

Equality Impact Assessment

The Council is required (under Equality Act 2010) to consider the impact of a change in any policy or procedure (or the creation of a new one) on people with protected equality characteristics. The Council also has additional general duties set out in part 2b. A timely equality impact assessment must therefore be made before making a decision on any relevant change (i.e. one that affects people with a specific protected characteristic).

1 Details

1.1 What is the name of the policy / service in question?

Post-16 Education

1.2 What is the purpose of the policy / service that is being created or changed? What changes are being considered?

Our vision is “Ensuring fairness and strong support to every post-16 learner in Gwynedd to succeed and realise his or her potential”

1.3 Who is responsible for this assessment?

Garem Jackson, Head of Education

1.4 When did you begin the assessment? What version is this?

Version 2 – 26 February 2020

2) Implementation

2.1 Who are the partners that you will have to work with to carry out this assessment?

As the work develops, it is envisaged that the assessment will require work with partners and representatives of Arfon’s post-16 provision stakeholders, such as governors, headteachers, teachers and learners.

2.2. What steps have you taken to engage with people with protected characters?

laith Cyf was commissioned to carry out research on behalf of the Department, conducting interviews with headteachers, focus groups with learners, and gathering the views of parents and learners through questionnaires, in order to enrich and validate the evidence base gathered from desktop research. The work was conducted between December 2018 and April 2019.

The *laith Cyf* report can be found on the Modernising Education website www.gwynedd.llyw.cymru/modernisingeducation

2.3 What was the result of the engagement?

A report was produced to present the research collected as part of *laith Cyf*'s research – this report can be found on the Modernising Education website: www.gwynedd.llyw.cymru/modernisingeducation

2.4 What other information informed the way you operate?

In January 2018, a report was submitted to the Education and Economy Scrutiny Committee which noted the intention to undertake an assessment of the current provision and noted that the findings of the assessment could inform further discussion on the path of post-16 provision in the county for the future.

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In addition, a “Post-16 Education Overview” report was produced which presents and details:

- The vision for post-16 students in Gwynedd
- The case for change
- Current provision in Gwynedd
- Post-16 education in Arfon
- Opportunities to improve the provision

Below is a link to the Post-16 Education Overview report (Appendix 1): www.gwynedd.llyw.cymru/modernisingeducation

2.5 Are there any gaps in evidence that need to be gathered?

Not at this point, but gaps may become apparent as the direction of the work becomes more apparent.

3) Identifying the Impact

3.1 The Council must give due regard to the impact any changes will have on people with equality characteristics. What impact will the new policy/service or the proposed changes have on these characteristics? You are welcome to add further characteristics if you wish.

Characteristics	What type of impact?*	In what way? What is the evidence?
Race (including nationality)	-	It is premature to recognise any effect at this point
The Welsh language	-	It is premature to recognise any effect at this point
Disability	-	It is premature to recognise any effect at this point
Gender	-	It is premature to recognise any effect at this point
Age	Positive	The work will focus on post-16 provision – as a result, whatever the direction of the work, it is likely to have an impact on 16-18 year olds.
Sexual orientation	-	It is premature to recognise any effect at this point
Religion or belief (or lack of belief)	-	It is premature to recognise any effect at this point
Gender reassignment	-	It is premature to recognise any effect at this point
Pregnancy and maternity	-	It is premature to recognise any effect at this point
Marriage and civil partnership	-	It is premature to recognise any effect at this point

* delete as appropriate

3.2 It is the Council’s duty, under the Equality Act 2010, to contribute positively to a fairer community by promoting equality and good relationships in their activities in the areas of age, gender, sexual orientation, religion, race, transgender, disability and pregnancy and maternity. The Council must give due regard to the way any change affects these duties.

General Duties of the Equality Act	Does the policy have an impact?*	In what way? What is the evidence?
Remove illegal discrimination, harassment and victimisation	No	It is premature to recognise any effect at this point.

Promoting equal opportunities	No	Premature to recognise any effect at this point. However, we will ensure that whatever the direction of the work, we promote equal opportunities.
Encouraging good relationships	No	Premature to recognise any effect at this point. However we will ensure that whatever the direction of the work, we promote good relations.

* delete as appropriate

4) Analysing the results

4.1 Is the policy therefore likely to have a significant, positive impact on any of the equality characteristics or the General Duties and what is the reason for this?

It is premature to assess the equality impact or the general duty

4.2 Is the Plan therefore likely to have a substantial, negative impact on any of the equality characteristics or General Duties and what is the reason for this?

It is premature to assess the equality impact or the general duty

4.3 What should be done?

Select one of the following:

Continue with the plan as it is robust	-
Adapt the plan to remove any barriers	-
Suspend and abolish the plan as the detrimental impacts are too large	-
Continue with the plan as any detrimental impact can be justified	-

4.4 If continuing with the plan, what steps will you take to reduce or mitigate any negative impacts?

Not applicable

4.5 If you do not take further action to remove or reduce negative impacts, explain why here.

Not applicable

5) Monitoring

5.1 What steps will you take to monitor the impact and effectiveness of the plan (action plan)?

This assessment will be updated regularly as the work develops.