

Full Equality Impact Assessment Record

Section 1:

Service:

Title of strategy, policy or service:

Officers involved in the EQIA:

Type of strategy, policy or service (delete below as appropriate):

Existing:

New/proposed:

Changing/Update/ revision

Q1 – What is the aim of your strategy, policy, project or service?

“To allow 14-19 year olds to achieve their full potential and acquire the skills, knowledge and confidence needed to contribute positively to the community and the economy, both now and in the future.

14-19 learning across Bournemouth and Poole will raise aspirations and achievements, enhancing young people’s life choices through the provision of high quality learning which they find relevant and motivating.”

Q2 – Who is it going to benefit and how? If this is a changing function state who will be affected or not longer benefit

14-19 year olds across Bournemouth and Poole will have equality of access and opportunity to high quality educational experiences, leading to raised aspirations and positive outcomes

Q3 – What outcomes do you want to achieve?

- 1) Increase participation opportunities in learning for all young people in line with Raising the Participation Age to 17 by 2013 and 18 by 2015.
- 2) Ensure high quality provision across all types of learning; increasing levels of achievement whilst narrowing attainment gaps between different groups of young people.
- 3) Provide services to encourage, enable or assist young people to remain in education or training, particularly targeted support for vulnerable young people.
- 4) Maintain and improve productive, collaborative arrangements through 14-19 partnerships and communicate effectively with all stakeholders.

Q4 – Are there barriers to doing this?

Budget constraints across providers may prevent sufficient expansion of provision by 2013.

Impact of the Wolf Report and introduction of the English Baccalaureate (E-Bacc) on equality of access and opportunity for learners.

Difficulty of communicating with the “hard to reach” and vulnerable groups.

Q5 – How will you put this into practice?

Build partnerships with all stakeholders.

Pilot RPA activity across Bournemouth and Poole 2011/12.

Section 2: Information gathering and judging impact

Q6 - What existing information and data do you have?

- Importance of Teaching White Paper Nov 2010
- Support and Aspiration Green Paper March 2011
- Raising the Participation Age document Feb 2011
- Wolf Report and recommendations March 2011
- The Forgotten Half March 2011
- E-Bacc attainment statistics for Bournemouth and Poole schools, available through EPAS information portal
- Learner Voice Survey, covering results relating to IAG methods, learning styles etc.
- Student/staff satisfaction survey results, showing views of key stakeholders
- YPLA data on all providers, covering learner numbers, success rates etc.
- NAS data on apprenticeships, covering numbers, success rates etc.
- ALPs information on all providers, covering value added by institution, success rates of different classes and subjects etc.
- LA data on pre-16, covering success rates at Key Stages, expected progress etc.
- Data on young people NEET, illustrating trends like high levels of NEET status among teenage parents, those with SEN/LLDD and those from areas of high deprivation

Q7- What does this tell us about the likely impact on different groups?

General/all equality groups

Equality of access and opportunity to provision may be compromised by provider type, curriculum offer and type of qualification. There are already pre-existing trends such as better and improving academic attainment by girls compared to boys.

Age Summer-born learners are potentially at a disadvantage within standardised programmes of learning. Also, ability for those post-16 to access courses at level 2 and under must be improved.

Disability

Access to facilities and resources may be a problem where they are not DDA compliant – this may be a particular concern with WBL, apprenticeships etc. Access to information in a variety of formats will be needed. SEN/LDD learners may be harder to reach and engage.

Gender (consider maternity and pregnancy impacts for women)

Stereotyping of some courses/qualifications may reinforce gender imbalance eg Engineering/Hair and Beauty Studies.

Gender reassignment (Trans people)

Too little information available on this group 14-19.
Low levels of understanding of the issues amongst providers.

Race

BME to be positively discriminated.
Monitoring relative to BW/EAL.

Religion or belief

None, other than that learning offers must be able to be sufficiently flexible to meet the needs of learners belonging to different faiths.

Sexual orientation

Too little information available on this group 14-19.

Socially excluded groups

The following vulnerable groups are harder to reach and engage: Young Offenders, Care Leavers, LAC, Travellers. They may be indirectly discriminated against if communication channels are poor.

Travel costs, access to the internet cost of specialist equipment may impact on participation, retention and progression for these groups.

A greater prevalence of exclusion will impact on these groups.

Q8 - Is there any potential for direct or indirect discrimination? Yes / No

If yes, please use the action plan below to say how this will be mitigated

Section 3: Action planning

Issue	Objective/ Intended outcome	SMART action	Performance Target	Lead	Deadline
General equality issues	Irrespective of the group in which they reside all young people have the same opportunity for learning within a high quality educational experience	Team members monitor closely the progress and outcomes of these vulnerable learners, raise awareness of the issues and plan and deliver interventions to mitigate.	Gaps in attainment between these groups and other young people are narrowed and positive progress is made by all.	Jan Reed Jean McBain	Review July 11 July 12 July 13
Age	N/A				
Disability	See above				
Gender	See above				
Gender reassignment (Trans)	N/A				
Race	See above				
Religion or belief	N/A				
Sexual orientation	N/A				
Socially excluded groups	Good communications with these groups is established	Team to engage with those who can provide data on these groups, have responsibility for their progress and the learners themselves	Learner voice surveys show good understanding of the issues Monitoring of the outcomes for these groups reflect a narrowing of the gap Young people in these groups remain in appropriate provision	14-19 Managers 14-19 Support Officer (communications)	Review July 11 July 12 July 13

EQIA approved by: **Stuart Twiss, Service Unit Head**
Review date: on or before **16th August 2012**

Date: **16th August 2011**

Contact number: **01202 262745**

Send a copy of your completed screening to your Unit's [Equality Rep](#) and the [Corporate Equality Officer](#) for publication