

# LSC NORTH EAST: Regional Equality and Diversity Impact Measures (EDIMs) 2009



Leading learning and skills

- 1 The LSC's Single Equality Scheme commits us to rigorously monitoring our equality and diversity performance, reporting on our progress and setting fresh objectives and targets as we move forward.
- 2 The Single Equality Scheme defines our aims in setting Equality and Diversity Impact measures (EDIMs) as:
  - to provide high-level impact measures that will enable the overall direction and distance of travel to be judged, and
  - to link EDIMs for learning and skills to our Public Service Agreement (PSA) targets, which are key performance measures for the LSC.
- 3 This short report presents the key recommendations resulting from a comprehensive analysis of equality and diversity information carried out by LSC North East between January and March this year
- 4 The analysis was performed by Andrew Rowell from our Research Team and Stuart Linden, Equality & Diversity Adviser. Review and moderation was carried out by Simon Lindsay, Equality and Diversity Manager. Our Regional Data Team provided the source information.
- 5 The findings will need to be considered alongside the LSC Review of our Single Equality Scheme: the final report of that national review is also about to be published. It will include indications as to the LSC's legacy and transition arrangements for equality and diversity, and the national priorities for the year ahead.
- 6 The way we have structured our recommendations and priorities for 2009-10 reflect the implications of Machinery of Government Changes, and the way the bulk of our analysis was carried out.
- 7 The recommended regional priorities are therefore presented in three groups: Young people (14-19); Adult Learners; and Apprenticeships. This should support the transition to the LSC's successor bodies.

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14-19	Adult Learners	Apprenticeships
<ul style="list-style-type: none"> <li>• Young parents are much less likely to be in education, employment or training than other young people</li> <li>• 16-18 year olds from BME communities are less likely to undertake a full level 2 or 3 qualification than young white learners</li> <li>• Females and learners with a learning difficulty and / or disability are less likely to progress from Entry to Employment programmes than other young learners</li> </ul>	<ul style="list-style-type: none"> <li>• The number of adult learners with learning difficulties and/or disabilities on full Level 2 programmes fell significantly between 2006/07 and 2007/08, compared with only a slight fall in the number without</li> <li>• Adult learners with a learning difficulty and / or disability are less likely to succeed in full Level 2 and 3 qualifications</li> <li>• Male learners are much less likely to participate in Learner Responsive, Skills for Life and Adult Safeguarded Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Apprentices with a learning difficulty and / or disability are much less likely to complete their framework</li> <li>• Learners from BME communities are under-represented in Apprenticeships</li> <li>• Significant gender stereotyping continues to occur in many occupational areas, including:               <ul style="list-style-type: none"> <li>○ Construction</li> <li>○ Engineering</li> <li>○ Hair &amp; Beauty</li> <li>○ Care</li> </ul> </li> </ul>