

Equality screening and Full Impact Assessment template

Name of a policy / procedure / function / project: 14-19 Policy	
Date: 22/9/10	
Carried out by: Christine Troughton	
Name	Role
Christine Troughton	Senior Manager, Commissioning
Mel Ford	11-19 Strategy Manager

<p>Aims of the policy / procedure / function / project:</p> <p>To secure sufficient high-quality learning and skills for 14-19 year olds and for 19-24 year olds with a learning difficulty and/or disability in accordance with the Apprenticeships Skills Children and Learning Act 2009.</p>
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<p>Stakeholders: learners, parents, carers, schools, colleges, private training providers, employers, voluntary and community sector organisations, Connexions and youth offending services.</p>

<p>Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?</p> <p style="text-align: center;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
<p>Race <i>(also ethnicity, nationality and associated aspects such as culture and language)</i></p> <p>Gypsies and Travellers</p>	<p>Positive impact as the policy includes monitoring and reviewing equality and diversity impact measures taking account of participation and achievement of ethnicity. More work needs to be done to raise participation and achievement rates amongst young males from a Bangladeshi heritage. Participation and achievement rates for white males from disadvantaged</p>	<p>Quantitative outcomes are measured against data and strategic analysis provided by the YPLA. Ofsted inspection reports. As part of Leadership and Management, Ofsted inspects and reports on equality and diversity in schools, colleges and training providers. Qualitative data is collected through twice yearly reviews with schools and colleges. Work needs to be undertaken on post 16 participation and achievement</p>

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
	areas are lower than for other groups.	for Gypsies and Travellers.
Disability (<i>consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.</i>)	Positive impact as the policy includes monitoring and reviewing equality and diversity impact measures taking account of participation and achievement of young people with a learning difficulty and/or disability (LDD). However, young people with a LDD are more likely to be NEET.	Quantitative outcomes are measured against data and strategic analysis provided by the YPLA. As part of Leadership and Management, Ofsted inspects and reports on equality and diversity in schools, colleges and training providers. Qualitative data is collected through twice yearly reviews with schools and colleges. Process in place to agree placements for learners with LDD including working with Children's and Adult Social Services. More work needs to be done with mainstream providers to build capacity to cater for this group of learners' needs in the community. Collaborative models support access to a broad curriculum according to age, ability and interests Differentiated impartial IAG supported through WayAhead on-line, area-wide prospectus. Pilot underway for post- and pre-16 CAP. Collaborative Foundation Learning offer available and being further developed for those at pre entry to L1
Gender (<i>consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i>) Transgender	Positive impact as the policy includes monitoring and reviewing equality and diversity impact measures taking account of participation and achievement by gender. More work needs to be done to tackle gender stereotyping in learning including Apprenticeships.	Quantitative outcomes are measured against data and strategic analysis provided by the YPLA and through inspection reports. As part of Leadership and Management, Ofsted inspects and reports on equality and diversity in schools, colleges and training providers. Qualitative data is collected through twice yearly reviews with schools and colleges. As with the national trend young woman are outstripping their male counterparts in participation and achievement. Collaborative models support access to a broad curriculum according to age, ability and

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
		interests Impartial IAG supported through WayAhead on-line, area-wide prospectus. Pilot underway for CAP Development of Foundation Learning offer within schools including those at pre entry to L1
Sexual orientation <i>(includes heterosexual, lesbian, gay, bi-sexual)</i>	The policy promotes respect for all but can be considered to have a neutral impact on sexual orientation as each school, college and provider has its own Equality and Diversity Policy that includes sexual orientation.	Data on sexual orientation is not collected through the Individualised Learner Record which provides the basis for LA reports. Anti-bullying policies include sexual orientation and schools, colleges and providers often have anti-bullying campaigns which seek to tackle homophobia.
Age <i>(including all groups - children, young people, working age, elderly)</i>	Positive impact as the policy is age specific.	Learning routes are age and ability appropriate and colleagues are working in consortia/partnership arrangements to develop pathways in learning and work. Collaborative models support access to a broad curriculum according to age, ability and interests Impartial IAG supported through WayAhead on-line, area-wide prospectus. Pilot underway for CAP Development of Foundation Learning offer within schools including those at pre entry to L1
Religion and belief <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i>	The policy promotes respect for all and can be considered to have a neutral impact on religion and belief.	Schools, colleges and providers promote religious and racial harmony and respect for religious practices, festivals and customs. Anti-bullying policies within provider settings include religion and belief. Data is not collected on religion or belief.
Rural issues	The policy can be considered to have a neutral impact as learner and parental choice can be limited due to school/college location and distance to travel which are dependent upon infrastructure and transport.	All learner routes are available in rural areas and there is considerable cross boundary travel to learn patterns. CW&C works with neighbouring authorities to ensure learners from rural areas are not disadvantaged. The Post 16 Transport Policy Statement takes account of rurality.

Potential impact on target groups:		
Target group	Potential impact <i>Please describe</i>	Measures currently in place
Socio-economic issues	Positive impact as the policy, 14-19 plan and the 16-18 Commissioning Statement all identify those who are Not in Employment, Education or Training as a key priority for collaborative action.	The September Guarantee guarantees a place in education or training for every 16 and 17 year old who wants one; this is been delivered effectively in CW&C. A NEET tender specification has been produced (for delivery to start in Jan 2011) to provide for wrap around support for those who are or might become NEET. A key priority for 2011-2013 is to reduce the number of young people who are NEET. Foundation Learning developments will support young people below L2 and better prepare young people for learning and work.
Other <i>(there may be other target groups relevant to your service)</i> Young Offenders and Care Leavers	Positive impact as young offenders and care leavers are priority groups for action.	Care2Work project in place. CW&C has a duty as a 'home' LA to ensure that young offenders on release from custody can continue/participate in learning.

Is the Policy/Function likely to have an impact on Human Rights?

Yes – it is a fundamental right to have an education.

Evidence:

Equality and Diversity measures are evidenced through data collection from the Individualised Learner Record and made available to the LA by the YPLA. Connexions provides robust individual level data on those who are NEET including gender, age, disability, ethnicity, by ward, looked after child, young parent, other care responsibilities, supervised by YOS and qualification level. The Learner Voice Survey provides information from young learners that helps shape plans.

Proposed actions (to be reflected in the Service plans):

Actions emerging from the "Potential impact on target groups" and the "Evidence" sections in order to address any gaps

Action	Target date	Responsibility
Develop borough wide NEET Action Plan	October	Strategy & Commissioning and 14-19 Team
Develop Apprenticeship Strategy	March 2011	Strategy & Commissioning working with cross LA group.

Rating:								
<i>In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.</i>								
	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Other
High¹ <i>Please continue below</i>								
Medium² <i>Please exit the process</i>				√		√	√	
Low³ <i>Please exit the process</i>	√	√	√		√			√

IMPORTANT!

Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.

¹ High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

² Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

³ Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

Full Equality Impact Assessment part:

Affected target group <i>(e.g. people with disabilities)</i>	Race	Disability	Gender	Age	Religion & belief	Rural
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>						
Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i> Please contact the Research and Intelligence team: beverley.wilson@cheshirewestandchester.gov.uk						
Outcomes of consultation						
What changes have been made as a result of the consultation outcomes						
Feedback given to the consultees? Yes/No						

Christine Troughton

Lead person responsible the EIA

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Approved by Head of Service

Date: 22 September 2010

Next review of the EIA, measures put in place, changes:

(high – 1 year, medium – 2 years, low – 3 years)