



Somerset Equality Impact Assessment

Before completing this EIA please ensure you have read the EIA guidance notes – available from your Equality Officer

Organisation prepared for	Somerset Skills & learning CIC		
Version	Final	Date Completed	15th March 2023
Description of what is being impact assessed			
Impact of the DfE’s Multiply programme; designed to increase the level of numeracy across the adult population			
Evidence			
<p>What data/information have you used to assess how this policy/service might impact on protected groups? Sources such as the Office of National Statistics, Somerset Intelligence Partnership, Somerset’s Joint Strategic Needs Analysis (JSNA), Staff and/ or area profiles,, should be detailed here</p> <p>Office of National Statistics for data and information such as unemployment based on age, ethnicity and geographical area Somerset Trends for information on qualification status based on geographical area. How your area has changed in 10 years: Census 2021 - Office for National Statistics (ons.gov.uk) Somerset Intelligence for data/information on ward profiles, travel and access, age, etc. District Community Profiles - Somerset Intelligence - The home of information and insight on and for Somerset - Run by a partnership of public sector organisations</p>			

Index of Multiple Deprivation 2019 for data on area profiles

[Deprivation - Somerset Trends](#)

Census 2021 for data on demographics

[Census 2021](#)

Somerset's Joint Strategic Needs Analysis for data/information on people and groups

[Joint Strategic Needs Assessment \(JSNA\) - Somerset Intelligence - The home of information and insight on and for Somerset - Run by a partnership of public sector organisations](#)

National Numeracy for data/information relating specifically to numeracy levels across the adult population and barriers to learning.
Learning and Work reports for data/information relating specifically to numeracy levels across the adult population and barriers to learning

<https://www.nationalnumeracy.org.uk/>

<https://ffteducationdatalab.org.uk/>

Who have you consulted with to assess possible impact on protected groups? If you have not consulted other people, please explain why?

National Numeracy, who played an active part in working with the DfE during the design of the Multiply programme.

Holex, who are the lead professional body for Adult Community Learning.

Somerset Skills & Learning's Community Learning Partnership (CLP), made up of a range of community-based organisations embedded within Somerset's communities across the county.

Maths tutors

Analysis of impact on protected groups

The Public Sector Equality Duty requires us to eliminate discrimination, advance equality of opportunity and foster good relations with protected groups. Consider how this policy/service will achieve these aims. In the table below, using the evidence outlined above and your own understanding, detail what considerations and potential impacts against each of the three aims of the Public Sector Equality Duty. Based on this information, make an assessment of the likely outcome before you have implemented any mitigation.

Protected group	Summary of impact	Negative outcome	Neutral outcome	Positive outcome
Age	<ul style="list-style-type: none"> • Accessibility to residents who are under 19 years of age as eligibility criteria is for 19+ 	☒	☐	☐
Disability	<ul style="list-style-type: none"> • Accessibility to face-to-face sessions due to disability, such as a wheelchair user not being able to access a delivery venue where the correct facilities aren't in place. • Accessibility to learning due to learning support needs based on disability, such as someone with a hearing impairment who would require additional support to enable access to the learning provision. 	☒	☐	☐
Gender reassignment	<ul style="list-style-type: none"> • Potential impact relating to opinions of other learners in same cohort that could impact on the individuals experience and their wellbeing. For example, other learners express negative views on gender reassignment. 	☒	☐	☐

Marriage and civil partnership	<ul style="list-style-type: none"> • Potential impact relating to opinions of other learners in same cohort that could impact on the individuals experience and their wellbeing. For example, other learners express negative views on same sex marriage or civil partnerships. 	☒	☐	☐
Pregnancy and maternity	<ul style="list-style-type: none"> • Accessibility due to pregnancy • Accessibility due to lack of childcare 	☒	☐	☐
Race and ethnicity	<ul style="list-style-type: none"> • Accessibility due to non-awareness of service offer. 	☐	☒	☐
Religion or belief	<ul style="list-style-type: none"> • Accessibility due to timings conflicting with religious commitments. • Accessibility due to other participants conflicting with religious or cultural beliefs (such as mixed gender classes) 	☒	☐	☐
Sex	<ul style="list-style-type: none"> • Accessibility due to other participants conflicting with religious or cultural beliefs (such as mixed gender classes) • Statistically, according to National Numeracy, women are more likely to suffer from maths anxiety than men. 	☒	☐	☐
Sexual orientation	<ul style="list-style-type: none"> • Potential impact relating to opinions of other learners in same cohort that could impact on the individual's experience and their wellbeing. For example, other learners express negative views on same sex relationships. 	☒	☐	☐

Other, e.g. carers, veterans, homeless, low income, rurality/isolation, etc.	<ul style="list-style-type: none"> • Accessibility for carers, those in the justice system, rurally isolated and impacted by a lack of transport infrastructure 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Negative outcomes action plan

Where you have ascertained that there will potentially be negative outcomes, you are required to mitigate the impact of these. Please detail below the actions that you intend to take.

Action taken/to be taken	Date	Person responsible	How will it be monitored?	Action complete
A range of learning opportunities made available, which include face-to-face, remote/online and blended options. This will provide those who are unable to travel or attend a face-to-face session due to time commitments, access a range of learning options. Recorded sessions made available online to further support accessibility.	15/03/2023	Kate Priddle	Curriculum plans submitted for scrutiny and monthly reporting to relevant management groups	<input checked="" type="checkbox"/>
All face-to-face provision planned in accessible buildings with alternatives provided where this is not possible. PEEPs to be set up for all learners who identify as having a disability.	15/03/2023	Tracey Smith	Weekly health & safety checks reported. PEEPs submitted to Business	<input checked="" type="checkbox"/>

			Support Manager	
Learning support plans written up for all learners who feel they have a learning support need. The relevant adjustments made, and support provided; additional or adjusted learning resources, Learning Support Worker, etc.	15/03/2023	Kath Colvill	Learning support needs and learning support plans monitored by the Learning Support Coordinator and reported to the Quality Manager	<input checked="" type="checkbox"/>
Alternative options made to learners under 19 who are not eligible for the DfE's Multiply programme. CEIAG offered to all learners and signposting made to most appropriate support	15/03/2023	Chelsea Edwards	Daily monitoring of enquiries and gaps in support requests. Report submitted to the Director of Quality & Curriculum	<input checked="" type="checkbox"/>

<p>Learner support needs assessed at enrolment and learners supported to access relevant support i.e., support with travel expenses, childcare, etc</p>	<p>15/03/2023</p>	<p>Chelsea Edwards</p>	<p>Daily monitoring of enquiries and gaps in support requests. Report submitted to the Director of Quality & Curriculum</p>	<p>☒</p>
<p>Learner Behaviour Policy, Equality & Diversity Policy and Safeguarding Policy implemented to mitigate against inappropriate behaviour impacting on others. Monitored through learner voice activity and reported through management structure</p>	<p>15/03/2023</p>	<p>Justin Spiers</p>	<p>Learner voice activity such as facilitated question and answer sessions, surveys etc. Regular safeguarding meetings and IT set up to monitor PC activity. Reporting through management</p>	<p>☒</p>

			structure including Board	
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
If negative impacts remain, please provide an explanation below.				
<p>It is felt that the actions taken (outlined above) to mitigate against the identified negative impacts will eliminate discrimination, advance equality of opportunity and foster good relations with protected groups. However, the assessment is ongoing, and any potential further impact will continue to be assessed and mitigated against.</p>				
Completed by:	Justin Spiers			
Date	15th March 2023			
Signed off by:	Tom Rutland			
Date	17th March 2023			
Equality Lead/Manager sign off date:				
To be reviewed by: (officer name)				
Review date:				