

Equality Impact Assessment (EIA) Template – Part 1

Policy title and purpose (brief outline):	14-19 Learning Pathways Policy A shift in the 14-19 Learning Pathways policy to ensure a more appropriate balance between learner choice and the quality of learning options at Key Stage 4
Name of official:	Kate Allen
Department:	Department for Education and Skills (DfES)
Date:	November 2013
Signature:	

1. Please provide a brief description of the policy/decision.

For example what is the overall objective of the policy/decision, what are the stated aims (including who the intended beneficiaries are), a broad description of how this will be achieved, what the measure of success will be, and the time frame for achieving this?

The 14-19 Learning Pathways framework published in 2006 falls into two distinct categories: learner provision and learner support. In order to ensure consistent implementation of the policy, its basic principles have been encompassed within a legal framework – the Learning and Skills (Wales) Measure 2009.

By providing young people with access to a wide range of courses and learner support services the expectation and objective was for:

- educational attainment to rise at both KS4 and post-16;
- a reduction in the number of young people leaving full-time education with no qualifications;
- an increase in the number of young people progressing into further learning; and
- a reduction in the number of 16-18 year olds who become NEET.

The National Assembly for Wales' Children and Young People Committee held an inquiry into the implementation of the Measure and published their report in May 2012. One of the recommendations was that:

'The Minister for Education and Skills should review the decision to set 30 courses (including five vocational courses) as the minimum number of courses necessary to form a local curriculum offer at Key Stage 4.

An external task and finish group was set up to take forward the review. The terms of reference were defined as reviewing and making recommendations on the KS4 local curriculum offer, taking into account:

- any unintended consequences of wider choice of courses
- the balance between general and vocational course

- accessibility of courses in rural areas and the impact on smaller and rural schools
- the impact on Welsh-medium and bilingual schools
- alignment with the 14-19 Transport Review and the 14-19 Qualifications Review
- the potential impact of the end of 14-19 grant funding on sustainability
- the views of learners.

The Group published their report in October 2013. The principle recommendation is to reduce the minimum size of the Key Stage 4 curriculum offer from 30 to 25 (of which three must be vocational) and their main proposals for change have informed our consultation (open until 4 December 2013) on the legislative, financial and 14-19 business planning and delivery changes.

The overall objective of the policy and the measure for success is unchanged but it is being refreshed (subject to the outcome of the consultation) for the following reasons:

- the data on the impact of wider choice is inconclusive.
- need to better align with the changes to the educational landscape since its introduction
- need for a more appropriate balance between learner choice and the quality of learning options at Key Stage 4.

It is expected that changes will be implemented from September 2014, with annual outcomes data used as an indicator / measure of success. It is also proposed that Estyn is remitted to undertake an evaluation of the quality and relevance of local curriculum offers (based on revised guidance) in a sample of schools.

2. We have a legal duty to engage with people with protected characteristics under the Equality Act 2010 (please refer to Annex A of the EIA guidance) identified as being relevant to the policy. What steps have you taken to engage with stakeholders, both internally and externally?

Representatives from the relevant educational sectors were brought together to take forward the review through a Task and Finish Group. The Group comprised of Secondary Headteachers, Further Education, Work-Based Training, local authority, Careers Wales, and employer representatives, alongside Estyn as observers. The Group also sought direct input from 14-19 network representatives.

The recommendations put forward by the group were shared with relevant WG policy leads to ensure that they were aligned with wider policy developments. Internal stakeholders were given the opportunity to input in to the Government response and consultation document. The consultation process and communications surrounding it (Ministerial Written Statement, Dysg newsletter, Learning Wales) will provide an opportunity for stakeholders not engaged to date to find out more about the proposed changes and put forward their views.

3. Your decisions must be based on robust evidence. What evidence base have you used? Please list the source of this evidence e.g. National Survey for Wales. Do you consider the evidence to be strong, satisfactory or weak and are there any gaps in evidence?

The review Group established areas that have salience for KS4 education and evidence was provided in order to inform discussions / recommendations.

[Inquiry into the Implementation of the Learning and Skills \(Wales\) Measure 2009 – Report](#)

[Learning Options for 14-19 Year Olds \(2007\)](#)

[Evaluation of the Learning and Skills Measure \(2009\)](#)

[Learner Voice 2009](#)

[Estyn: Welsh medium and bilingual provision for 14-19 learners \(2008\)](#)

[Estyn: Progress in implementing a wider option choice \(2010\)](#)

[Estimating the life-time cost of NEET: 16-18 year olds not in Education, Employment or Training 2010](#)

[Hidden Talents II report 2013: Local Government Association 2013](#)

[Review of Qualifications for 14 to 19 year olds in Wales 2012](#)

[Colegau Cymru November 2012](#)

[Employer Skills Survey](#) [Employer Perspectives Survey](#) [Working Futures](#)

[National Strategic Skills Audit for Wales](#)

[The future delivery of education services in Wales: Review undertaken by Robert Hill Consulting 2013](#)

[Ofsted: The Key Stage 4 curriculum: increased flexibility and work-related learning 2007](#)

Careers Wales Online Data

School Statistics (Welsh Government)

BMG Research 2013 – Evaluation of the impact and extent of 14-19 learner travel; Research into learner experiences and attitudes to learner provision and support at KS4

We consider the evidence to be robust.

It is important to note any opportunities you have identified that could advance or promote equality.

Impact

Please complete the next section to show how this policy / decision / practice could have an impact (positive or negative) on the protected groups under the Equality Act 2010 (refer to the EIA guidance document for more information).

Lack of evidence is not a reason for *not* progressing to carrying out an EIA. Please highlight any gaps in evidence that you have identified and explain how/if you intend to fill these gaps.

4.1 Do you think this policy / decision / practice will have a positive or negative impact on people because of their age?

Age	Positive	Negative	None / Negligible	Reasons for your decision (including evidence) / How
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				might it impact?
Younger people <i>(Children and young people, up to 18)</i>	Yes			The policy is directly targeted at improving provision and support for learners aged 14-19.
People 18-50	Yes			The policy links with wider work on tracking those at risk of disengaging from education, employment. In addition the policy has the potential to impact positively on society as a whole as outlined below.
Older people (50+)	Yes			The policy could potentially impact positively on older people in the context of positive changes to society overall. For example, support services available to young people promote: - developing solutions to personal, social, emotional and physical problems - taking advantage of opportunities to play an active role in their communities and contribute positively to community life.

4.2 Because they are disabled?

Impairment	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Visual impairment	Yes			<p>The policy is intended to be inclusive – i.e. there are suitable pathways available for learners across the ability range</p> <p>Learner support services are intended to help learners overcome barriers to learning, including personal, social, emotional and physical problems.</p>
Hearing impairment	Yes			
Physically disabled	Yes			
Learning disability	Yes			
Mental health problem	Yes			
Other impairments issues	Yes			

4.3 Because of their gender (man or woman)?

Gender	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Male	Yes			<p>The policy is accessible to and should benefit all learners, regardless of gender.</p> <p>The 'learner experiences and</p>
Female	Yes			

				attitudes to support and provision at Key Stage 4' research, commissioned specifically for the review, included a breakdown of survey responses by gender. This was to demonstrate the degree to which the survey was representative, however, no specific analysis of responses by gender was undertaken.
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4.4 Because they are transgender?

Transgender	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
	Yes			<p>This policy is accessible to and should benefit all learners, regardless of whether or not they are transgender.</p> <p>No statistical evidence was gathered about 14-19 learners' in relation to being transgender</p>

4.5 Because of their marriage or civil partnership?

Marriage and Civil Partnership	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Marriage	Yes			<p>The policy is accessible to and should benefit all learners, regardless of whether or not they are in a marriage or civil partnership.</p> <p>No statistical evidence was gathered about 14-19 learners in relation to marriage / civil partnership.</p>
Civil Partnership	Yes			

4.6 Because of their pregnancy or maternity?

Pregnancy and Maternity	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Pregnancy	Yes			<p>The policy is accessible to and should benefit all learners, regardless of whether or not they are in pregnancy / maternity.</p> <p>No statistical</p>
Maternity (the period after birth)	Yes			

				evidence was gathered about 14-19 learners in relation to pregnancy / maternity.
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4.7 Because of their race?

Race	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Ethnic minority people e.g. Asian, Black,	Yes			The policy is accessible to and should benefit all learners, regardless of their race. No statistical evidence was gathered about 14-19 learners' race.
National Origin (e.g. Welsh, English)	Yes			
Asylum Seeker and Refugees	Yes			
Gypsies and Travellers	Yes			
Migrants	Yes			
Others	Yes			

4.8 Because of their religion and belief or non-belief?

Religion and belief or	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How
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non – belief				might it impact?
Different religious groups including Muslims, Jews, Christians, Sikhs, Buddhists, Hindus, Others (please specify)	Yes			The policy is accessible to and should benefit all learners, regardless of their religion / belief / non-belief. No statistical evidence was gathered about 14-19 learners' religion / belief / non-belief.
Belief e.g. Humanists	Yes			
Non-belief	Yes			

4.9 Because of their sexual orientation?

Sexual Orientation	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Gay men	Yes			The policy is accessible to and should benefit all learners, regardless of their sexual orientation. No statistical evidence was gathered about 14-19 learners sexual orientation.
Lesbians	Yes			
Bi-sexual	Yes			

4.10 Do you think that this policy will have a positive or negative impact on people’s human rights? Please refer to point 1.4 of the EIA Annex A - Guidance for further information about Human Rights.

Human Rights	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Human Rights including Human Rights Act and UN Conventions	Yes			The policy does not discriminate against any protected groups or impact negatively on people’s human rights.

If you have identified any impacts (other than negligible ones), positive or negative, on any group with protected characteristics, please complete Part 2.

Only if there are no or negligible positive or negative impacts should you go straight to part 2 and sign off the EIA.



Equality Impact Assessment – Part 2

1. Building on the evidence you gathered and considered in Part 1, please consider the following:

1.1 How could, or does, the policy help advance / promote equality of opportunity?

For example, positive measures designed to address disadvantage and reach different communities or protected groups?

Narrowing the gap between poverty and attainment - the funding allocation formula for the 14-19 grant includes deprivation weightings. The intention is development of a more needs-based, targeted approach to funding for schools/colleges in future (following the transitional year 2014/15), which will contribute to the tackling poverty agenda.

There is continued commitment to funding support systems which enable learners to remain in mainstream learning and not become NEET which will support the implementation of the Youth Engagement and Progression Framework over the coming years.

A proportion of the grant is being ring-fenced to support Welsh-medium course provision.

1.2 How could / does the policy / decision help to eliminate unlawful discrimination, harassment or victimisation?

The learner support element of 14-19 Learning Pathways is intended to help to support learners develop solutions to personal, social, emotional and physical problems, including those which relate to behavioural, personal and social issues.

Wider course provision and collaboration between providers should result in local curriculum offers better suited to learner needs, which could lead to greater learner satisfaction.

1.3 How could/does the policy impact on advancing / promoting good relations and wider community cohesion?

The policy is intended to raise achievement and attainment, prepare young people for high skilled employment or higher education and enable Wales to compete in Europe in the 21st century. This should result in a positive effect on the economy based upon quality employment.

Reducing the number of young people who become NEET can lead to improved active citizenship and community cohesion. This in turn is likely to reduce issues with substance misuse, crime, early motherhood etc. as well as the positive economic impact this would then have, the benefits of which would resonate throughout the local community.

2. Strengthening the policy

2.1 If the policy is likely to have a negative effect ('adverse impact') on any of the protected groups or good relations, what are the reasons for this?

What practical changes/actions could help reduce or remove any negative impacts identified in Part 1?

Not applicable

2.2 If no action is to be taken to remove or mitigate negative / adverse impact, please justify why.

(Please remember that if you have identified unlawful discrimination (immediate or potential) as a result of the policy, the policy must be changed or revised.)

Not applicable

3. Monitoring, evaluating and reviewing

How will you monitor the impact and effectiveness of the policy?

List details of any follow-up work that will be undertaken in relation to the policy (e.g. consultations, specific monitoring etc).

- Consultation responses will be considered before the policy changes are embedded in guidance and legislation.
- Education consortia will be required to submit regional plans for approval, outlining how they will deliver the objectives policy as set out in the guidance, as well as case studies and monitoring reports throughout the year.
- Estyn will be remitted to undertake an evaluation of the quality and relevance of local curriculum offers in a sample of schools.
- Careers Wales Online will be monitored to ensure that schools meet the Measure and that the local curriculum offer is maximised through collaboration.
- School statistics will be commissioned to provide data on NEETs and attainment.

The results of all impact assessments where the impact is significant will be published on the Welsh Government's website.

4. Declaration

***Please delete as appropriate:**

The policy does not have a significant impact upon equality issues

Official completing the EIA

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Department for Education and Skills (DfES)
Date:
07.11.13
Signature:
Kate Allen
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Review Date: September 2015