

Partial Equality Impact Assessment



Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Children's Services	School Administration	Head of School Administration	March 2011
Title of the policy being assessed	Post 16 Education Transport Policy		
1.) In what areas have concerns been identified that the policy <u>could</u> have a negative impact (delete those not applicable)?			
	Gender		
2.) What are these concerns?	<ul style="list-style-type: none"> It is a possibility that female or male learners could benefit more, based on gender preference for certain types of course, from the transport support offered exceptionally to learners at other than their nearest or designated sixth form or college e.g. equestrian courses may be favoured by female learners, agricultural courses may be more favoured by male learners. 		

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<p>3.) Do you have evidence to support these concerns and/or to demonstrate that the concern is already evident?</p>	<ul style="list-style-type: none"> The existing policy provides for transport to colleges for specialist courses and a significant gender bias in terms of preference can be demonstrated to exist already (a tolerance of 4.8% based on existing transport provision to 13 providers of specialist courses, 57% female, 43% male). 			
<p>4.) What are the risks associated with the policy in relation to negative/adverse impact?</p>	<ul style="list-style-type: none"> The risk is that the choice of specialist course exceptions for transport provision to other than the nearest college may, even though the policy is gender neutral, favour through bias of gender preference, either male or female learners. 			
<p>5.) Please state clearly the expected benefits of the policy</p>	<ul style="list-style-type: none"> The benefit of the proposed policy is that learners will have access to a number of specialised courses that are not generally available at colleges and sixth forms, but which reflect the in particular the important place of land based industries in Lincolnshire. 			
<p>6.) Are there any experts/relevant groups who you can approach to explore their views on the issues raised?</p>	<p>Yes</p>	<p>How will the views of these groups be obtained? (please select appropriate boxes)</p>	<p>Survey/Consultation Research</p>	<p>X X</p>

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<p>List those relevant groups/experts that will be approached</p>	<p>School Services and Transport Services Group Riseholme College</p>	<p>When were these groups contacted?</p>	<p>March 2011</p>																		
<p>7.) Explain the views received from those contacted with regard to the concerns identified</p>	<p>The issue of possible gender bias was not raised in any of the consultation responses or at any of the public consultation meetings. Other than music, there were no suggestions received to change or add to the specialist courses proposed.</p> <p>The greatest number of students entitled to transport to specialist courses attend Riseholme College. Currently, 216 students attend land based courses provided by the college to which transport would be considered as an exception. The gender balance is as follows:</p> <table data-bbox="891 746 1644 975"> <tr> <td>• Agriculture</td> <td>55 male</td> <td>11 female</td> </tr> <tr> <td>• Horticulture</td> <td>20 male</td> <td>2 female</td> </tr> <tr> <td>• Equine</td> <td>2 male</td> <td>54 female</td> </tr> <tr> <td>• Arboriculture</td> <td>32 male</td> <td>0 female</td> </tr> <tr> <td>• Landbased Technology</td> <td>33 male</td> <td>2 female</td> </tr> <tr> <td>• Countryside Management</td> <td>4 male</td> <td>1 female</td> </tr> </table> <p style="text-align: right;">Total 146 male 70 female</p> <p>Overall and for individual courses there is clearly already a significant bias in gender balance based on student preference. This is also reflected in courses to which transport exceptionally would not be considered e.g.</p> <ul style="list-style-type: none"> • Small Animal courses 19 male 100 female 			• Agriculture	55 male	11 female	• Horticulture	20 male	2 female	• Equine	2 male	54 female	• Arboriculture	32 male	0 female	• Landbased Technology	33 male	2 female	• Countryside Management	4 male	1 female
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<p>8.) Taking into account the views of the groups/experts and available evidence: give an account of whether the risks that you have identified outweigh the benefits expected from the policy</p>	<p>There is no increase in the existing risk that the specialist courses selected as exceptions will, through student preference, result in gender bias even though the actual policy is gender neutral. There has been no strong lobby, through the consultation process, to change or add to the specialist courses proposed. It was suggested that music should be added to the list at one of the public consultation meetings.</p>				
<p>Have any suggestions arisen which can be put in place to mitigate/lessen these risks?</p>	<p>Yes</p>	<p>The addition of courses provided by Access To Music , Lincoln, to the list of specialist courses to treat as exceptions would be gender neutral.</p>			
<p>If yes, what actions will you undertake to mitigate these impacts and revise the policy?</p>	<ul style="list-style-type: none"> • Seek to add courses provided by Access to Music, Lincoln, to the exceptions list. 				
<p>9.) As a result of this assessment is a Full Impact assessment necessary?</p>	<p>No</p>	<p>Date on which the Full assessment to be started</p>	<p>N/A</p>	<p>Date on which the Full assessment to be completed</p>	<p>N/A</p>

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<p><i>Has this assessment been undertaken by a minimum of two staff?</i></p>	<p>Yes</p>	<p><i>Has this assessment been scrutinised by your Directorate Steering Group?</i></p>	<p>18/04/11</p>
<p><i>If the policy is new, or requires a decision by Councillors to revise, has this Equality Impact Assessment been included with the report?</i></p>			<p><i>The draft partial EIA will be available to the CYP Scrutiny Committee 08/04/11. The partial EIA will be submitted to the Executive (the decision maker) 03/05/11</i></p>
<p><i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i></p>			<p>No</p>
<p><i>Completed by:</i></p>	<p><i>John O'Connor Dick Pike</i></p>	<p><i>Signed off by:</i></p>	<p><i>Debbie Barnes</i></p>

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Full Equality Impact Assessment

