

DUNDEE CITY COUNCIL

REPORT TO: POLICY & RESOURCES COMMITTEE – 8 SEPTEMBER 2014
REPORT ON: STRATEGIC LITERACIES ACTION PLAN 2011-2014
REPORT BY: DIRECTOR, LEISURE AND COMMUNITIES
REPORT NO: 324-2014

1.0 PURPOSE OF REPORT

1.1 This report summarises the key achievements of the Strategic Literacies Action Plan 2011-2014 and delivery partnership arrangements for October 2014 - April 2015.

2.0 RECOMMENDATIONS

2.1 Approval is recommended for Dundee and Angus College to maintain their role as a delivery partner, with literacies services focused on those wishing to progress to College; for the period 1st October 2014 to 31st March 2015, at the level of £17,500.

3.0 FINANCIAL IMPLICATIONS

3.1 The expenditure of £17,500 can be met from the 2014-2015 Communities and Policy Division Revenue Budget.

4.0 MAIN TEXT

4.1 The Literacies Strategic Action Plan approved in Committee Report Number 203-2011 has been reviewed, with a copy of the outcomes available at <http://www.dundeepartnership.co.uk/content/other-documents-learning-and-culture>. Over the period of the Strategic Action Plan the number of adults taking part in the literacies learning across the partner providers was:

2011-2012	2012-2013	2013-2014
1,896	1,771	1,876

The figure includes a baseline of 500 learners who registered as students with Dundee and Angus College receiving additional support.

In addition to the achievement of learner numbers there has been increased Partnership work with Job Centre Plus, particularly to support people who are experiencing difficulties in understanding and dealing with the increased literacy requirements of Welfare Reform and with NHS Tayside Health Care Academy; Dundee City Council provide the literacy and communication element of this course.

4.2 A review of the delivery partners has been undertaken, this has resulted in a mutual agreement between Dundee City Council and Craigowl Communities not to extend the current Service Level Agreement beyond its end date of 30th September 2014. This is due to a change in the needs of Craigowl's client group and the delivery model for Literacies not being suitable for embedding in the courses that Craigowl have on offer. It was agreed that there will be a stronger referral pathway between Craigowl and Dundee City Council, with Dundee City Council providing literacies support to people referred from Craigowl.

4.3 Dundee and Angus College are still in the process of setting up new systems, reviewing their communications and support to students with additional needs. Therefore, until this is complete it is proposed the current arrangements for Dundee College as a Literacy Delivering Partner be extended until 30th April 2015.

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.

5.2 An Equality Impact Assessment is attached to this Report.

6.0 CONSULTATION

6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted on this report.

7.0 BACKGROUND PAPERS

7.1 None.

STEWART MURDOCH
DIRECTOR, LEISURE AND COMMUNITIES

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: 8 th September 2014	Committee Report Number: 324-2014
Title of document being assessed:	Strategic Literacies Action Plan 2011-2014
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.	Literacies Strategic Action Plan.
3. What is the intended outcome of this policy, procedure, strategy or practice?	Report progress, agree partnership delivery providers.
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	SOA Service Plan and Scottish Government Literacy Strategy.
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Feedback from service users is part of the annual monitoring.
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)	Marie Dailly Kirsty Gemmell
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 type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input 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>	People with lower educational attainment and people with SPID have benefited.
<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>	None identified.
<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>	N/A
<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>	N/A
<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>	N/A

Part 4: Contact Information

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

Manager Responsible	Author Responsible
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Signature of author of the policy:	Marie Dailly	Date: 27/08/2014
Signature of Director/Head of Service:	Stewart Murdoch	Date: 27/08/2014
Name of Director/Head of Service:	Stewart Murdoch	
Date of Next Policy Review:	September 2014	