

DUNDEE CITY COUNCIL

REPORT TO: POLICY & RESOURCES COMMITTEE – 14 SEPTEMBER 2015

REPORT ON: LITERACY DELIVERY PARTNERS 2015-2016

REPORT BY: DIRECTOR, LEISURE AND COMMUNITIES

REPORT NO: 301-2015

1.0 PURPOSE OF REPORT

1.1 Extension of Service Level Agreement with Dundee and Angus College.

2.0 RECOMMENDATIONS

2.1 Approval is recommended for a continuation of the current Service Level Agreement with Dundee and Angus College for the delivery of literacy services focused on people with literacy needs who wish to progress to College. This is for the period 30th September 2015 – 31st March 2016, at the level of £17,500.

3.0 FINANCIAL IMPLICATIONS

3.1 The expenditure of £17,500 can be met from the 2015/16 Communities & Policy Division revenue budget.

4.0 MAIN TEXT

4.1 This continuation will provide support to individuals who wish to improve their literacy in the College environment as a pre-access route. Funding pre-access literacy support in the College environment allows people to gain an understanding of the learning methods and gain the skills required before enrolling on a course. It is envisaged that this will lead to greater success and less drop-out.

4.2 The initial funding for this during 2015/2016 was for six months whilst a service review was undertaken of community based digital literacies provision and other funding sought. A package of funding including external funding from DWP will allow Digital Literacies within the community to continue until 2016, therefore the funding to Dundee and Angus College will continue through to March 2016.

4.3 This model acts as a progression route for people from community based literacy provision to a college environment; it is not a service for students who are enrolled in the College and is not a duplication of services that are paid for through the Scottish Funding Council.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

An Equality Impact Assessment has been carried out and is attached to this report.

6.0 CONSULTATION

6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic & Legal Service.

7.0 BACKGROUND PAPERS

7.1 None.

**STEWART MURDOCH
DIRECTOR OF LEISURE AND COMMUNITIES**

30th July 2015

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Is this a Full Equality Impact Assessment (EQIA)? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Date of Assessment: 14.09.2015	Committee Report Number: 301-2015
Title of document being assessed:	Literacy Delivery Partners 2015-16
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/>
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	Service Level Agreement
3. What is the intended outcome of this policy, procedure, strategy or practice?	Delivery of Adult Literacy Services
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Service Level Agreement document
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Yes, learner feedback forms part of the assessment of the quality of the service
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)	Kirsty Gemmell – December 2014
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring

<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>Positive impact of this strategy is the link to increased literacy levels being a key factor in helping increase people's social economic status. Low literacy levels are linked to low levels of social economic status. Additionally, people who have a learning disability face additional barriers in acquiring reading, writing and using numbers and this helps work with adults, particularly those with dyslexia and associated learning disabilities to increase their literacy levels.</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>None</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/A</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>N/A</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>Annual monitoring and self evaluation using HGIOCLD2.</p>

Part 4: Contact Information

Name of Department or Partnership	Communities & Policy Division, Chief Executive's Department
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>

Manager Responsible	Author Responsible
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Signature of author of the policy:	<i>Marie Dailly</i>	Date: 30th July 2015
Signature of Director/Head of Service:	<i>Neil Gunn</i>	Date: 30 th July 2015
Name of Director/Head of Service:	Neil Gunn	
Date of Next Policy Review:	September 2016	