

South West Learning and Skills Council: Equality and Diversity Action Plan

October 2007 –
April 2010

Of interest to all South West Learning
and Skills Council staff, providers, and
partners

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Introduction

1

This is the South West (SW) Learning and Skills Council (LSC) Equality and Diversity action plan, which supports the LSC's Single Equality Scheme (SES). This document should be read in conjunction with the LSC SES which can be found at <http://readingroom.lsc.gov.uk/lsc/National/nat-singleequalityscheme-30apr07.pdf>. This action plan sets out the SW LSC's contribution towards fulfilling its statutory duties regarding equality of opportunity. The actions within the plan cut across the work of regional and area teams. All SW LSC staff and providers have a part to play in the successful delivery of the plan.

Regional Context

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The South West region extends 225 miles from the south west tip of Cornwall to the north-eastern border of Gloucestershire. There is mixture of large urban areas and rural settlements within the region. Rurality of areas such as Cornwall means that underrepresented groups, who need to improve their education and skills, are at a greater disadvantage (LSC 2006).

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The population of the region is approximately 5.1 million with 38 per cent aged 50+. Within the South West 18.5 per cent of people of working age have a disability which is higher than England at 18.4 per cent. In May 2006, approximately 193,000 working age adults in the SW claimed incapacity benefit. Around 425 of these people were affected by mental health and behavioral disorders; a slightly larger proportion than England as a whole. The regional economy has grown and so has the profile of the workforce with more women, migrant, and older workers. Understanding these changes is essential to inform and shape the overall offer of learning which will improve rates of participation and increase the skill levels of all, including those who are hardest to reach (LSC 2007c).

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The region's workforce is 96 per cent white. The largest ethnic minority is Asian or Asian British [with Indian forming the largest sub-section of this group] The Bristol local authority area alone is home to more than one quarter of the region's economically active Black or ethnic minority population. (Census 2001)

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The working age population is projected to continue to grow to 2015 with the most significant average age annual growth in the 50 to retirement age. The 50+ age group is projected to account for 42% of the region's population against 37% nationally. Lack of level 2 qualifications is most prevalent in the 35 – 54 age group, although it is even higher in the 55-64 age group. Legislation against age discrimination and an ageing population is also expected to impact on the workforce and training needs of sectors. (LSC 2006)

Migrant Population

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For many employers, migrant workers are seen as an important source of labour to meet the skills needs and address recruitment difficulties. In the year 2006/07 there were about 41,700 National Insurance number registrations in the South West, 6.8% of the total in England as a whole. Polish nationals accounted for about 17,600 registrations in the SW. This was 42% of the regional total. Three other nations each accounted for over 1,000 registrations in the region during the year – Slovakia (2,100), India (1,900) and Lithuania (1,100) (LSC2006).

Equality and Diversity Impact Measures (EDIMS) Review

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The South West Learning and Skills Council is committed to improving access to education and learning for people across the region. The response to this commitment can be recognised in our EDIMs. EDIMs measure progress against baselines, have clear milestones, and monitoring and reporting procedures. We have set challenging EDIMs for 2007-08 to improve the participation and success across the equality strands of gender, race/ethnicity and disability. What follows is an analysis of how we are performing against these measures.

Table 1: EDIM 1 Apprenticeship Participation

	Participation 2005/06	Participation 2006/07	Measure 2007/08
Black and Minority Ethnic (BME)	3.4%	3.7%	4.7%
Learners with Learning Disabilities and Difficulties (LLDD)	7.4%	12.3%	18.4%

There has been improvement in participation numbers for both BME and LLDD groups from 2005/06 to 2006/07.

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The 2007/08 EDIM is to move towards the regional BME population of 4.7%. When compared to BME further education participation (5.5%) it can be judged that there is still a significant gap in participation in Work Based Learning (WBL). The numbers of BME learners in WBL is relatively low compared to Further Education (FE). For example, Chinese people accounted for 0.04% of WBL participation numbers. The actual number is 5 Chinese students who studied either an apprenticeship or advanced apprenticeship. Chinese participation and success in FE is significantly higher.

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From comparing data a higher proportion of BME groups participate in FE. The overall numbers of BME learners participating in WBL is lower than both the 07/08 EDIM target and participation in further education. The different BME groups who do participate are usually represented with single digit figures. The largest sub group tends to be 'white – any other background'.

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The most significant improvement saw an increase in participation, for learners with learning difficulties and/or disabilities, from 2005/06 to 2006/07. However, there will need to be a 6.1% increase to reach the 07/08 regional target of 18.4%

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The gender gap in the key sector areas, outlined in the SW LSC 07/08 EDIMs, has not showed any significant improvement or regression in participation. The gender imbalance across these sectors remains a key challenge across the SW. The only sector from the above which performed better than the national average for 2006/07 was Construction.

Table 2: Construction

	Participation 2005/06		Participation 2006/07	
	Male	Female	Male	Female
South West	98.1%	1.9%	98.8%	1.2%
National			98.91%	1.09%

Table 3: Retail and Wholesaling

	Participation 2005/06		Participation 2006/07	
	Male	Female	Male	Female
South West	30%	70%	32%	68.2%
National			33.35%	66.65%

Table 4: Health and Social Care

	Participation 2005/06		Participation 2006/07	
	Male	Female	Male	Female
South West	9%	91%	8.3%	91.7%
National			9.96%	90.04%

EDIM 2 Apprenticeship Success

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Success rates for BME, LLDD and male learners for 2006/07 are currently below the 2007/08 success rate target of 59%. Learners with disabilities are attaining significantly lower success rates with a gap of 7.8%.

Table 5: EDIM 2 Apprenticeship Success

	Framework Success WBL 2006/2007
BME	55.7%
LLDD	51.2%
Male	55.3%
Female	59.9%

EDIM 3 Further Education (FE) Participation

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BME participation for 2006/07 in FE is currently 11.5% above the target set of 4.7% for 2007/08.

Table 6: FE BME Participation

	2005/06	2006/07	2005/06	2006/07
Age	16-18		19+	
Level 2	6%	5.4%	7.8%	8.2%
Level 3	4.8%	5.5%	7.5%	7.7%

(Note: 2006/07 data taken from first F05 which may not hold complete picture)

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Within FE there is an increase in BME learners who access full level 3 qualifications. BME participation rates across the region are impacted upon by the high proportion of BME groups across the West of England and Gloucestershire. For example, the percentage of 16-18 BME learners who have accessed full level 2 qualifications in the West of England is 13.7% in comparison to 3.3% in Somerset.

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The 2006/07 overall participation rate for learners with disabilities is 13%. At present this is below the target set of 18.4% for the 2007/08 EDIMs. The number of learners with disabilities who are 16-18, and completing full Level 2 qualifications is 21% and above the regional EDIM target. This is not reflected in the participation of that age group undertaking full level 3 qualifications, where the number is significantly lower.

Table 7: FE LLDD Participation

	2005/06	2006/07	2005/06	2006/07
Age	16-18		19+	
Level 2	21%	21%	9.8%	12.9%
Level 3	11.9%	13.8%	11.4%	12.1%

(Note: 2006/07 data taken from first F05 which may not hold complete picture)

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The gender gap is significant when analysing participation rates. Male participation rates for level 2 and 3 qualifications are significantly lower than female participation.

Table 8: Further Education Male /Female Participation

	Level 2		Level 3	
	2005/06	2006/07	2005/06	2006/07
Female	58.2%	57.7%	59.3%	58.4%
Male	41.8%	42.3%	40.7%	41.6%

(Note: 2006/07 data taken from first F05 which may not hold complete picture)

Table 9: FE Level 2 & 3 Gender Participation by Sector

Sector	2005/06				2006/07			
	SW		National		SW		National	
	Male	Female	Male	Female	Male	Female	Male	Female
Construction, Planning and the Built Environment	97.7%	2.3%	94.5%	5.5%	95.4%	4.6%	95%	5%
Engineering and Manufacturing Technologies	93.7%	6.3%	82%	18%	94%	6%	90%	10%
Retail and Commercial Enterprise	14.4%	85.6%	24%	76.0%	22%	78%	22.4%	77.6%
Health, Public Services and Care	33.8%	66.2%	32%	68.0%	17%	83%	23%	77%

(Note: 2006/07 data taken from first F05 which may not hold complete picture)

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For females in Construction, Planning and the Built Environment there is an increase in the number participating from 2005/06 to 2006/07. However, we are still underachieving against the national average and this is also the case for Engineering and Manufacturing Technologies. Males follow that trend in Retail and Commercial Enterprise, reducing the gender gap by 7.6% from 2005/06 to 2006/07. In Health, Public Services and Care, the gender gap actually increases between male and female and does not compare favourably against the national average.

EDIM 4 Further Education Success Level 2 & 3

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The success rate target for 2007/08 is 76%. All groups are underperforming according to 2006/07 data.

Table 10: EDIM 4 FESuccess Level 2 & 3

	2005/06	2006/07
BME	64.7%	67%
White British	68.2%	70.6%
LLDD	63.3%	66.5%
Non – LLDD	68.5%	70.8%
Male	70.1%	73.9%
Female	72.6%	75%

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There is a 3.6% gap in SW success rates between White British and BME learners. The highest success rates across the SW were for Asian/Asian British Indian 75.9%, and Chinese 76.7%. The lowest success rates across the SW were Black/Black British Caribbean 62.3% and Black Other 60.3%.

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The overall gender gap for 2006/07, taking into account different levels of qualifications, saw a 1.1% difference between male and female success. The gap between those learning with a disability and those without for 2006/07 is 4.3%.

Age

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The LSC is only required, within the age legislation, to pay due regard to the staff it employs. However, due to the aging population within the SW and more people continuing to work past the retirement age, we need to ensure that older people are able to access appropriate learning so as to up skill or learn new skills.

Table 11: Train to Gain – Participation by Age (LSC 2007h)

April 2006 – July 2007						
	19 – 24	25 – 35	36 – 45	46 – 55	56 – 65	65+
South West	13%	28%	30%	21%	8%	1%
National	12%	29%	31%	20%	7%	0%

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We are performing above the national average in most age groups and need to continue to build on this success.

EDIMs Summary

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Conclusions from this analysis are:

- Although there has been an improvement between 2005/06 and 2006/07, for Apprenticeship participation, there is still a need to close the gap for BME & LLDD learners;
- The only sector performing above the national average regarding the gender gap within Apprenticeships is Construction;
- Apprenticeship success for BME, LLDD and male learners are below the target success rate for 07/08;
- Within FE participation we need to close the gap for LLDD learners and increase their progression to level 3 qualifications;
- FE male participation at level 2 & 3 is lower than female;
- Within FE participation we need to close the gender gap. Specific sectors are highlighted within this action plan. We must work towards at least achieving the national average;
- We need to focus on FE BME learners, particularly Black/Black British Caribbean 62.3% and Black Other 60.3% so that they achieve their qualifications in line with White British;
- The success rates for FE LLDD and male learners is significantly lower than learners who do not have a disability, and female learners;
- Due to the SW aging population we must ensure that we continue to engage over 50's to participate in level 2 & 3 qualifications;
- We have a slightly larger proportion than England as a whole of working age adults, in the SW, claiming incapacity benefit that were affected by mental health and behavioral disorders.

Equality and Diversity Impact Measures 2008/09

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In line with the LSC business cycle set out below are our 2008/09 EDIMs highlighting the inequalities we will look to address, in partnership with our providers and partners.

1. EDIM 1 Apprenticeship Participation

For 2008/09 continue to close the gaps for BME and LLDD learners, paying particular attention to supporting learners with mental health difficulties, in line with the regional demographics of 4.7% and 18.5%.

Close the gender gap for key sectors and work towards at least achieving the national average.

2. EDIM 2 Apprenticeship Success

The Apprenticeship success rate target for the South West 2008/09 is 64%
For 2008/09 ensure the success rate target for WBL of 64% is supported for BME groups, LLDD learners including those with mental health difficulties, and male and female learners.

3. EDIM 3 Further Education Participation

For 2008/09 participation of people with disabilities should increase further towards the regional demographics of 18.5% paying particular attention to supporting learners with mental health difficulties.

Increase the percentage of LLDD learners progressing to level 3 qualifications.

For 2008/09 providers must focus on promoting the benefits of education and training to increase the participation male learners.

Close the gender gap for key sectors and work towards at least achieving the national average

4. EDIM 4 FE Success

The FE success rate target for the South West 2008/09 is 78%
For 2008/09 ensure the success rate target for FE of 78% is supported for BME groups, learners with learning difficulties and/or disabilities including learners with mental health difficulties, and male and female learners.

5. EDIM 5 Train to Gain - Age

Continue to exceed the national averages for learners aged 46 and over participating in the Train to Gain Service

Table 12: South West Action Plan

1: Regional priority area: learning and skills					
<p>Aim Ensure equality and diversity is mainstreamed within LSC funded activity so that learners from under-represented groups have the same opportunities as the majority</p> <p>Lead responsibility Learning Planning and Performance (LPP) Director</p> <p>Monitored by South West Management Group</p>					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
1. Analyse baselines for levels and patterns of participation, retention and success for relevant groups and set improvement targets	Strategic analysis informs E&D priorities and actions	Regional commissioning and takes account of participation and success of underrepresented groups and actions are set in each area operational plan including Equality and Diversity Impact Measures (EDIMs)	Annual	Policy & Planning Director	Planning and Policy Manager Data Manager Research Manager E&D Manager LLDD Manager
	Ensure through the annual business cycle E&D priorities and improvement targets are set for underrepresented groups	Evidence of LSC funded providers setting EDIMs positive measures to improve participation and success.		Area Directors	Area Partnership E&D Leads
2. Develop an action plan to challenge and change current participation trends in work-based learning	Use national action plan to inform regional planning	Actions set in Regional Skills Action Plan to improve participation and success for disabled and ethnic minority learners and to break down occupational gender segregation.	December 07	Policy & Planning Director Skills Director	Skills Development Strategy
		Evidence of LSC funded providers setting positive measures to improve participation and success.	March 08	Area Directors	Partnership Managers and Advisors

1: Regional priority area: learning and skills					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Lead	Implementation
2 continued	Regional support programme for atypical learners within the Adult Apprenticeship programme	30 Atypical learners participated and retained in level 2/3 qualifications	Oct 07- March 08	E&D & Skills Development Manager	Skills Directorate Area Partnership Teams E&D Budget £20k
	Regional support programme breaking down occupational gender segregation in young apprenticeships	Workshops for young people using a range of methods to engage them in understanding the benefits of gender equality; taster days in industry; sessions for young people with inspirational role models; sessions for teaching staff looking at curriculum development; increase in the number of new or existing employers providing non traditional work placements	Oct 07 – July 08	E&D Manager and Director 14-19	E&D Team & E&D area leads for Somerset & Gloucestershire Budget £101,200k
	Strengthen discussions with Sector Skills Councils (SSC) regional leads to include the equality agenda from a SW regional perspective.	SSC have a greater awareness of the issues for underrepresented groups in the South West and promote the business case for diversity.	March 2008	Skills Director (Sectors)	Sector team
3. Invest in more high-quality provision for learner with learning difficulties and/or disabilities and increase the number of opportunities to study locally.	Refer to Learning for Living & Work SW Regional Implementation Plan 2007-2010 http://readingroom.lsc.gov.uk/lsc/SouthWest/Regional_LLDD_Strategy_v7.pdf				

1: Regional priority area: learning and skills					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Lead	Implementation
4. Support programmes for adult learners with learning difficulties and/or disabilities that enable them to progress to greater independence.	Refer to Learning for Living & Work SW Regional Implementation Plan 2007-2010				
	Work in partnership with the National Institute for Adults Continuing Learning (NIACE), National Institute for Mental Health in England and Care Services Improvement Partnership (CSIP)	Develop and action a regional plan which will engage providers of post 16 education to improve the learning experience of learners with mental health difficulties.	2007/08	NIACE	LSC, CSIP, NIACE and Providers
5. Use findings of research to inform policy for engaging different faith groups in learning.	Work with national office to implement policy on a regional basis and explore regional networks for faith. Research to take place in Bristol & Gloucestershire.	Research to inform planning for 09/10 Bring together staff working in FE and young Muslim men from different ethnic backgrounds (Somali, Pakistani and Bangladeshi) to build an understanding and develop, in collaboration, concrete ideas and actions to support Muslim men of different ethnicities to engage and succeed in learning.	March 2008	E&D Manager	E&D Manager E&D leads(Partnership teams)
6. Improve data collection and analysis for offender learning in order to establish baseline data for race, disability, gender and age.	Work with regional partners to collect, improve and analyse 06/07 & 07/08 baseline data for re-offending rates for gender, disability, ethnicity for both offenders in custody and those in the community who have been in prison for over twelve months	Improved understanding of how we are meeting the learning needs of underrepresented groups. Equality & Diversity Impact Measures set for offender learning.	2008/09	Regional LSC Offender Learning Manager	Regional OLASS Manager

1: Regional priority area: learning and skills					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Lead	Implementation
7. Assure ourselves that Initial Advice and Guidance (IAG) for adults responds to the needs of all groups	<p>Review equality coverage within the SW IAG Framework and highlight the key performance indicators.</p> <p>From national action re analysis of profiles and destination of service users set appropriate targets for underrepresented groups using the procurement procedures.</p>	<p>Robust IAG framework which supports underrepresented service users</p> <p>Regional issues of under representation identified and year on year targets set for improvement</p>	<p>March 2008</p> <p>2007-2010</p>	Skills Development Manager (Strategy)	<p>Skills Development Manager (Strategy)</p> <p>Local IAG Leads ((Partnership teams)</p>
8. Make the business case to employers for the benefits of promoting equality and diversity and plan provision accordingly.	<p>Ensure within regional Jobcentre Plus & LSC joint delivery plan there is a shared objective of 'working with employers to realise benefits of a diverse workforce'.</p> <p>Develop SW Strategic E&D group including partners from Regional Development Agency and Regional Skills Partnership to raise key regional equality issues</p> <p>Ensure Train to Gain Brokers are equipped to promote the benefits of a diverse workforce to employers. To include:</p> <p>1. Broker inductions including E&D Fact Sheet</p>	<p>Joint objective</p> <p>Group in place with clear objectives</p> <p>Employers understand the benefits of a diverse workforce</p> <p>New Brokers are introduced to the range of Equality and Diversity issues to equip them when engaging with employers</p>	<p>Annually</p> <p>Sept 08</p> <p>Dec 08</p> <p>March 08</p>	<p>Skills Development Manager (Strategy)</p> <p>E&D Manager</p> <p>Skills Development Manager Train to Gain (Brokerage)</p>	<p>Jobcentre Plus (JCP)/ LSC</p> <p>Skills Development Advisor Train to Gain (Brokerage)</p>

1: Regional priority area: learning and skills					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Lead	Implementation
8. continued	2. Lead Broker for Equality & Diversity in the region	E & D communications are current and consistent	Feb 08		E&D Manager
	3. Series of E & D briefings are undertaken to brief all Brokers	Build awareness and update on legislation	Sept 08	E&D Manager	Lead Broker Manager
	4. Provide a range of Equality & Diversity resource tools made available on Broker Website	Information and links will provide Brokers with a gateway to Equality and Diversity	May 08	E&D Manager	Skills Development Advisor Train to Gain (Brokerage)
	5. Ensure E&D is on the national agenda, in light of legislative changes, and positioning within Skills Broker agenda	Employers are able to access support mechanisms to help them develop understanding of their responsibilities regarding equality legislation.	Dec 08	Skills Development Manager (Brokerage)	Skills Development Advisor Train to Gain (Brokerage)
9. Help develop sustainable communities: work with partners to increase the skills and economic inclusion of all groups, including migrant groups.	Actions are set out within the updated SW Regional Skills Action Plan for example Skills for Jobs and joint Plans with JCP.	Measurable improvement in under represented groups developing skills.	2008/09	Skills Development Managers (Strategy)	Area Partnership Teams

2: Regional priority area: the performance of the system					
<p>Aim Raise the performance of the FE system in the area of equality & diversity so that underrepresented groups have the same quality and access to learning as those in the majority</p> <p>Lead responsibility Regional Director</p> <p>Monitored by Regional Quality Improvement Partnership</p>					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
1. Assure ourselves that providers give priority to equality and diversity	Area teams to ensure priority is given to equality and diversity through the Provider Dialogue	Providers' plans, self assessment and inspection show clearly action taken and success achieved.	Feb–April 08	Learning & Quality Director	Area Partnership Teams
2. Assure ourselves that providers comply with statutory requirements in respect of their provision and services	Area teams to verify that those providers which are public bodies have a SES or separate Race, Disability & Gender Equality Schemes in place with action plans reviewed annually.	All providers in scope are Race, Disability and Gender Equality Scheme compliant and carry out gender, race and disability impact assessments in line with each legislative duty. (Good practice - non-public sector providers are encouraged to comply with the duties);SW LSC has sight of	2007/08	Area Directors	Area Partnership Teams
3. Provide support to build providers' capacity for equality and diversity activity	Plan and fund a SW regional Single Equality Scheme support programme which complements the national programme	A provider lead E&D network Four regional workshops on specific areas such as impact assessment as identified by the network	July 08	E&D Manager	Contractor and Area E&D leads
	Plan and fund a regional LSC Equality and Diversity Conference	Promote inform/ update providers on the LSC National Single Equality Scheme, New Equality and Human Rights Commission, and good practice including the plans to support the development of a regional network	November 07	E&D Manager	E&D Advisor

2: Regional priority area: the performance of the system					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
4. Support colleges and providers in developing high-quality provision for learners with learning difficulties and/or disabilities	Refer to Learning for Living & Work SW Regional Implementation Plan 2007-2010				
5. Promote achievement of <i>Race Equality in Employment Standard</i> (REES)	We must ensure all providers are encouraged to adopt this standard; by implementing a project working with colleges to embed the standards within their employment practice	Eighteen providers within the SW have adopted this standard	November 07	E&D Manager	E&D Advisor
6. Monitor FE system workforce by gender, ethnicity, disability and age	Through the Regional Quality Improvement partnership monitor the regional FE system workforce by gender, ethnicity, disability & age	Accurate regional profile of workforce.	2008	Director Quality & Learning	Provider Support Manager
7. Develop the capacity of voluntary and community sector, particularly black and ethnic minority organisations, to enable them to enter and compete in the provider market	Refer to SW Third Sector Strategy				

2: Regional priority area: the performance of the system					
Regional	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
8. Regional Learner involvement	In line with national guidance develop a regional learner involvement framework	SW Learner involvement framework	2009/10	Provider Support Manager	Regional Quality Improvement Partnership Provider Support Team
9. Promote and gain provider sign up for the Mindful Employer Charter	Engage the organisation Workways and LSC funded providers through the provider E&D network. Promote the benefits of the Mindful Employer Charter and gain sign up	Ten providers signed up to the charter	2009	E&D Manager	Workways and FE providers

3: Regional priority area: Impact assessment and information					
<p>Aim Work with the National Office to implement the impact assessment process</p> <p>Lead responsibility Director Learning and Quality</p> <p>Monitored by South West Management Group</p>					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
1. Complete initial assessment and where applicable full impact assessment	Staff training for all band 3,4,5	Staff have an understanding of the LSC impact assessment process	December 07	E&D Manager	E&D Team
2. Complete initial assessment and where applicable full impact assessment	<p>Any papers drawn at national, regional or local level relating to a decision will be required to have a policy statement relating to equality and diversity, and another relating to the impact assessment of that decision.</p> <p>Policy drawn by SW will be 'Equality Impact Assessed' by a designated member of staff. Since most policies are developed nationally, most equality impact assessments will be led nationally.</p> <p>Staff training for all band 3,4,5</p>	<p>Underrepresented groups of people are not adversely affected by the implementation of regional & local policy & decisions.</p> <p>Staff have an understanding of the LSC impact assessment process</p>	<p>Annual Cycle</p> <p>December 2007</p>	E&D Manager	<p>Policy Lead</p> <p>E&D Team</p>

4: Regional priority area: Impact measures					
<p>Aim Provide equality and diversity measures that will enable us to focus on improvement within the South West</p> <p>Lead responsibility Director Learning and Quality</p> <p>Monitored by South West Management Group SWMG</p>					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
1. Complete setting of national EDIMs & review EDIMs annually	Support the SW region's contribution to the Public Sector Agreement (PSA) targets, as set out in the LSC Annual Statement of Priorities (ASP) 2007/08, by publishing regional EDIMs for 2007/08 which are robust and are used to bring about increased opportunities for those who are disadvantaged;	Improved participation and success of underrepresented groups	2007/08	E&D Manager Data Manager	E&D Area Leads (Partnership teams)
	In line with regional EDIMs providers will evaluate their own data for underrepresented groups and set targets that support local and regional targets as appropriate in their development plans for 2007/08;	All SW providers to have measures to increase participation and improve success of underrepresented groups	2007	Partnership Directors	Partnership Teams
	SW LSC SES Equality & Diversity Task Group to monitor progress line with published data and review progress	Reports on progress for SWMG	Quarterly May 08 August 08 Nov 08 Feb 09	E&D Manager	E&D Area Leads

4 Regional priority area: Impact measures					
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Leads	Implementation
1. continued	<p>Review 2007/08 EDIMs and set 2008/09 EDIMs to support the regions contribution to the PSA targets as set out in the ASP 2008/09</p> <p>In line with regional 08/09 EDIMs providers will evaluate their own data for underrepresented groups and set targets that support local and regional targets as appropriate</p>	<p>2008/09 EDIMs set as part of business cycle</p> <p>Improved participation and success of underrepresented groups</p>	January 08	E&D Manager	E&D Advisor

Key Partners

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The work of the providers we commission and fund will play a key part in the implementation of this action plan.

We will work with a range of External Partners including:

Equality and Human Rights Commission
Further Education Providers
Equality South West
South West Regional Development Agency
Regional Skills Partnership
Job Centre Plus
Regional Quality Improvement Partnership
Sector Skills Councils
Government Office South West
Lifelong Learning UK
Quality Improvement Agency
Ofstead

Outcomes

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The South West LSC is working to achieve the following outcomes:

By April 2008:

- E&D Champion appointed to the Regional Council
- Regional commissioning plan reflects the E&D priorities
- Area teams have identified E&D priorities and actions including area impact measures
- Increase the number of providers implementing the Race Equality Employment Standard
- Young people (pre 16), Schools, Connexions and Employers in Somerset and Gloucestershire understand the benefits of breaking down occupational gender segregation and the economic importance of atypical careers
- Increased participation of atypical learners within the Adult Apprenticeship programme
- An increased understanding of how providers can support young Muslim men in learning
- Providers will have an increased awareness of the LSC SES

By April 2009:

- All providers in scope have a Single Equality Scheme (SES) or three separate schemes
- Regional E&D provider lead network
- Train to Gain Brokerage Service equipped to promote to employers the benefits of a diverse work force
- Improved offender learning data to inform and set impact measure

- Regional strategic partnership to enhance joint working on E&D
- Train to Gain Brokerage Service equipped to promote to employers the benefits of a diverse work force

By April 2010:

- Initial advice and guidance is targeted to support underrepresented groups
- The participation of underrepresented learners, within providers, is reflective of the regional population
- The success of underrepresented learners has moved closer to the success of all learners
- Capacity is build with providers in line with self-regulation

Monitoring, Reporting, Reviewing and Updating

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This action plan will run from November 2007 to April 2010. The progress of this plan will be monitored by the LSC Regional Equality and Diversity Task Group, which will report to the South West Management Group quarterly. The first reporting date is May 2008. We will review and update the action plan each year in line with the National SES.

Single Equality Scheme Regional Dissemination Plan

Table 13

Internal/ External	Mechanism	Activity	Target date	Completed	Responsibility
Internal	Directorate briefing	LPP managers meeting	26/04/07	Yes	Regional E&D team
Internal	SW Regional Bulletin	Summary and link for all LSC staff	30/04/07	Yes	Regional E&D team
Internal	SES hard copies	Distributed to E&D regional group members	04/05/07	Yes	Regional E&D team
Internal	National Bulletin	Summary and link for all LSC staff	04/05/07	Yes	National E&D Office
Internal	Directors' Meeting	LSC South West Management Group	17/05/07	Yes	National Office E&D team
Internal	Directorate briefing	Skills strategy	24/05/07	Yes	Regional E&D team
Internal	Directorate briefing	Sector Skills	05/06/07	Yes	Regional E&D team
Internal	Workshop	6 x Equality Impact Assessment workshops	27/06/07	Yes	Regional E&D team
External	SW strategic E&D regional group	Brief members	18/07/07	Yes	Regional E&D team

Internal/ External	Mechanism	Activity	Target date	Completed	Responsibility
Internal	Workshop	5 x SES workshops available to all staff	08/10/07	Yes	Regional E&D team
External	Provider Briefing re SES Support Programme	Conference	January 08	Yes	National/ Regional LSC
External	SW SES Support Programme	Provider network and workshops	March 08		E&D Manager
Internal	Area Team briefs	Brief area teams on SW E&D Action plan	March /April 08		E&D Manager
Internal	SES Support Programme	Workshop for SW Partnership teams	May 08		National/ Regional LSC

Annexe A: References

LSC (2005) *South West LSC Race Equality Scheme Regional Action Plan 2005 - 2008*, Bristol: SW LSC.

LSC (2006a) *Learning and Skills Council South West Strategic Analysis November 2006*, Bristol: SW LSC.

LSC (2006b) *Equality and Diversity Impact Measures 2007/08*, Plymouth: SW LSC

LSC (2007a) *Our Statement of Priorities*, Coventry: LSC.

LSC (2007b) *Learning and Skills Council Single Equality Scheme April 2007*, Coventry: LSC.

LSC (2007c) *South West LSC Progress Report 2007*, Bristol: SW LSC.

LSC (2007d) *Learning and Skills Council South West Regional Commissioning Plan 2007-08*, Bristol: SW LSC.

LSC (2007e) *Learning for Living and Work South West Regional Strategy for 2007-2010*, Bristol: SW LSC.

LSC (2007f) *SW Regional Skills Action Plan 2007-2010*, Plymouth: SW LSC.

LSC (2007g) *South West Regional Quality Framework 2007/2010*, Bristol: SW LSC.

LSC (2007h) *Performance Review Information Equality and Diversity Supplement December 2007*, Coventry: LSC.

Statistical First Release: ILR/SFR14 December 2007, National Statistics London.

Further information

For further information, please contact the appropriate Learning and Skills Council office. Contact details for each office can be found on the LSC website: www.lsc.gov.uk