

DUNDEE CITY COUNCIL

REPORT TO: POLICY & RESOURCES COMMITTEE – 27 April 2015

REPORT ON: LITERACY DELIVERY PARTNERS 2015-16

REPORT BY: DIRECTOR, LEISURE AND COMMUNITIES

REPORT NO: 142-2015

1.0 PURPOSE OF REPORT

1.1 This report details the request for an extension of Service Level Agreements with Dundee and Angus College.

2.0 RECOMMENDATIONS

2.1 Approval is recommended for a six month extension of the Service Level Agreement with Dundee and Angus College to deliver literacy services focused on those wishing to progress to College; for the period 1st April 2015 – 30th Sept 2015, at the level of £17,500. This allows for a review of the funding arrangements for digital literacies to be undertaken and a decision to be made, if necessary, to redirect funding to community based digital literacies provision.

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 funding will contribute to supporting implementation of the Strategic Guidance: Adult Literacies in Scotland 2020; which has as its vision:

“By 2020 Scotland’s society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.”

4.2 National research has indicated that 26.7% of the working population demonstrate a consistent weakness in their literacy skills; this group are more likely to have lower income/be in semi/unskilled employment or to be unemployed. This funding to Dundee and Angus College is to enhance access and provide dedicated literacies support. This is targeted at the post 16 population who do not have the literacy levels currently to access college courses and this is seen as a first step to further learning in a college environment.

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 is attached to this report.

6.0 CONSULTATION

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

7.0 BACKGROUND PAPERS

7.1 None

STEWART MURDOCH
DIRECTOR OF LEISURE AND COMMUNITIES

20th March 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 checked="" type="checkbox"/>	
Date of Assessment: 27.04.2015	Committee Report Number: 142-2015
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	No

information needed and when will you do this?)	
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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: 	Date: 26th March 2015
Signature of Director/Head of Service: Stewart Murdoch	Date: 26 th March 2015
Name of Director/Head of Service: Stewart Murdoch	
Date of Next Policy Review: April 2016	