

# Community Impact Assessment

Community Learning Framework 2023 - 2027

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➤ **Equality Assessment**

Protected Characteristics	Benefits	Risks	Mitigations / Recommendations
<p><b>Age</b> - older and younger people</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including ensuring those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Disability</b> - people who are living with different conditions and disabilities, such as: mental</p>	<p><b>All adults 19+ are eligible to engage in</b></p>	<p><b>Some individuals may find the</b></p>	<p><b>Undertake market engagement to ensure the provision is</b></p>

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<p>illnesses, long term conditions, Autism and other neurodiverse conditions, learning disabilities, sensory impairment and physical disabilities.</p>	<p><b>Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>provision less accessible.</b></p>	<p><b>inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Gender reassignment</b> - those people in the process of transitioning from one sex to another</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each</b></p>

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			<p><b>supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Marriage &amp; Civil Partnership</b> - people who are married or in a civil partnership should not be treated differently at work</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have</b></p>

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			<p><b>well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Pregnancy &amp; Maternity</b> - women who are pregnant or who have recently had a baby, including breast feeding mothers</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>

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<p><b>Race</b> - people defined by their race, colour, and nationality (including citizenship) ethnic or national origins</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Religion or Belief</b> - people with any religious or philosophical belief, including a lack of belief. A belief should affect a person's life choices or the way they live for it to be considered</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement</b></p>

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			<p><b>process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Sex</b> - men or women</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response</b></p>

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			<p><b>to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>
<p><b>Sexual orientation</b> - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes</p>	<p><b>All adults 19+ are eligible to engage in Community learning provision. All people will benefit from engagement and participation.</b></p>	<p><b>Some individuals may find the provision less accessible.</b></p>	<p><b>Undertake market engagement to ensure the provision is inclusive and accessible, including those from underrepresented groups are encouraged and supported to participate. The procurement process and ITT Questionnaire will demonstrate how each supplier has considered the equalities impact, the relevant affected groups, based upon protected characteristics and any measures it proposes in response to these impacts. Appoint suppliers of services who have well qualified teaching staff to ensure learners with protective characteristics are just as likely to achieve outcomes as other learners.</b></p>



➤ **Health and Care Assessment**

Key considerations	Benefits	Risks	Mitigations / Recommendations
<p><b>Improved health &amp; Wellbeing</b></p>	<p><b>Community learning programmes support people to engage in learning to develop their personal confidence and improve their wellbeing.</b></p> <p><b>Healthy lifestyles are encouraged through course content.</b></p>	<p><b>Increase in health related issues.</b></p>	<p><b>Through market engagement and consultation the curriculum offer to include relevant health and wellbeing themes: five steps to wellbeing, accessing local health and wellbeing services and other community activities that are relevant to each of the 8 districts of Staffordshire.</b></p>

➤ **Communities Assessment**

<b>Key consideration</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
<p><b>Community Learning provision is delivered across the eight districts of Staffordshire.</b></p> <p><b>ESOL provision is readily available in districts.</b></p>	<p><b>Targeted provision delivered in areas of need across districts.</b></p> <p><b>Provision delivered online and within venues with digital equipment, ie, libraries</b></p>	<p><b>Tender does not attract suppliers of services for Staffordshire Moorlands, Newcastle, South Staffordshire</b></p> <p><b>Lack of Public transport</b></p> <p><b>Direct Delivery Unit lack of capacity to deliver ESOL provision across all districts.</b></p>	<p><b>Positively promote applications for the identified districts.</b></p> <p><b>Continue regular dialogue with Strategic Delivery Managers to ensure timely identification of key issues and to ensure providers of services are well placed to meet the dynamics and demographics of districts.</b></p> <p><b>Use local knowledge of Elected members to understand need and promote Community Learning.</b></p> <p><b>Engage with potential suppliers who deliver ESOL provision.</b></p> <p><b>Ensure provision is delivered on public transport routes - with consideration to rural communities.</b></p>

Key consideration	Benefits	Risks	Mitigations / Recommendations

➤ **Economic Assessment**

Key consideration	Benefits	Risks	Mitigations / Recommendations
<b>Developing skills and qualifications</b>	<p><b>Residents will develop skills for everyday life and achieve qualifications that enable them to access better jobs.</b></p> <p><b>Provision raising aspirations for individuals and families.</b></p>	<p><b>A break in delivery at the end of the current Community Learning Framework.</b></p> <p><b>Procurement not attracting suppliers of service across all districts.</b></p>	<p><b>Align provision with strategic priorities, specifically those for health, wellbeing, employment and skills plans.</b></p> <p><b>Providing clear pathways for progression to improve skills and aligned to each district priorities and needs.</b></p> <p><b>Provide accessible low-level learning leading to formal higher-level learning.</b></p> <p><b>Wider skills development and study skills embedded in provision, so learners are well prepared for progression to</b></p>

Key consideration	Benefits	Risks	Mitigations / Recommendations
			<p><b>further learning, employment and volunteering.</b></p> <p><b>Targeted communication to attract suppliers of services.</b></p>

➤ **Climate Change Assessment**

Key considerations	Benefits	Risks	Mitigations / Recommendations
<p><b>Contribute to the climate change agenda</b></p>	<p><b>Sharing and raising awareness with learners/residents.</b></p> <p><b>Sharing the UN Sustainable Development goals through Education for Sustainable Development (ESD)</b></p>	<p><b>None identified</b></p>	<p><b>Online delivery of programmes reducing travel. Learners well informed of climate change agenda. Deliver Sustainability courses and/or embed in wider subject areas.</b></p>

➤ **Environment Assessment**

Key considerations	Benefits	Risks	Mitigations / Recommendations
<b>Learning taking place across the county.</b>	<b>Giving learners the opportunity to participate in their natural environment and local communities</b>	<b>Transport to and from venues</b>	<b>Utilise providers with minibus facilities. Use green spaces and venues on public transport routes.</b>