

EQUALITY IMPACT ASSESSMENT

EQUIPPING BIRMINGHAM ADULTS WITH ESSENTIAL SKILLS – PROPOSAL TO RECEIVE AND SPEND FUNDING WITH DELEGATED AUTHORITY TO INCREASE DELIVERY BY BIRMINGHAM ADULT EDUCATION SERVICE

Reference: EIA000428

Date: 23/04/2024

Submitted by: Ilgun Yusuf, Head of Service, (BAES)



EIA Form – About your EIA

Reference number	EIA000428
Date Submitted	23/04/2024
Subject of the EIA	EQUIPPING BIRMINGHAM ADULTS WITH ESSENTIAL SKILLS – PROPOSAL TO RECEIVE AND SPEND FUNDING WITH DELEGATED AUTHORITY TO INCREASE DELIVERY BY BIRMINGHAM ADULT EDUCATION SERVICE
Brief description of the policy, service or function covered by the EIA	BAES is the provider of adult learning and skills for Birmingham City Council (BCC). It is entirely funded by the Adult Education Budget (AEB) grant.1.2 BAES is seeking additional resource to enable the service to build on its innovative 'A Good Education to Level 2' programme as outlined in the WMCA document 'Employment and Skills Strategy - 2024 -2025'. The increased resource will meet expanding demand for Foundation Skills up to Level Two encompassing: English; Maths; and Language Acquisition (ESOL).2.7 Relevant DfE priorities for this proposal include 'national entitlement' for English and Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'
Equality Assessment is in support of...	["Amended service"]
How frequently will you review impact and mitigation measures identified in this EIA?	Quarterly
Due date of the first review	2024-11-29

Directorate, Division & Service Area

Which directorate(s) are responsible for this EIA?	["Adults Social Care"]
Division	Early Intervention and Prevention
Service area	Birmingham Adult Education Service (BAES)
Budget Saving	No

Officers

What is the responsible officer's name?	Ilgun Yusuf, Head of Service, (BAES)
What is the responsible officer's email address?	ilgun.yusuf@birmingham.gov.uk



What is the accountable officer's name?	Kalvinder Kohli
What is the accountable officer's email address?	kalvinder.kohli@birmingham.gov.uk

Data Sources

Data sources	["Relevant research", "Relevant reports/strategies", "Quantitative data (please specify in the box below)", "Birmingham City Observatory data and insight", "Bham AEB Review Inner: Circle research - commissioned by BCC/WMCA"]
Data source details	WMCA data - Individual Learner Return Department for Education achievement rates 2021 census for Bham IMD Bham by Bands/Wards

Protected Characteristics

Protected Characteristic – Age

Does this proposal impact people due to their age as per the Equality Act 2010?	No
What age groups are impacted by your proposal?	
Please describe any potential impact to the age characteristic	
How could you mitigate against any negative impact to the age characteristic?	
Please describe how this proposal does not impact people due to their age	The national minimum age (in England) for learners to access Adult Education Budget funding is 19 (or over)- this is legally set by the Department for Education and implemented by all relevant bodies such as MCAs, LAs and colleges/providers.

Protected Characteristic – Disability

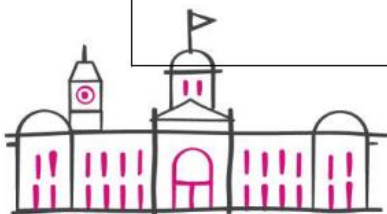
Does this proposal impact those people with a disability as per the Equality Act 2010?	No
Please describe any potential impact to the disability characteristic	
How could you mitigate against any negative impact	



to the disability characteristic?	
Please describe how this proposal does not impact people due to their disability	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include meeting full audit, BCC, Ofsted, WMCA and Department for Education (DfE) requirements.</p>

Protected Characteristic – Sex

Does this proposal impact citizens based on their sex as per the Equality Act 2010?	No
What sexes will be impacted by this proposal?	
Please describe any potential impact to the sex characteristic	
How could you mitigate against any negative impact to the sex characteristic?	
Please describe how this proposal does not impact people due to their sex	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include meeting full audit, BCC, Ofsted, WMCA and Department for</p>



	Education (DfE) requirements.
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Protected Characteristic - Gender Reassignment

Does this proposal impact people who are proposing to undergo, undergoing or have undergone a process to reassign one's sex as per the Equality Act 2010?	No
Please describe any potential impact to the gender reassignment characteristic	
How could you mitigate against any negative impact to the gender reassignment characteristic?	
Please describe how this proposal does not impact people due to gender reassignment	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include meeting full audit, BCC, Ofsted, WMCA and Department for Education (DfE) requirements.</p>

Protected Characteristic - Marriage and Civil Partnership

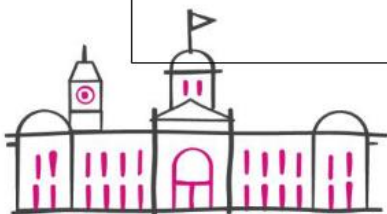
Does this proposal impact people who are married or in a civil partnership as per the Equality Act 2010?	No
What legal marital or registered civil partnership status will be impacted by this proposal?	
Please describe any potential impact to the marriage and civil partnership characteristic	



<p>How could you mitigate against any negative impact to the marriage and civil partnership characteristic?</p>	
<p>Please describe how this proposal does not impact people who are married or in a civil partnership</p>	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include meeting full audit, BCC, Ofsted, WMCA and Department for Education (DfE) requirements.</p>

Protected Characteristic - Pregnancy and Maternity

<p>Does this proposal impact people covered by the Equality Act 2010 under the protected characteristic of pregnancy and maternity?</p>	<p>No</p>
<p>Please describe any potential impact to the pregnancy and maternity characteristic</p>	
<p>How could you mitigate against any negative impact to the pregnancy and maternity characteristic?</p>	
<p>Please describe how this proposal does not impact people who are covered by the pregnancy and maternity characteristic</p>	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include</p>



	meeting full audit, BCC, Ofsted, WMCA and Department for Education (DfE) requirements.
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Protected Characteristic - Ethnicity and Race

Does this proposal impact people due to their race as per the Equality Act 2010?	No
What ethnic groups would be impacted by this proposal?	
Please describe any potential impact to the ethnicity and race characteristic	
How could you mitigate against any negative impact to the ethnicity and race characteristic?	
Please describe how this proposal does not impact people due to their race	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include meeting full audit, BCC, Ofsted, WMCA and Department for Education (DfE) requirements.</p>

Protected Characteristic - Religion or Beliefs

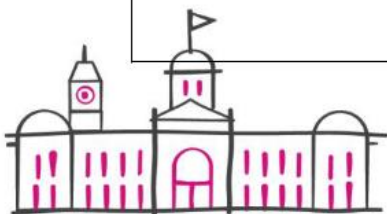
Does this proposal impact people's religion or beliefs as per the Equality Act 2010?	No
What religions could be impacted by this proposal?	
Please describe any potential impact to the religion or beliefs characteristic	



<p>How could you mitigate against any negative impact to the religion or beliefs characteristic?</p>	
<p>Please describe how this proposal does not impact people due to their religion or beliefs</p>	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance with compliance and quality requirements that include meeting full audit, BCC, Ofsted, WMCA and Department for Education (DfE) requirements.</p>

Protected Characteristic - Sexual Orientation

<p>Does this proposal impact people's sexual orientation as per the Equality Act 2010?</p>	<p>No</p>
<p>What sexual orientations may be impacted by this proposal?</p>	
<p>Please describe any potential impact to the sexual orientation characteristic</p>	
<p>How could you mitigate against any negative impact to the sexual orientation characteristic?</p>	
<p>Please describe how this proposal does not impact people due to their sexual orientation</p>	<p>The funding will be used for programmes that are open to any eligible adult (according to Department for Education criteria) not in possession of: English/Maths up to Level 2 (for Functional Skills or GCSE accredited qualifications). This means any eligible adult (for UK residents aged 19 or over) is entitled to free tuition/exams if they do not have GCSE 9-4 or equivalent. Similarly, there is a Digital Skills Entitlement for those who 'do not have the essential digital skills required to operate effectively in work and day to day life.'</p> <p>BAES currently (and historically) delivers such provision for thousands of adults in each academic year in accordance</p>



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Monitoring

How will you ensure any adverse impact and mitigation measures are monitored?	<p>Monthly recruitment, attendance & retention reports for BAES Senior Leadership Team</p> <p>BAES EDI Group</p> <p>BAES Learner feedback - on-going surveys and Centre Rep meetings</p> <p>Termly Advisory Board reports (Chaired by Cabinet Member and with accountable Assistant Director)</p> <p>BAES Annual Self-Assessment Report (posted on Ofsted portal)</p> <p>WMCA/BAES termly Performance, Management and Review Meetings</p> <p>WMCA Annual Review of Performance</p> <p>Ofsted (if inspected during 2024/25 academic year)</p>
Please enter the email address for the officer responsible for monitoring impact and mitigation	Ilgun Yusuf

