

First Year Review

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

August 2009

Executive Summary

This review of the South West (SW) Learning and Skills Council's Equality and Diversity Action Plan takes account of progress towards the regional Equality and Diversity Impact Measures (EDIMs) and actions to support the LSC Single Equality Scheme (SES).

While it appears that, for 2007/08, people participating in Apprenticeships (formally known as Work Based Learning) from an ethnic minority (EM) background has increased, for people with a Learning Difficulty or Disability (LDD) this has not improved. Apprenticeship success has increased but there are still gaps for LDD and non LDD (6.7%), and between EM and White British (3.1%).

For Further Education (FE) there has been an increase in participation of EM learners, which exceeds the demographics by 7.3%. There has been a small increase for LDD learners. While the success of learners achieving qualifications has mainly improved for 07/08 there is still a 3.9% gap between ME and White British. LDD learners, during 07/08, improved their success and were in line with non LDD learners.

The 2009/10 regional EDIMs take account of the progress so far and the work that needs to continue especially around participation and success for LDD Apprenticeships.

The actions within the SW LSC Equality and Diversity Action Plan support the national actions in the SES in the areas of Learning and Skills, the Performance of the System, Impact Assessment and Impact Measures. There is an update of these actions including details of the 2008/09 Equality and Diversity projects which are about improving participation and success for underrepresented groups of people including those with mental health difficulties.

South West (SW) Equality and Diversity Action Plan

This report is a review of the 2007/08 Equality and Diversity Impact Measures (EDIMs) and the summaries the work towards the actions set until March 2010. We will use this review to update the SW LSC EDIMs, which are set out in this below. It has also informed commissioning of equality and diversity projects to support actions until March 2010.

Equality and Diversity Impact Measures 2007/08 (EDIMs)

This report uses the New Measures data

EDIM 1 Apprenticeships

Action: For 2007/08 SW region Minority Ethnic (ME) participation in Apprenticeships should move further towards the regional demographics of 4.7%.

Outcome: For 2007/08 we have increased ME participation by just under 1% and 0.1% for 2008/09.

Table 1: Apprenticeships ME Participation

2007/08 All Learners	2007/08 ME	2007/08 ME %	2006/07 ME
18474	836	4.6%	3.7%

2008/09 at period 12 All Learners	2008/09 ME	2008/09 ME %	2007/08 ME
16226	758	4.7%	4.6%

Action: Participation of disabled people in Apprenticeships should move towards the regional demographics of 18.4%.

Outcome: There does not seem to be a lot of movement regarding increasing participation for learners with disabilities. We should however note that for 2007/08 451 learners did not provide information as to whether they did or did not have a disability. For 2008/09 at present this has reduced to 182 learners.

Table 2: Apprenticeships Disability Participation

2007/08 All Learners	2007/08 LDD	2007/08 LDD %	2006/07
18474	2247	12.2%	12.3%

2008/09 at period 12 All Learners	2008/09 LDD	2008/09 LDD %	2007/08
16226	1995	12.3%	12.2%

Action: The South West LSC will work with providers to continue to break down gender imbalance in Apprenticeships promoting the business case for diversity. In line with the Equal Opportunities Commission and the LSC recommendations we will action the core initiatives, within the "Action for Change" publication (March 05), where appropriate, and work with stakeholders to address gender segregation.

Table 3: Apprenticeships Gender Participation

	2006/07 Male %	2007/08 Male %	2008/09 Period 12 Male %	2006/07 Female %	2007/08 Female %	2008/09 Period 12 Female %
Construction, Planning and the Built Environment	98.6%	98.2%	97.7%	1.4%	1.9%	2.3%
Retail & Commercial Enterprise	30.7%	30.2%	27.2%	69.3%	69.8%	72.8%
Health, Public Services and Care	6.3%	8.3%	7.5%	93.7%	91.7%	92.5%

Outcome: Table 3 above shows that for women participating in Apprenticeships, within the Construction sector, there has been a very slight increase. Men participating in Health Care has increased by 2% in 2007/08 but decreased in 2008/09. There has been a decrease in the number of men participating in retail Apprenticeships for the past two years. Table 4 below concludes that over the past two years there more female than male Apprenticeships.

Table 4: Apprenticeships Male/ Female Participation (Starts)

Year	Total number of learners	% Female	% Male
2006/07	15765	48.3%	51.7%
2007/08	18474	51.7%	48.3%
2008/09 Period 12	16226	51.5%	48.5%

EDIM 2 Apprenticeship Success

Action: For 2007/08 ensure the success rate target for Apprenticeships of 59% is supported for BME groups, learners with learning difficulties and/or disabilities and male and female learners.

Table 5: Apprenticeships New Measures Success Rate

Group	06/07	07/08
Total Learners	58.9%	64.2%
BME	55.8%	61.3%
White British	59.1%	64.4%
LDD	52.8%	58.4%
Non LDD	60%	65.1%
Male	57.6%	63.1%
Female	60.4%	65.3%

Outcome: This table shows that during 07/08 overall success has increased. However, the gap between for LDD and non LDD is 6.7% and between ME and White British 3.1%.

EDIM 3 Further Education

Action: For 2007/08 Minority Ethnic (ME) participation, for the region, in FE should move further towards the regional demographics of 4.7%.

Action: Work with FE providers to promote and support disabled learners to progress to level 3 qualifications. Participation of people with a disability in FE should increase further towards the regional demographics of 18.4%.

Table 6: FE Participation

2006/07			2007/08			Target 2007/08
Total number of Learners	ME	ME %	Total number of Learners	ME	ME %	
321,591	35,683	11.1%	312,585	37,190	12%	4.7%

2006/07			2007/08			Target 2007/08
Total number of Learners	LDD	LDD %	Total number of Learners	LDD	LDD %	
321,591	40,733	12.7%	312,585	39,276	12.6%	18.4%

2006/07			2007/08		
Total number of Learners	LDD (participating at L3)	LDD % (participating at L3)	Total number of Learners	LDD (participating at L3)	LDD % (participating at L3)
147,872	16,616	11.2%	144,508	16,279	11.3%

Outcome: Table 6 - Year on year ME learners' participating in FE far exceeds the census target. There has also been a slight increase in LDD learners' participation.

Action: The South West LSC will work with providers to continue to break down gender imbalance in FE promoting the business case for diversity. In line with the Equal Opportunities Commission and the LSC recommendations we will action the core initiatives, within the "Action for Change" publication (March 05), where appropriate, and work with stakeholders to address gender segregation.

Table 7 – FE Gender Participation at Full Level 2

Sector	2006/07		2007/08	
	Female %	Male %	Female %	Male %
Health, Public Services and Care	84.5%	15.5%	83.3%	16.7%
Engineering & Manufacturing Technologies	6.4%	93.6%	6.8%	93.2%
Construction, Planning and the Built Environment	4.0%	96.0%	3.1%	96.9%
Retail and Commercial Enterprise	76.4%	23.6%	79.0%	21.0%

Table 8 – FE Gender Participation at Full Level 3

Sector	2006/07		2007/08	
	Female %	Male %	Female %	Male %
Health, Public Services and Care	82.1%	17.9%	81.3%	18.7%
Engineering & Manufacturing Technologies	4.9%	95.1%	5.4%	94.6%
Construction, Planning and the Built Environment	7.4%	92.6%	6.8%	93.2%
Retail and Commercial Enterprise	83.6%	16.4%	83.0%	17.0%

Outcome: The data shows there is greater participation of atypical learners on FE funded qualifications (table 7&8) than atypical Apprenticeships (table 3), with the exception of retail.

Action: The South West LSC will work with providers to promote the benefits of education and training to increase the participation of male learners.

Table 9 – Male and Female FE Participation

Sector	2006/07		2007/08	
	Female %	Male %	Female %	Male %
Full Level 2	53.9%	46.1%	53.0%	47.0%
Full Level 3	57.8%	42.2%	58.4%	41.6%

Outcome: There has not been any significant increase for male participation at level 2 and there has been a slight decrease at level 3.

EDIM 4 FE Success

Action: For 2007/08 ensure the success rate target for FE of 76% is supported for BME groups, learners with learning difficulties and/or disabilities, and male and female learners.

Table 10 – FE Success

Group	2006/07 (F05) %	2007/08 (F05) %
ME	66.71%	75.15%
White British	75.61%	79.08%
LLDD	71.10%	75.70%
Non-LLDD	75.48%	75.35%
Female Learners	75.50%	76.16%
Male Learners	73.75%	73.79%

Outcome: While the success of learners achieving qualifications has mainly improved for 07/08 there is still a 3.9% gap between ME and White British. LDD learners, during 07/08, improved their success and were in line with non LDD learners.

Equality and Diversity Impact Measures 2009/10 (EDIMs)

EDIM 1 Apprenticeships

Action: For 2009/10 SW region Black and Minority Ethnic (BME) participation in Apprenticeships should move further towards the estimated population of 6.9%. (SW LSC Strategic Analysis 2008)

Action: Participation of disabled people in Apprenticeships should move towards the regional demographics of 18.4%.

Action: The South West LSC will work with providers to continue to break down gender imbalance in Apprenticeships promoting the business case for diversity.

EDIM 2 Apprenticeship Success

Action: For 2009/10 ensure the completion success rate target for Apprenticeships of 65% is supported for BME groups, learners with learning difficulties and/or disabilities and male and female learners.

EDIM 3 Further Education (FE)

Action: For 2009/10 Black and Minority Ethnic (BME) participation, for the region, in FE should move further towards the regional demographics of 4.7%.

Action: Work with FE providers to promote and support disabled learners to progress to level 3 qualifications. Participation of disabled people in FE should increase further towards the regional demographics of 18.4%.

Action: The South West LSC will work with providers to continue to break down gender imbalance in FE promoting the business case for diversity.

Action: The South West LSC will work with providers to promote the benefits of education and training to increase the participation of male learners.

EDIM 4 FE Success

Action: For 2009/10 ensure the success rate target for FE of 80% is supported for BME groups, learners with learning difficulties and/or disabilities, and male and female learners.

South West Action Plan

The plan on the next page sets out the South West LSC's actions and the progress in supporting the LSC Single Equality Scheme.

South West Action Plan

1: Regional priority area: learning and skills

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

Lead responsibility

Learning Planning and Performance (LPP) Director

Monitored by

South West Management Group

SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
1. Analyse baselines for levels and patterns of participation, retention and success for relevant groups and set improvement targets.	<p>Strategic analysis informs E&D priorities and actions.</p> <p>Ensure through the annual business cycle E&D priorities and improvement targets are set for underrepresented groups.</p> <p>Take account of the changes within the regional demographics.</p>	<p>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).</p> <p>Evidence of LSC funded providers setting EDIMs positive measures to improve participation and success.</p>	Annual	<p>Regional EDIMs set for 2008/09. Area EDIMs set for 08/09.</p> <p>Regional EDIMs set within this plan for 2009/10.</p> <p>All colleges, private providers delivering Apprenticeships, Specialist colleges and LA have been asked to confirm that EDIMs have been set.</p>
2. Develop an action plan to challenge and change current participation trends in work-based learning.	<p>Use national action plan to inform regional planning.</p>	<p>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.</p> <p>Evidence of LSC funded providers setting positive measures to improve participation and success.</p>	<p>December 07</p> <p>March 08</p>	<p>World Class Apprenticeships sets out actions for underrepresented groups and now forms part of the NAS implementation plan. Regional plan includes reference to this.</p> <p>All colleges, private providers delivering Apprenticeships, Specialist colleges and LA have been asked to confirm that EDIMs have been set.</p>

1: Regional priority area: learning and skills

SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
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	Funded mentors and support for 30 learners continuing to monitor progress.
	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	<ul style="list-style-type: none"> • 30 South West role models in Construction Health & Social Care Engineering Children's Workforce Road Haulage and IT recruited. • 31 employers trained in the business case for diversity and gender. • 753 young people in years 9 and 10 from 10 schools took part in atypical drama sessions. • 43 Connexions and teachers attended Gender training workshops. • 204 schools in Gloucestershire and Somerset received a set of Geri DVDs and support tools.
	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	Sector Team have included E&D as an agenda item.
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	Progress at August 2009
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 2008/09	Network members - 149 In the South West, expansion of <u>access to psychological therapies</u> within two colleges that have developed this service within their own environment. Development of a co-ordinator role for <u>therapeutic intervention</u> that ensures group work for issues such as anger management and confidence raising. The LSC has signed up to the Mindful Employer. An initiative developed in the South West to encourage employers to be more supportive towards employees with mental health difficulties.
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	Outcomes of the project shared with regional E&D provider network. Build networks to access knowledge about faith and culture "Build networks with "cultural experts" who can provide advice in instances where expertise is lacking within a provider staff body". "Build relationships with supplementary schools that have great involvement with Muslim communities". Involve Muslim parents proactively "Reach out to parents through face-to-face contact or telephone contact rather than a letter". Seek involvement from Muslim parents on governing.

1: Regional priority area: learning and skills				
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
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	Offenders in custody ILR 07/08 ethnicity baseline Starts: White 60%; BME 18%, unknown 22% Achievements: White 61%; BME 17%, unknown 23%. As there is only one women's prison in the SW setting a gender baseline is irrelevant for offenders in custody. Ongoing dialogue with partners to agree a way forward to establish a useful baseline for disability. Offenders in the community Ongoing dialogue with partners to agree a way forward to establish useful baselines as there is no requirement for providers to identify offenders in the community on the ILR and indeed this may mitigate against offenders' access to provision if it was made a requirement.
7. Assure ourselves that Initial Advice and Guidance (IAG) for adults responds to the needs of all groups.	Review equality coverage within the SW IAG Framework and highlight the key performance indicators. From national action re analysis of profiles and destination of service users set appropriate targets for underrepresented groups using the procurement procedures.	Robust IAG framework which supports underrepresented service users. Regional issues of under representation identified and year on year targets set for improvement.	March 2008 2007-2010	A national process was followed to procure Nextstep provision for 08/10. This has set KPI's at 90% of personalised service users to be below Level 2, 10% to be below Level 3, and 30% to be low-skilled women. Of these, it is expected that 20% yet to achieve a level 2 qualification to be over 50, and 15% yet to achieve a Level 2 qualification to be in the LLDD group. Our regional requirement for Nextstep delivery identified workless people, offenders, and people living within certain disadvantaged wards, as priority groups for the service. Our Nextstep provider, Connexions Cornwall and Devon, started operation on the 1 st August 08 and is developing a set of management information to monitor usage of service by different groups. This will be reviewed at ongoing contract meetings and used to help develop the regional specification for the AACS service in 2010/11.

1: Regional priority area: learning and skills

SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
<p>8. Make the business case to employers for the benefits of promoting equality and diversity and plan provision accordingly.</p>	<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>The Integration of Employment and Skills Strategy and Action Plan for the SW region (2008/09) contains a specific Equality and Diversity action for Jobcentre Plus. It calls for a focus on underrepresented groups to be supported and employers influenced to provide job opportunities for these groups. Skills for Jobs training have seen a number of individuals in underrepresented groups move into jobs. European Social Fund projects are positioned to continue this.</p> <p>In development - led by Equality South West.</p> <p>Consortium business plan strengthened to include commitment to E&D within induction and CPD. Fact sheet produced and subsequently updated.</p> <p>Fact sheet included at induction and placed on Broker website.</p>

1: Regional priority area: learning and skills				
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
8. continued	2. Lead Broker for Equality & Diversity in the region.	E & D communications are current and consistent.	Feb 08	Lead Broker.
	3. Series of E & D briefings are undertaken to brief all Brokers.	Build awareness and update on legislation.	Sept 08	Planned as part of training and development.
	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	Online fact sheet with links to resources/tools.
	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	Responsibility for Skills Brokers, currently referred to as 'independent business brokers at Business Link', has transferred to the Regional Development Agency and therefore the national agenda likewise. Regional CPD plans are in place, but will be subject to prioritisation given Train to Gain budget reduction in 2009/10/11. There will be one final LSC National Broker Training and Development Steering Group held in June 2009, and representation will be made there.
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 for Jobs – will support 1435 participants. 650 starts to date.

2: Regional priority area: learning and skills

	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
	<ul style="list-style-type: none"> Use analysis of regional EDIMs to develop regional E&D spec. Commission projects for 08/09. Projects contracted. Outcomes delivered and evaluations used to inform further planning. 	<p>Weymouth – 40 level 3 learners supported 200 students and 200 staff attend mental health awareness training. 30 student volunteers trained to support peers 4 Champions recruited.</p> <p>Weston College – 120 learners referred, 90 learners engaged in learning activities, 50 learners progressing.</p> <p>Dorset County Council – 20 learners.</p> <p>Aspire Training Ltd – 9 learners and involvement of 59 men externally.</p> <p>North Devon College – 3 projects -24 learners, 70 learners and 30 learners.</p> <p>PSC Training – 243 learners.</p> <p>Ultra Training – 244 learners.</p>	<p>May 08</p> <p>June 08</p> <p>August 08</p> <p>March 09</p>	<p>9 Projects now in place</p> <p>Weymouth College– supporting LLDD learners to progress to level 3 and raising the success of male learners in Apprenticeships.</p> <p>Weston College – increasing the number of positive outcomes for learners with MH difficulties and LLDD leading to level 2 and 3 progression.</p> <p>Dorset County Council – support males, male & female 16-18 and 50+ and LLDD learners to work in the area of school support workers and support teaching and learner in schools qualifications.</p> <p>Aspire Training Ltd –research and development of marking for men into Early Years (Atypical).</p> <p>North Devon College – 3 projects: Working with isolated and disadvantaged adults with mild to moderate depression and anxiety; 2. support progression of male and female learners on motor vehicle courses at foundation and level 1; 3. increase female and BME learners into construction.</p> <p>PSC Training– aim to close the gender gap in construction, care and engineering and support BME and LLDD learners to achieve there Apprenticeship.</p> <p>Ultra Training – improve male success in Health and Social Care.</p>
	<ul style="list-style-type: none"> In line with the NAS implementation develop a pilot Critical Mass and mentoring project. 	<p>Evaluation of pilot used to inform future work to support underrepresented groups in Apprenticeships.</p>	<p>2008/09</p>	<p>Three projects commissioned.</p> <p>Somerset Skills & Learning – set up mentoring programme, trained mentors for sectors –Health & Social Care, Engineering and Construction.</p> <p>On Site Bristol – Peer mentoring females in construction. Development of a mentoring framework working with the Mentoring and Befriending Foundation.</p>

1: Regional priority area: learning and skills				
	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
				Bridgewater College – in School Mentoring. College mentors working with 3 schools using a workbook to look at Women in Engineering and Construction.
	<ul style="list-style-type: none"> Support the development of a regional LA gender Equality project. 	Evaluation of LA projects will inform future actions to be embedded with schools' curriculum planning	March 09	SW LSC will provide funds for these projects in partnership with the Department for Children Schools and Families.
	<ul style="list-style-type: none"> Research the reason for low participation and success of BME apprenticeships in the West of England. 	Evaluation to inform provider actions	March 09	Evaluation completed http://readingroom.lsc.gov.uk/lsc/SouthWest/swr-fpp-breaking_the_mould_final_report_to_the_SW_LSC-july2009-v1-1.pdf
	<ul style="list-style-type: none"> Ensure that E&D targets are met within 2007/10 ESF projects. 		March 2011	

2: Regional priority area: the performance of the system

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

Lead responsibility

Regional Director

Monitored by

Regional Quality Improvement Partnership

SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
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	Provider Dialogue included E&D requirements.
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).	2007/08	Written to all providers for confirmation with information held centrally by the E&D team.
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. Plan and fund a regional LSC Equality and Diversity Conference.	A provider lead E&D network Four regional workshops on specific areas such as impact assessment as identified by the network. 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.	July 08 Nov 07	Network setup with two meetings north and south 4 times per year. 95 providers signed up. Equality South West supporting development including methods of sustainability post March 2009. Workshops delivered with 87% satisfaction. North Devon and Swindon College, Haddon Training and University College Falmouth involved in impact assessment project. Conference delivered with staff from 80 providers attending. Evaluation comments lead to the development of the E&D network and support workshops.

2: Regional priority area: the performance of the system				
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
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	Eighteen providers within the SW have adopted this standard.
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	An agenda item for the September 09partnership meeting.
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	Progress at August 2009
8. Regional Learner involvement.	In line with national guidance develop a regional learner involvement framework.	SW Learner involvement framework.	2009/10	No progress to date.
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	This action now forms part of the Mental Health (MH) SW action plan and forms part of the work of the MH Co-ordinator.

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	Progress at August 2009
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	Band 3,4 and 5 staff trained.
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. 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>	<p>Completed initial assessment of European Social Fund plans and Third Sector Strategy.</p> <p>Band 3,4 and 5 staff trained.</p>

4: Regional priority area: Impact measures

Aim
Provide equality and diversity measures that will enable us to focus on improvement within the South West

Lead responsibility
Director Learning and Quality

Monitored by
South West Management Group SWMG

SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August2009
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	Regional EDIMs set for 2007/08. Area EDIMs set for 2007/08.
	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	All colleges, private training providers, specialist colleges and local authorities have been asked to confirm that EDIMs have been set.
	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	August 2008 report produced. October 2008 report produced. August 2009 report produced.

4 Regional priority area: Impact measures				
SES Reference	SW Activity/Actions	Outcomes/Outputs	Timescale	Progress at August 2009
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	<p>Regional EDIMs set for 2008/09.</p> <p>All colleges, private providers delivering Apprenticeships, Specialist colleges and LA have been asked to confirm that EDIMs have been set.</p>
	<p>Review 2008/09 EDIMs and set 2009/10 EDIMs to support the regions contribution to the PSA targets as set out in the ASP 2009/10.</p> <p>In line with regional 2009/10 EDIMs providers will evaluate their own data for underrepresented groups and set targets that support local and regional targets as appropriate.</p>		<p>Sept 09</p> <p>Sept –Nov 09</p>	EDIMs to be published on LSC internet.