

EQUALITY ANALYSIS

Please refer to Part 2 of the Equality Analysis Guidance

Name of Policy/Decision/Project/Activity:	Alternative Service Delivery Model for ITeC and Riverside Training
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Equality Analysis completed by:	Responsible Officer:
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Date: 7 March 2014	Date: 10 March 2014

Is this a:	Policy	()	Strategy	()	Function	()	Service	(X)	Project	()	Other	()
Is it:	New/Proposed	()	Changing/Being Reviewed	(X)	Other	()						

1. Purpose and Scope

Purpose and Scope

In this section outline briefly what the policy, decision or activity is, what the intended outcomes/benefits (linked to the Corporate Outcomes Framework) are and over what period of time will the outcomes be achieved. Why does it need to be implemented or revised?

The Council has directly delivered a wide range of training, including Apprenticeships to both young people and adults and Foundation Learning within the current Study Programme to young people aged 16-18, for over 30 years. This provision has been delivered by two training centres, Riverside Training and ITeC. Both centres have supported the Council's corporate outcomes and themes - People (a city with high levels of skills and educational attainment and participation) and Economy (an inclusive city economy – for all ages). This includes the delivery to the Council's intended demographic target (disadvantaged and vulnerable people, including NEETs and people with low or no skills).

In December 2012, EMT agreed that although the training centres played a significant role in the provision of training to the Council's demographic target, they are not considered core business. A service review completed in 2012 concluded that an alternative service delivery model should be considered. The feasibility of externalising the service and setting up a community interest company (CIC) was explored and approved by Cabinet in June 2013. However, due to poor trading conditions and a steep decline in learners, this model was no longer seen to be financially viable and this was reported to EMT in December 2013

An alternative model is now under consideration. There are two main aspects to this model. The first involves the Council's contract with the SFA to deliver Apprenticeships to young people aged 16 – 18. For this funding source and client group, the Council will look to commission delivery through external third party providers. Direct delivery by the Council will cease on 31 July 2014.

The second involves the Council acting as a sub-contractor to Springboard Training, to deliver the Study Programme to 16 – 18 year olds. The proposal is to cease this arrangement at the end of the current contract period on 31 July 2014. Springboard will then look to reallocate our portion of the contract to other delivery agents across the city, thus sustaining the level of provision.

Intelligence and Information

What sources of information have been used to inform this assessment/analysis? This should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence.

- Business Plan: Training Centres, ITeC and Riverside Training, August 2013 – July 2016. This includes Appendix 2 which gives an analysis of the socio-economic impact, demonstrating how the centres deliver to Sunderland's disadvantaged communities over the last 3 years from 2009-10.
 - Business Case: Training Centres, March 2013
 - Mutuels, Co-operatives and Social Enterprises: Legal Structures, Options and Implications, Sunderland ITeC Training Centres: SES, March 2013
 - 'Alternative Social Enterprise Models suitable for adoption by the Council's Training Centres – ITeC and Riverside Training': SES, May 2012
- Cabinet Report, Establishing an Alternative Training Delivery Model for ITeC and Riverside Training, June 2013
- EMT report, Training Centres – Project Review, 17th December 2013.

2. Analysis of Impact on People

This section offers an opportunity to assess the intended and potential impact of the policy, decision or activity on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, negative or neutral impacts on the specific groups below. In this assessment it is important to remember the Council is required to give due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	<p>The Council will retain contractual responsibility, hence influence over, the delivery of Apprenticeships to learners aged 16-18 and so will be able to ensure the delivery of these programmes remain at a high level of quality, as well as targeting engagement and participation in employment sectors which are economically important to the city.</p> <p>By aligning the commissioning of 16-18 Apprenticeships with the Family, Adult and Community Learning team, the Council will be able to encourage greater progression of learners from FACL courses into apprenticeship routes. It will bring a stronger “economic” focus to FACL’s commissioning strategy.</p> <p>The Council will be able to share with successful bidders not only best practice in apprenticeship delivery through conditions built into the commissioning contract, but also new/additional employer contacts that are made through the Council’s interface with the City’s business community.</p> <p>These features will help to create a positive impact for all learners using the service</p>	<p>The service operates on a high ratio of staff to learners. In terms of the Apprenticeship programme, this is generally on a 1:1 basis with every learner being allocated their own assessor. This arrangement tends to contribute to the building of a strong relationship of mutual trust and understanding, whereby any particular needs/issues/problems encountered by the learner can be addressed in a supportive and positive way by their assessor. This delivery style will be continued under the new arrangements. No learners are currently disadvantaged because of any characteristics listed in this document and this will remain in the future.</p>	
Disability			
Gender/Sex			
Marriage and Civil Partnership			
Pregnancy and maternity			
Race/Ethnicity			
Religion/belief			
Sexual Orientation and Trans-gender/ gender identity			

Characteristic	List of Impacts		
	Positive	Neutral	Negative
	<p>going forward and will improve the outcomes, in terms of better skills and qualifications for Sunderland residents, as stated in the Economic Masterplan.</p> <p>The service is used by a broad cross-section of people, who potentially share some or all of the protected characteristics covered by this Equality Impact Assessment. On this basis, it is expected that there will be a positive impact for all groups.</p>		

Other individuals or groups impacted on:

The policy or action may also have an impact on other groups or individuals which are not covered by the statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

Of key importance in the process to establish an alternative delivery model for the training centres is to continue and sustain delivery to the Council's intended demographic target of disadvantaged and vulnerable people.

ITeC and Riverside Training currently offer specialist provision to engage the most deprived residents and ensure none are excluded from the opportunity to improve basic and employability skills. Springboard Training, as the lead contractor for the Study Programme, will have the responsibility to ensure organisations who take over the delivery of the Council's portion of this contract, can continue to engage with and successfully support this client group.

Representatives from Springboard Training attend the Council's Participation and Engagement Group, which has the remit to ensure young people aged 16-18 who are NEET, or at risk of becoming NEET, have access to good quality learning and skills provision and are adequately supported into jobs or training programmes.

Strong relationships exist between Council representatives and the Sunderland City Providers Network, which is a consortium of training providers who operate across the city. Participation in this forum will enable the Council to engage with the network to ensure providers remain aware of the Council's priorities, in terms of engagement with priority groups and focus on key economic sectors.

Gaps in intelligence and information:

Having undertaken the analysis are there any areas of intelligence or information which need to be improved? Please outline and areas where the current information is not complete enough to take a decision. Addressing this gap should be covered in the action plan.

None have been identified.

March 2014

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Responsible Officer: Ian Williams, Director of Business Investment

3. Summary of Impacts and Response to Analysis

Please provide a summary of the overarching impacts that have been highlighted through the analysis process through the three questions below. It is important to recognise that individuals may belong to one or more of these characteristic groups and the combined impact could be greater than any single impact.

Who will the policy/decision/project/activity impact on and who will benefit?

The major client group to be impacted by this service change will be the learners registered with the training centres. It is expected that the impact will be positive for all concerned. This is because the reason for implementing the changes are in order to bring about increased opportunity for business improvements and greater impact. The service will be able to operate more flexibly so that it can respond to user demand (both learners and local employers) more quickly and effectively, thus supporting the economic growth of the city and the corporate outcomes and themes of People and Economy .

Who will not benefit and why not?

No groups have been identified who might not benefit from this alternative service delivery model.

Who should be expected to benefit and why don't they?

As above.

4. Response to Analysis, Action Plan and Monitoring,

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change, continues with the policy/action despite negative implications, adjust the policy/decision/action or stop the policy/action). Please indicate, using the list below, which is proposed.

No Major Change (X) Continue Despite Negative Implications () Adjust the Policy/Decision/Project/Activity () Stop ()

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Action Plan

[illegible]

March 2014