. The options being considered are as follows:</p> <ul style="list-style-type: none"> • MAE continues as it currently is: LBM continue to directly deliver the service and bear the financial risk of future SFA funding reductions • Merton Council forms a shared service with South Thames College (Merton Campus): The two colleges attract their funding in the usual way but share back office and management functions. • Merton Adult Education forms a shared service with another local authority managed college (such as SCOLA): The two colleges attract their funding in the usual way but share back office and management functions. • Merton becomes a commissioner of Adult Education Services: Commissioned services continue to be delivered in Merton. • Merton ceases to be a provider and instead becomes a commissioner of Adult Education Services; partnering with the London Borough of Wandsworth to deliver this commissioning function. Commissioned services continue to be delivered in Merton in partnership with Wandsworth. • Merton ceases to offer adult education services. <p>At this stage we are in the consultation phase and thus are keen to ensure that we consult with Merton residents and other stakeholders in an open and transparent process.</p>
2. How does this contribute to the council’s corporate priorities?	<p>Merton Adult Education contributed to numerous Community Plan priorities; contributing to bridging the gap between the east and west of the Borough, supporting ambitions to help residents back into work, assisting them to live a healthy and happy life and contributing to Merton the community.</p> <p>We are committed to continuing with adult education in Merton and the options being consulted on are all designed (bar the specifically excluded option 6) to ensure the long term sustainability and viability of the service.</p>
3. Who will be affected by this proposal? For example who are	The options being proposed, should one of them be adopted, would impact on the following groups of people:

<p>the external/internal customers, communities, partners, stakeholders, the workforce etc.</p>	<ul style="list-style-type: none"> • Staff at MAE • Learners who currently study at MAE • Residents who may potentially opt to take Merton provided Adult Education courses in the future • Our partners who are mentioned within the options: South Thames College, LB Sutton, LB Wandsworth, numerous small learning providers • Other partners that MAE currently work with • The Skills Funding Agency
<p>4. Is the responsibility shared with another department, authority or organisation? If so, who are the partners and who has overall responsibility?</p>	<p>Currently, the service is provided by the in house MAE team although they do partner with a number of other organisations (detailed within the Cabinet Paper)</p> <p>Merton has overall responsibility</p> <p>The options appraisal is at consultation phase and whilst we will ask partners to work with us to spread the message and ensure a wide range of people are able to respond this is being managed internally.</p>

Stage 2: Collecting evidence/ data

5. What evidence have you considered as part of this assessment?

Provide details of the information you have reviewed to determine the impact your proposal would have on the protected characteristics (equality groups).

The work so far has been in determining options for potential delivery.

The consultation will allow us to engage with learners and get a sense of any potential implications the changes may have.

It is worth saying at this stage that, bar the rejected option 6, all of the proposed options anticipate that the current course composition would be replicated through the alternative models, save for the normal year to year changes. However, these courses may be provided by different educational providers and delivered at different locations. Again, all of this is dependent on the model chosen and that is subject to the consultation.

Stage 3: Assessing impact and analysis

6. From the evidence you have considered, what areas of concern have you identified regarding the potential negative and positive impact on one or more protected characteristics (equality groups)?

Protected characteristic (equality group)	Tick which applies		Tick which applies		Reason Briefly explain what positive or negative impact has been identified
	Positive impact		Potential negative impact		
	Yes	No	Yes	No	
Age		/	/		There may be an implication for staff if the decision leads to redundancies.
Disability	/		/		It all depends on the model chosen but the MAE facility currently provides courses for individuals with disabilities. Any new model needs to consider how these courses can be replicated and the facilities etc organised to meet the needs of this group. It is possible that the future model, depending on how it is structured, could also be an improvement. There may also be an implication for staff if the decision leads to redundancies.
Gender Reassignment		/	/		There may be an implication for staff if the decision leads to redundancies.
Marriage and Civil Partnership		/	/		There may be an implication for staff if the decision leads to redundancies.
Pregnancy and Maternity		/	/		There may be an implication for staff if the decision leads to redundancies.
Race	/		/		It all depends on the model chosen but the MAE facility currently provides

					<p>courses that are taken by individuals from BME groups (38.1% of learners). Any new model needs to consider how these courses and opportunities can be replicated. It is possible that the future model, depending on how it is structured, could also provide greater opportunities for this group.</p> <p>There may also be an implication for staff if the decision leads to redundancies.</p>
Religion/ belief		/	/		There may be an implication for staff if the decision leads to redundancies.
Sex (Gender)		/	/		There may be an implication for staff if the decision leads to redundancies.
Sexual orientation		/	/		There may be an implication for staff if the decision leads to redundancies.
Socio-economic status	/		/		It all depends on the model chosen but adult education has the potential to make a substantial contribution to bridging the gap between the East and the West of the Borough and supporting people into work. Any new model needs to consider how opportunities, including courses and facilities, can be made available to all residents and especially to those who would most benefit from these courses. It is possible that the future model, depending on how it is structured, could be an improvement.

7. If you have identified a negative impact, how do you plan to mitigate it?

The actions we take will be dependent on the decision made and the consultation results. However, it is clear that the implementation of any model will require a thorough EA to ensure that the issues raised through that are picked up and monitored. Particularly relevant will be monitoring the impact on learners with disabilities, learners from less affluent areas of the borough, individuals from BME communities and the impact on staff from various protected groups should the model chosen lead to redundancies.

Stage 4: Conclusion of the Equality Analysis

8. Which of the following statements best describe the outcome of the EA (Tick one box only)

Please refer to the guidance for carrying out Equality Impact Assessments is available on the intranet for further information about these outcomes and what they mean for your proposal

- Outcome 1** – The EA has not identified any potential for discrimination or negative impact and all opportunities to promote equality are being addressed. **No changes are required.**
- Outcome 2** – The EA has identified adjustments to remove negative impact or to better promote equality. **Actions you propose to take to do this should be included in the Action Plan.**
- Outcome 3** – The EA has identified some potential for negative impact or some missed opportunities to promote equality and it may not be possible to mitigate this fully. **If you propose to continue with proposals you must include the justification for this in Section 10 below, and include actions you propose to take to remove negative impact or to better promote equality in the Action Plan. You must ensure that your proposed action is in line with the PSED to have 'due regard' and you are advised to seek Legal Advice.**
- Outcome 4** – The EA shows actual or potential unlawful discrimination. **Stop and rethink your proposals.**

Stage 5: Improvement Action Plan

9. Equality Analysis Improvement Action Plan template – Making adjustments for negative impact

This action plan should be completed after the analysis and should outline action(s) to be taken to mitigate the potential negative impact identified (expanding on information provided in Section 7 above).

Negative impact/ gap in information identified in the Equality Analysis	Action required to mitigate	How will you know this is achieved? e.g. performance measure/ target)	By when	Existing or additional resources ?	Lead Officer	Action added to divisional/ team plan?
Potential impact on learners with disabilities	Full EA to accompany recommendation to Cabinet in January; tailored questionnaires to be part of consultation	<ul style="list-style-type: none"> • Full EA delivered • Tailored consultation approach delivered 	Jan 15	Existing	Gareth Young	No
			Nov 15	Existing	Kris Witherington	No
Potential impact on learners based on socio-economic status	Full EA to accompany recommendation to Cabinet in January	<ul style="list-style-type: none"> • Full EA delivered 	Jan 15	Existing	Gareth Young	No
Potential impact on various groups due to staff restructuring	Full EA to accompany recommendation to Cabinet and more focused EA to accompany any future staff reorganisation in line with corporate policies	<ul style="list-style-type: none"> • Full EA delivered • Staff consultation EA delivered (if necessary) 	Jan 15	Existing	Gareth Young	No
			TBC	TBC	TBC	No

Note that the full impact of the decision may only be known after the proposals have been implemented; therefore it is important the effective monitoring is in place to assess the impact.

Stage 6: Reporting outcomes

10. Summary of the equality analysis

This section can also be used in your decision making reports (CMT/Cabinet/etc) but you must also attach the assessment to the report, or provide a hyperlink

This Equality Analysis has resulted in an Outcome 2 Assessment

This EA is produced at an early stage of the options appraisal stage and should be used as the basis for the analysis of consultation responses and to form the basis of a finalised EA which is to accompany a recommendation to Cabinet in January.

Nonetheless, it has identified particular areas to focus on namely:

- Learners with disabilities
- Learners from the East of the Borough and lower socio-economic groups who might benefit from the College to help them into employment opportunities
- Staff from various equalities groups who might be impacted by any potential restructure

All of the above is dependent on the model chosen and will be informed by the consultation.

Stage 7: Sign off by Director/ Head of Service

Assessment completed by	Gareth Young / Business Partner	Signature:	Date: 21.11.14
Improvement action plan signed off by Director/ Head of Service	Simon Williams	Signature:	Date: 24.11.14