

# **Merthyr Tydfil County Borough Council - Integrated Impact Assessment**

(Includes Well-being of Future Generations, Protected Characteristics, Welsh Language, Socio-economic Disadvantage, Sustainability and Biodiversity, Consultation/Engagement and Data/Evidence)



Before completing this Integrated Impact Assessment (IIA), please refer to the corresponding **guidance document**, which provides essential background information.

An IIA MUST be completed for:

- Any Council / Cabinet report.
- Any strategic decisions being taken where due regard is required to reduce inequalities of outcome resulting from socio-economic disadvantage.
- Any project (i.e. something that has a start and end date and is different from day to day business).
- Where you are implementing significant change e.g. service provision.

This IIA helps to support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation. This IIA must be completed at the start of any project or proposal.

<b>Title of Report / Project:</b>	<b>Scrutiny Progress Report Estyn PIAP Inspection of Merthyr Tydfil Adult Community Learning Partnership (MTACL)</b>					
<b>Officer completing IIA:</b>	Diane Jones					
<b>Lead Officer / Project Manager:</b>	Diane Jones					
<b>Service:</b>	Community Well Being					
<b>IIA completion date:</b>	07.06.2021					
<b>Type of proposal: (please place an X in the relevant box)</b>	<input type="checkbox"/>	Policy	<input type="checkbox"/>	Strategy	<input checked="" type="checkbox"/>	Plan
	<input type="checkbox"/>	Practice	<input type="checkbox"/>	Restructure	<input type="checkbox"/>	Procedure
	<input type="checkbox"/> Other (please identify):					
<b>Give a brief description of the proposal including the aims, and any links to relevant reports or documents:</b>	<p>The purpose of the report is to update Cabinet on the progress toward the <b>ESTYN Inspection of Merthyr Tydfil Adult Community Learning Partnership (Post Inspection Action Plan)</b>. To briefly update Cabinet on the <b>Welsh Government</b> review for Adult Learning across Wales.</p> <p>Recommendations that Cabinet note the content of the report</p>					

## 1. Merthyr Tydfil Well-being Objectives

Does your proposal help to deliver any of the Council's Well-being Objectives?

How does your proposal help to deliver any or all of the Council's Well-being Objectives?

Well-being Objectives	Does your proposal have a positive or negative impact on the Council's Well-being Objectives? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
<b>Best Start to Life -</b> Children and young people get the best start to life and are equipped with the skills they need to be successful learners and confident individuals.	X			The MTACL Partnership curriculum includes provision of a Family Programme- MTCBC Adult Education team working collaboratively with schools, this was highlighted in the Estyn report as a strong feature with good outcomes and high levels of learner wellbeing. Programme outcomes contribute to the Best Start to Life objectives	Annual curriculum planning. To continue to monitor progress and performance.
<b>Working Life -</b> People feel supported to develop the skills required to meet the needs of businesses with a developing, safe infrastructure making Merthyr Tydfil an attractive destination.	X			The MTACL Partnership curriculum includes provision for employability skills learning and training. Outcomes are good and the collaborative work, and wellbeing of learners was highlighted as a good feature in the inspection.	Annual curriculum planning. To continue to monitor progress and performance.
<b>Environmental Well-being -</b> Communities protect, enhance and promote our environment and countryside.	X			The MTACL Partnership curriculum encompasses the principle of education development for global citizenship (EDGC) within its schemes of work and lesson planning and promotes health and wellbeing and the importance of sustainable environment.	To review and monitor the curriculum
<b>Living Well -</b> People are empowered to live independently within their communities, where they feel	X			The MTACL Partnership curriculum has a good breadth and meets local and national priorities. Learner voice survey results indicate high levels of satisfaction and	To keep monitoring the curriculum offer and learner survey results

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	Positive	Negative	Neutral		
safe and enjoy good physical and mental health.				wellbeing, with learners feeling safe and applying their skills into their everyday life.	

**Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):**

ACL Curriculum Plan  
 Performance Reports  
 Learner Voice survey / end of course evaluations

## 2. Sustainable Development Principles (The Five Ways of Working)

### Does your proposal demonstrate you have met the sustainable development principles (five ways of working)?

The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposals improve the social, economic, environmental and cultural well-being, whilst also looking to the future, planning for the long term and ensuring that we do not compromise the ability of future generations to meet their own needs. Please consider the national well-being goals when completing this section.

<b>Five Ways of Working</b>	<b>How does your proposal demonstrate you have met the five ways of working when developing the proposal?</b>	<b>Are there any additional actions to be taken to better contribute to the five ways of working and/or mitigate any negative impacts? How will you know when this has been achieved?</b>
<b>Long Term</b> - Thinking and planning for the long term, balancing short term and long term needs.	The inspection outlined that the partnership has good planning approach, with clear terms of reference and service delivery plans where all partners contribute to outcomes.	The inspection identified that overarching evaluation could be strengthened, a post inspection action plan has been developed.
<b>Prevention</b> - Preventing problems occurring or getting worse.	The partnership has reviews progress and learner survey annually	Key action in the post inspection action plan
<b>Integration</b> - Impact on our well-being objectives, national well-being goals and the well-being objectives of other public bodies.	The ACL planning links to national priorities and local corporate strategies/ plan ie as Best Start to Life, Parenting Plan, Employability.	As above
<b>Collaboration</b> - Acting in collaboration with others inside and outside the Council.	The Partnership has a good breadth of membership that includes LA departments, FE, third sector and voluntary organisations.	As above
<b>Involvement</b> - Involving people with an interest in achieving the well-being goals and who reflect the diversity of our communities.	Each partner has strategies to involve learners via end of course survey or annual ACL survey.  Regular events (Adult Learner Week and Inspire Awards) held in the community as promotion, engagement and identification of need	As above

### Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

Best Start to Life Plan  
Parenting Partnership Plan  
ACL Post inspection Plan

Learner survey and ACL Partnership survey  
Adult Learners Week and WG National and Inspire Awards

### 3. Protected Characteristics (including Welsh Language)

**Does your proposal directly impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language as identified below?**

The Public Sector Equality Duty requires the Council to have 'due regard' to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups. Please note that an individual may have more than one protected characteristic.

Protected Characteristics	Does your proposal have a positive or negative impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
<b>Age</b> - People of all ages.	X			The service is inclusive and targeted at learners aged 16 plus.	
<b>Disability</b> - People with disabilities/long term conditions.	X			Care is taken to ensure venues are DDA compliant, if not, alternative venues can be sought. All learners undertake an assessment to identify their learning needs. Support and equipment is provided to learenrs ie dyslexia	To annually review processes
<b>Gender Reassignment</b> - People whose gender identity or gender expression is different to the sex they were assigned at birth.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discrimated against.	To annually review processes
<b>Marriage and Civil Partnership</b> - People who are married or in a civil partnership.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discrimated against.	To annually review processes

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	Positive	Negative	Neutral		
<b>Pregnancy and Maternity</b> - Women who are pregnant and/or on maternity leave.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Race</b> - People from black, Asian and minority ethnic communities and different racial backgrounds.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Religion or Belief</b> - People with different religions and beliefs including people with no beliefs.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Sex (Gender)</b> - Women and men, girls and boys and those who self-identify their gender.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners aren't discriminated against.	To annually review policies
<b>Sexual Orientation</b> - Lesbian, gay, bisexual, heterosexual.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners aren't discriminated against.	To annually review policies

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	Positive	Negative	Neutral		

**Welsh Language**  
The Welsh Language Wales Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language.

Protected Characteristics	Positive	Negative	Neutral	Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
<b>Welsh Language -</b> Opportunities for people to use and promote the Welsh language, treating the Welsh language no less favourably than the English language, compliance with Welsh Language Standards, links with internal and external Welsh Language strategies.	X			Welsh language and culture is a priority area for the service area – with the provision of courses and use of incidental Welsh embedded into lesson planning.	The inspection identified that the Welsh language offer could be strengthened, a post inspection action plan has been developed to address inspection recommendations

**Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):**  
Partners Safeguarding Policies  
Volunteer Policies  
Lesson Plans and Schemes of work  
WEST initial assessments

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	Positive	Negative	Neutral		

#### 4. Socio-economic Disadvantage (Strategic Decisions)

##### Does your proposal impact/deliver better outcomes for those who are experiencing socio-economic disadvantage?

The Socio-economic Duty places a responsibility on the Council to have 'due regard' to how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. This duty gives us an opportunity to do things differently and put tackling inequality at the heart of key decision-making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider: Single parents and vulnerable families, pensioners, carers, looked after children, single adult households, armed forces community, people with low literacy/numeracy, people who are homeless, people who have experienced the asylum system, students, people of all ages leaving a care setting, people living in the most deprived areas of Wales, people misusing substances, people involved in the criminal justice system, people who are not in education, employment or training. Please see the guidance document for more information.

Socio-economic Disadvantage	Does your proposal have a positive or negative impact on socio-economic disadvantage for service users, employees and/or the wider community? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? What steps will be taken to reduce inequalities of outcome? How will you know when this has been achieved?
	Positive	Negative	Neutral		
<b>Low Income/Income Poverty</b> - Unable to afford to maintain regular payments such as bills, food, clothing, transport, other essential items etc.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Low and/or No Wealth</b> - Enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies

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	Positive	Negative	Neutral		
<b>Material Deprivation</b> - Unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies etc.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Area Deprivation</b> - Where you live e.g. rural areas, and where you work e.g. accessibility of public transport.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Socio-economic Background</b> - Social class i.e. parents' education, employment and income.	X			The service is inclusive to all learners, and partners have policies in place to ensure learners are supported and not discriminated against.	To annually review policies
<b>Socio-economic Disadvantage</b> - What	X			The service is inclusive to all learners, and partners have policies in place to	To annually review policies

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Socio-economic Disadvantage	Does your proposal have a positive or negative impact on socio-economic disadvantage for service users, employees and/or the wider community? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? What steps will be taken to reduce inequalities of outcome? How will you know when this has been achieved?
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cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged?				ensure learners are supported and not discriminated against.	

##### **Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):**

Partners Safeguarding Policies  
 Volunteer Policies  
 Lesson Plans and Schemes of work  
 WEST initial assessments

## 5. Consultation and Engagement

### What consultation and/or engagement has been undertaken to inform the development of the proposal?

There may be a legal requirement to consult in some instances, or a legitimate expectation that consultation will take place. Where it has been determined that consultation is required, the Gunning Principles must be adhered to.

- The proposals are still at a formative stage.
- There is sufficient information to give 'intelligent consideration'.
- There is adequate time for consideration and response.
- 'Conscientious consideration' must be given to the consultation responses before a decision is made.

Please consider: Protected Characteristic groups, those who are experiencing socio-economic disadvantage, communities and places of interest, other stakeholders, forums, community groups and community councils. Please see the guidance document for more information.

Consultation and Engagement	Has consultation and/or engagement been undertaken on the proposal? Please place an X in the relevant box.			Briefly describe any recent or planned consultation and/or engagement exercises, paying particular attention to evidencing the Gunning Principles. Please identify when the consultation and/or engagement took place or will take place, or why it is not required.	Who was consulted/engaged with? Was sufficient information provided to allow an informed decision on the proposal to be made? What were the key findings of the consultation and/or engagement? Have these findings been taken into account? Is further consultation and/or engagement required?
	Undertaken	Due to be undertaken	Not required		
Requirement for consultation and/or engagement to be undertaken, or a legitimate expectation that it will take place.	X			Formal engagement through partnership task and finish groups have convened to measure progress against actions  However proposals remain at the formative stage	Widespread representation across ACL partners was sought – with task and finish groups established in line with each of the ESTYN Inspection Areas.  Some progress made against actions and recommendations. However further engagement required to reach an eventual conclusion.

### Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

Partners Safeguarding Policies  
 Volunteer Policies  
 Partner Datasets  
 Meeting Notes (Task & Finish Groups)

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	Undertaken	Due to be undertaken	Not required		

**6. Data and Evidence**

**What data or other evidence has been used to inform the development of the proposal?**

Evidence may include the outcome of previous consultation or engagement exercises, existing databases, pilot projects, review of customer complaints and compliments and other service user feedback, national and regional data, academic publications and reports, future trends, horizon scanning, business plans etc. Consider the sources of evidence from all of the sections in your explanation.

Data and Evidence	Has data and evidence been used in order to inform the proposal? Please place an X in the relevant box.		What data or other evidence has been used to inform the development of the proposal? What have been the key findings of this data and evidence? Has this data and evidence helped to inform the proposal?	How has the data and evidence helped to inform the proposal? If the data and evidence did not support the proposal, why was this? Have there been any gaps identified? If so, what steps will be taken to cover the identified gaps?
	Yes	No		
Data and evidence used in order to inform the proposal.	X			

**Sources of evidence to support the above:**

- ACL Curriculum Plan
- Performance Reports
- Learner Voice survey / end of course evaluations
- Best Start to Life Plan
- Parenting Partnership Plan
- ACL Post inspection Plan
- Learner survey and ACL Partnership survey
- Adult Learners Week and WG National and Inspire Awards
- Partners Safeguarding Policies
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- Lesson Plans and Schemes of work
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**7. Biodiversity and resilience of Ecosystems**

**How does your proposal impact on Biodiversity and therefore the resilience of Ecosystems?**

Under Section 6 of the Environment (Wales) Act 2016 we must seek to maintain and enhance Biodiversity within the proper exercise of our functions. In doing so, we must also seek to promote the resilience of Ecosystems.

Biodiversity and resilience of Ecosystems	What is the expected impact on Biodiversity? Please place an X in the relevant box.				Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to the maintenance and enhancement of Biodiversity? How do you know when this has been achieved?
	Maintained	Enhanced	Reduced	Neutral		
<b>To maintain and enhance Biodiversity (and therefore promote the resilience of Ecosystems).</b>	X				There are no direct links. However, environmental and global concerns are embedded into many lesson plans and schemes of work. Along with global citizenship	To review schemes of works and lesson plans

**Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):**

Partners Lesson plan and schemes of work

## 8. Summary

As a result of completing this IIA, please identify below;

- The number of positive, negative or neutral scores for the Council's Well-being objectives, the sustainable development principles, protected characteristics including Welsh Language and Socio-economic disadvantage.
- If consultation and/or engagement has been undertaken, is due to take place or is not required.
- If data and evidence has been used in order to inform the proposal.
- If the proposal maintains, enhances or reduces the resilience of ecosystems.

The table below should then be included in the related Council/Cabinet report.

	Positive Impacts	Negative Impacts	Neutral/Not Applicable	
<b>1. Merthyr Tydfil Well-being Objectives</b>	4 of 4	0 of 4	0 of 4	
<b>2. Sustainable Development Principles - How have you considered the five ways of working?</b> <ul style="list-style-type: none"> <li>• Long term</li> <li>• Prevention</li> <li>• Integration</li> <li>• Collaboration</li> <li>• Involvement</li> </ul>	5 of 5	0 of 5	0 of 5	
<b>3. Protected Characteristics</b> (including Welsh Language)	10 of 10	0 of 10	0 of 10	
<b>4. Socio-economic Disadvantage</b>	6 of 6	0 of 6	0 of 6	
<b>5. Consultation and Engagement</b>	<b>Undertaken</b>	<b>Due to be Undertaken</b>	<b>Not Required</b>	
	1 of 1	0 of 1	0 of 1	
<b>6. Data and Evidence to inform the proposal</b>	<b>Yes</b>		<b>No</b>	
	1 of 1		0 of 1	
<b>7. Biodiversity and the resilience of Ecosystems</b>	<b>Maintained</b>	<b>Enhanced</b>	<b>Reduced</b>	<b>Neutral/Not Applicable</b>
	1 of 1	0 of 1	0 of 1	0 of 1
<b>Summary</b>				
<b>The main positive impacts are:</b>	<p>No negative impacts have been identified against the <b>Well-being Objectives</b>, the <b>Sustainable Development Principles</b> and <b>Biodiversity</b>. The main positive impacts are:</p> <ul style="list-style-type: none"> <li>• Well-being objectives- the proposal outlines and provides evidence that learners well-being is important and supported, there are good learning and training opportunities for citizen aged 16yrs plus. The skills and accredited</li> </ul>			

	<p>learning provides the citizens of Merthyr Tydfil to gain employment and reach further educational goals such as further and higher education- increasing aspirations.</p> <ul style="list-style-type: none"> <li>•Sustainable Development Principles the proposal outlines and provides evidence that safeguard the long term educational needs of children, young people and adults to maximise their capabilities and have control over their lives. ACL has been developed within community groups and delivered working in partnership with key stakeholders in the County Borough.</li> <li>•Protected Characteristics and Welsh language are that the proposal will provide access to arts and culture and will promote the use of the Welsh language and encourage people to use their Welsh skills when using Council services.</li> <li>•Biodiversity the provision encourages awareness raising and understanding about the global world, impact of not recycling and diversity of plants and animals as part of its educational provision.</li> </ul>
<p><b>The main negative impacts are:</b></p>	<p>No negative impacts have been identified against the <b>Well-being Objectives</b>, the <b>Sustainable Development Principles and Biodiversity</b>.</p>

**9. Actions**

**Based on the summary of your positive and negative impacts identified in the Summary section above, will you need to make changes to your proposal to better contribute to positive impacts and/or mitigate any negative impacts?**

Please identify any further actions you will need to undertake to better inform this proposal e.g. whether further consultation is required or more data and evidence is required to better inform the proposal.

<b>What are you going to do?</b>	<b>Estimated completion date</b>	<b>Who will be responsible?</b>	<b>Timelines/Milestones e.g. 6 months/over a year, etc.</b>	<b>Progress</b>
Key actions set out in the Post inspection action plan	June 2021	ACL Partnership	Quarterly reviews, and final review with ESTYN at 12mths	

**10. Version Control**

**The IIA should be used at the earliest stages of the development of the proposal and decision making process, and then honed and refined throughout to strengthen and shape the proposal. This section will act as an audit trail to evidence how the IIA has been developed over time.**

Please use the table below to keep a record of this process so that we can demonstrate how we have delivered the sustainable development principles.

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1			

<b>11. <u>Monitoring and Review</u></b>	
<b>The implementation and the impact of the proposal should be monitored and reviewed throughout the development of the proposal.</b> Please identify how the proposal will be monitored and reviewed as it progresses, including the implementation of any amendments identified.	
<b>How will the implementation and the impact of the proposal and any amendments be monitored?</b>	The proposal will be monitored by reviewing each section of this IIA and ensuring that no significant changes to impact are present.
<b>When will the proposal be reviewed? How frequently will this take place?</b>	The IIA has been completed in retrospect of the proposal development but will be reviewed on a monthly basis (subsequent Task & Finish Groups) until approval. It will be reviewed bi-monthly (ACL Partnership meetings) after the decision or if any significant changes occur.
<b>Who is responsible for monitoring and reviewing the proposal?</b>	Diane Jones (Community & Learning Zone Manager)

<b>12. <u>IIA Approval</u></b>					
<b>IIA Approved by:</b>		<b>Job Title:</b>		<b>IIA Approval date:</b>	