

# **EQUALITY AND DIVERSITY IMPACT MEASURES (EDIMs) South West LSC 2007/08**

## **Introduction**

The purpose of this paper is to inform the Regional Commissioning approach for 2007/08 regarding the South West (SW) Equality and Diversity Impact Measures (EDIMs). EDIMs are used as one way of ensuring the LSC works towards meeting its statutory duty regarding equality and diversity. Setting, monitoring and reviewing measures are good practice and endorsed by the equality bodies. It also sets out the approach for EDIMs within provider plans for 2007/08.

## **South West (SW) region's approach for 07/08**

Within the 2006/07 area annual plans local EDIMs were developed. For 2007/08 regional EDIMs have been published in the LSC SW Regional Commissioning Plan (see below). The EDIMs focus on supporting the SW region's contribution to the Public Service Agreement targets and key priorities. Local targets, to support the regional EDIMs, will be agreed with local area offices. They will be monitored and reviewed on a quarterly basis.

All providers are required to develop EDIMs within their development plans. These will need to relate to locally agreed targets and to the SW regional EDIMs. However, due to the diversity of delivery throughout the SW, providers may also have specific priorities they need to address.

## **National Perspective - Extract from Equality and Diversity Guidance**

'The LSC is committed to ensuring that in meeting all its targets, it moves towards equality and social inclusion, rather than consolidate inequality and social exclusion. It wishes to avoid targets being met only by drawing on the traditional cohorts of learners.

By disaggregating the learning targets for participation, retention and achievement by age, sex, race and disability, the LSC will have a mechanism that will enable them to manage and drive inclusion by identifying the desired profile of learners at different stages of the system; allowing them then to devise methods for ensuring such profiles are achieved.

The consistent application of EDIMs as a planning tool will enable the LSC to demonstrate the changes that result from the programmes and initiatives it finds. EDIMs are to be set as stretch measures to be achieved incrementally over a set period of time. Equality and Diversity cannot be managed if it is not measured.'

## **LSC Key priorities for 2007/08**

The LSC Annual Statement of Priorities for 2007/08 'Raising Our Game' sets out four key priorities. The South West EDIMS will link to these priorities focusing on participation and achievement:

**Priority 1:** More and better opportunities for young people, with particular emphasis on increasing participation and achievement in level 2 and 3 provision, especially that which is responsive to employer needs, and on working with local authorities to introduce Specialised Diplomas and Local 14-19 Entitlements.

**Priority 2:** Raising the skills of the nation [i.e. adults and employers] with particular emphasis on increasing participation and achievement in level 2 and 3 provision, especially that which is responsive to employer needs.

**Priority 3:** Create a world class system

**Priority 4:** Investing in economic development through partnership working with particular emphasis on stimulating and meeting demand for SSC priority qualifications at levels 2 and 3

## **EDIMs**

The EDIMs set out below are challenging and ambitious; realistically we may not see the impact of the work implemented to achieve these measures in the short term. However over the next three years we need to drive forward change regarding diversity, and monitor and review progress towards achievement of these measures.

EDIMs will be focused on Work Based Learning (WBL) and Further Education (FE) in the areas of Gender, Disability and Ethnicity. The other priority for the SW for 2007/08 is learners with mental health difficulties and, as agreed within the regional mental health action plan, an EDIM will be set for this area.

## **EDIM 1**

### **WBL Participation**

#### **Ethnicity**

From regional analysis of the starts for WBL 2005/06 participation for BME learners was 3.4% of the total starts. The regional ethnic minority population was 4.7% when the census was produced in 2001 (Commission for Racial Equality <http://www.cre.gov.uk/diversity/map.html>). However, this figure is masked by the fact that "the South West of England has the oldest population structure of all the regions in England with 38% of the population in 2006 aged 50+..." and for WBL we are focused on young people. (LSC South West Strategic Analysis (SA) 2006 pg 26).

**Action: For 2007/08 SW region Black and Minority Ethnic (BME) participation in WBL should move further towards 4.7%.**

## Disability

From regional analysis of the starts for WBL for 2005/06 participation for learners with disabilities / learning difficulties was 7.4% of the total starts. The percentage of the South West population of working age who are disabled is 18.4%. (Annual Population Survey ONS Apr 2005 - Mar 2006)

**Action: The target for participation of disabled people in WBL should move towards the regional demographics of 18.4%.**

## Gender

The Strategic Analysis 2006 highlights certain sectors within the SW as having skills shortages, hard to fill vacancies, and “expected to show significant growth during the 2004 to 2014 period” (pg 91). From analysis of all of these factors the three main sectors which show the most need are Construction, Retail & Distribution and Health & Social Care. These are also sectors acknowledged as a priority for the SW.

Tables 1, 2 and 3 below show the starts for WBL, for these three sectors, broken down into female and male participation for each local area and for the region.

**Table 1 Construction starts 05/06\***

LLSC	Total Apprenticeships			
	Female		Male	
BDP	0	0%	26	100%
D&C	8	1.9%	400	98.1%
Gloucs	0	0%	63	100%
Somer	0	0%	58	100%
WoE	4	4%	96	96%
W&S	2	2.2%	87	97.8%
South West	14	1.9%	730	98.1%

**Table 2 Retail, distribution starts 05/06\***

LLSC	All Apprenticeships			
	Female		Male	
BDP	115	68.4%	53	31.6%
D&C	132	64.7%	72	35.3%
Gloucs	43	82.6%	19	17.4%
Somer	60	75.9%	19	24.1%
WoE	43	60.5%	28	39.5%
W&S	43	64.1%	24	35.9%
South West	436	70%	215	30%

**Table 3 Health & Social Care starts 05/06\***

LLSC	All Apprenticeships			
	Female		Male	
BDP	114	88.3%	15	11.7%
D&C	477	91.9%	42	8.1%
Gloucs	57	93.4%	4	6.6%
Somer	92.3	95.7%	7	7.7%
WoE	74	84.0%	14	16.0%
W&S	13	100%	0	0%
South West	825	91%	82	9%

\* Source "Literature and data review on evidence on Apprenticeships around race, gender and disability." (LSC Oct 2006).

**Action: The South West LSC will work with providers to continue to break down gender imbalance in WBL 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.**

## **EDIM 2**

### **Apprenticeship Success**

The Apprenticeship success rate target for South West 2007/08 is 59%

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

## **EDIM 3**

### **Further Education Participation**

#### **Ethnicity**

As outlined under WBL Participation the regional ethnic minority population stood at 4.7% when the census was produced in 2001. For 2005/06 full level 2 and 3 participation of BME learners in FE was 4.4%.

**Action: For 2007/08 Black and Minority Ethnic (BME) participation, for the region, in FE should move further towards 4.7%.**

#### **Disability**

As outlined earlier the South West population of working age who are disabled is 18.4%. (Annual Population Survey ONS Apr 2005 - Mar 2006). Disabled learners account for 9.3% of participation of full level 2 and 3 qualifications within FE. However when this is broken down level 2 is 11.2% and level 3 is only 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%.**

## Gender

Analysis of 2005/06 FE data for level 2 and 3 participation reveals trends much the same as WBL in the region. Tables 4 and 5 below show FE participation for the South West by sectors with significant gender imbalance.

**Table 4 Participation Full Level 2**

Sector	Female		Male	
	Count	Percentage	Count	Percentage
Health, Public Services & Care	3825	75.3%	1248	24.7%
Engineering & Manufacturing Technologies	201	9%	2020	91%
Construction, Planning & the Built Environment	58	2.7%	2091	97.3%
Retail & Commercial Enterprise	2925	77.2%	862	22.8%

**Table 5 Participation Full Level 3**

Sector	Female		Male	
	Count	Percentage	Count	Percentage
Health, Public Services & Care	5172	78.6%	1400	21.4%
Engineering & Manufacturing Technologies	251	16.1%	1302	83.9%
Construction, Planning & the Built Environment	32	6.6%	452	93.4%
Retail & Commercial Enterprise	1528	77.5%	442	22.5%

There is also a notable difference between male and female participation especially at level 3 Table 6.

**Table 6 Male and Female FE Participation for 200/06**

	Level 2		Level 3	
	Count	Percentage	Count	Percentage
Female	18596	54%	35082	57.6%
Male	15821	46%	25859	42.4%

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

**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**

The “South West FE success rates are below average for BME groups and learners with learning difficulties and/or disabilities.” (LSC SW Strategic Analysis pg 145).

**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.**

## **EDIM 5**

### **Mental Health**

In line with the publication of “Improving services for people with mental health difficulties” (LSC August 2006), a partnership project involving the LSC, the National Institute for Adults Continuing Education and the National Institute for Mental Health in England has agreed a regional action plan. One of the ways providers can measure the effectiveness of the quality of their provision in supporting learners with mental health difficulties is by developing impact measures. These measures, for example, could focus on attendance participation, and success.

Although it has been possible to extract the data for the number of learners who declared themselves as having a mental health difficulty, it has not been possible to measure this against a regional baseline. This needs to be researched further. For WBL 36% of learners with a mental health difficulty achieved a full framework.

**Action: South West LSC will undertake appropriate research regarding disadvantaged groups and their learning and skills.**

**Action: For 2007/08 the South West LSC will work with providers to implement the joint regional action plan, and encourage providers to develop appropriate impact measures.**