Equality Impact Assessment (EIA)

Aimhigher Derbyshire

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: Aimhigher Derbyshire

Assessment team leader name: Marianne Sparrow Aimhigher Co-ordinator – Derby City

Date of assessment: August 07

Department responsible: C&YP   Service Area: Aimhigher, Development and Co-ordination, Learning Division

Other members of assessment team:

Name	Position	Area of expertise	Comments
Paul Briggs	Head of Service	Development and Co-ordination	
Kryssy Hartley	Aimhigher Derbyshire Project Manager	Strategy / Policy Development.	
Mel Lakin	Development Officer	Diversity	

Question	Response/ findings

What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?	The primary role of Aimhigher articulated within the HEFCE guidance (funding body) is to contribute to achievement of DfES Public Service Agreement Target 14 (2004) 'By 2010 to increase participation in HE towards 50% aged 18-30 and also make significant progress year on year towards fair access, and bear down on non-completion.'
	
	The purpose is of Aimhigher Derbyshire (including Derby City and Derbyshire local authorities) is to ensure that more young people in Derbyshire, regardless of their background or personal circumstances, are empowered to choose a path into higher education that is appropriate for them in order to maximise their potential, their opportunities and their achievements.
	
	In order to fulfil this, we will aim to:
	
	    Generate and nurture positive attitudes towards lifelong learning throughout our community and support the development of young people to have high aspirations, confidence and a strong sense of self worth.
	    Raise levels of attainment as well as standards of achievement at each stage of education from 14 plus and increase the level of successful participation in HE, in terms of both initial engagement and successful completion.
	    Promote higher education as a valid and valued stepping stone to employment in the minds of both employers and future employees.
	    Challenge low aspiration, stereotyping and cynicism

	wherever we meet it, among adults and young people alike. Create opportunities that are responsive to individual needs and preferences and which improve the life chances of the young people in ways that are visible to them, remove any barriers to progression and guarantee access for all. Involve and engage young people themselves in shaping provision that is relevant to them and appropriate to their needs. Build an effective and sustainable partnership of all providers with strong links into the business, service, educational and social communities. Ensure that there is coherence and coordination to all strands of provision and that available resources are maximised in order to meet identified needs. Contribute to a long-term process of regenerating the community and developing economic competitiveness. **Values** This purpose and these aims are underpinned by a shared belief in and commitment to: The well being of **all** young people. Social justice, fairness and equity, particularly in relation to widening access to opportunities for higher education. Social responsibility and the moral purpose of education. The idea of community in general and the future of our local community in Derby/Derbyshire.

	Partnership and collaboration as an effective and fulfilling way of achieving our goal. Aimhigher Derbyshire will contribute towards achievement of the national government target by delivering a coherent programme of targeted activity based around the seven key areas specified by HEFCE: 1. Awareness and aspiration-raising 2. attainment-raising 3. vocational including work-based learning activity 4. information, advice and guidance 5. staff development and training for practitioners 6. development and/or support for progression pathways 7. research and dissemination

7

Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements	The Aimhigher Derbyshire project team based at the University of Derby. The team has a Derby City Aimhigher co-ordinator who links with schools to deliver the programme to pupils who meet the national targeting guidelines. There is also an additional member of staff (Mel Lakin) who has responsibility for special projects which target groups most under represented in HE e.g. pupils with a disability, or boys from low socio economic households or from a BME group (black boys) This member of staff develops outreach work in addition to the provision pupils obtain within their Aimhigher programme delivered in school.
Question	**Response/ findings**

Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?	Aimhigher national targeting guidance states that resources should be targeted at learners with the potential to benefit from higher education who come from under-represented communities. (School/college level targeting)
	In the 06-08 Strategic plan 9 secondary schools were identified as Aimhigher schools (using GCSE results and progression at post 16 data) These schools (Bemrose, da Vinci, Derby Moor, Lees Brook, Merrill, Murray Park, Noel Baker, Sinfin, West Park) will remain as the Stage one target groups until July 08.
	Overwhelmingly these learners are from lower socio-economic groups (groups 4-8 in the National Statistics Socio-economic Classification, NS-SEC), and those from disadvantaged backgrounds who live in areas of relative deprivation where participation in HE is low. (Learner level targeting)
	Young people aged 13-19 from groups that are under-represented in HE. Adults under 30 from groups that are under-represented in HE.
	Under-represented groups in Derby City/Derbyshire (many of which overlap) include:

	Young people from neighbourhoods with lower than average HE participation. People from lower socio-economic groups. People whose parents and siblings have no experience of HE. Minority ethnic groups who are under-represented in HE. Groups underrepresented in certain subjects (e.g. Science). Disabled people. Gifted and Talented learners in the 13-19 age range Those involved in work-related learning. Aimhigher therefore only applies to the schools and groups above it is not a City wide project although it links in with and supports the work of many other services provided by Children and Young peoples Services Learning team and external partners such as The University of Derby and University College Buxton Derby City and Derbyshire Local Authorities Learning and Skills Council Derbyshire Connexions Derbyshire Derbyshire Education Business Partnership The Derbyshire Training Network FE Colleges Aimhigher Regional Operations Manager Action on Access Adviser

What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?	With the assistance of data from Connexions Derbyshire Aimhigher will identify and target activity in those schools and colleges requiring the greatest support. The objective of these activities is to:
	1. Increase the proportion of young people under 20 progressing to HE from schools, colleges and work-based learning from the UCAS Young Participation Rate, Derbyshire baseline of 30.9%[1].
	2. Raise attainment at Level 2 at those schools below the baselines 53.4% (Derby City av. 2005) or 55% (Derbyshire av. 2005)[2].
	3. Increase the percentage of 16-18 year olds in Total in Learning including those in work-based learning from those schools below the baseline 87.10% (Derbyshire av. 2005)[3]
	4. Increase percentage of students progressing into full-time education post-16 from those schools below the baseline of 73.2% (Derbyshire av. 2005)[4]
	In order to achieve the above targets with some of specialist target group the following interventions have been piloted.
	"Get Ahead" – a one week induction for new higher

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[1]

[2]

[3]

[4]

	education students at Derby University. (Activities and mentoring) This provides an opportunity for disabled students to become familiar with the campus, the city and meet other students with similar issues. This project will be rolled out to include students at the Buxton Campus next academic year. "AchievAbility mentoring" – 10 pupils identified in pilot school (Murray Park) with dyslexia, dyspraxia, or numeracy supported in an after school club by trained undergraduates some with the same learning difficulty as the pupils. This project was based on an Aimhigher national pilot. Pupils were supported during lesson time on a one to one basis. This pilot will be rolled out to 4 City schools in the next academic year. In partnership with Disability Direct to provide visits, tasters, and monthly careers guidance sessions for disabled young people aged 16-25 Research project and development plan joint funded with Derby City Council into the recruitment of BME teachers in Derby schools. BME Conference hosted at Derby University for parents and community leaders. In partnership with DCC follow up from this has included the development of a role model mentoring programme and Black Achievers Directory. Other projects to help parents engage that are in progress are :

	Family support networks – linking with Sure Start. To address family learning and encourage learning at home with children. Shadowing a current undergraduate. Resource booklets "A day in the life of…" Links with the JET project – provision of a two day residential for Muslim girls. Next academic year there is likely to be a health taster involving both girls and their mothers attending twilight sessions at Jets premises.
Question	**Response/ findings**

What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice. What did they tell you?	The findings of the pilot projects listed above will be incorporated in the next monitoring and evaluation report submitted to HEFCE in September 07. A complete evaluation of all aspects of the Aimhigher project is undertaken by a member of staff employed as a researcher. The findings are submitted to HEFCE as part of an annual monitoring and evaluation report. From September 07 all Aimhigher pupils' names and post codes will be entered onto an East Midlands database. Attendance at events will be recorded on the database and monitoring can be undertaken on age, ethnicity, gender etc.
Identifying potential equality issues and factors	

Question	Response/ findings
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	National research tells us that there is an achievement and progression gap between boys and girls – boys under perform and are underrepresented. That some ethnic minority groups are underrepresented and that able pupils with disabilities need more encouragement to go progress to HE.
Question	**Response/ findings**

Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?	Aimhigher events are pre-planned and booked with schools based on the number of pupils identified in the cohort. At the moment Aimhigher does not require schools to identify pupils in the cohort who are disabled. This will change in Sept 07. Disabled pupils are the only group nationally who will qualify for the support offered by the project on grounds of disability alone. They will not be subject to a post code check to establish whether they are living in a deprived area. Aimhigher provides a core programme of activities to all its pupils in years 9, 10 and 11 by negotiation with schools.

17

Question	Response/ findings
Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?	Census data suggests that the 18yr old population in Derbyshire (including Derby City) which currently stands at around 12,300 will peak at approximately 13,250 in the 2009/10 academic year before a period of decline. By 2019/20 the 19yr old cohort is set tot fall to approximately 9,850 a reduction of 20% on 2005/6 levels. Demography is the single most important influence on the number of students in higher education and demand for HE places will increase and decrease in line with population trends, which has crucial implications in terms of increasing and widening participation from underrepresented groups.

Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?	There are thought to be no specific policy issues.

| What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it? | Aimhigher Derbyshire has relied upon their partner schools to identify cohorts of pupils. Every pupil involved in the project has completed a record of participation that details their age, gender, ethnicity and post code. These details are recorded on a database. At the moment no reports are produced re the diversity of the cohorts, rather the activities are evaluated for impact upon all pupils.

Aimhigher employs a researcher who undertakes short, medium and long term evaluation of the impact of the project. The research uses both quantitative and qualitative methodologies.

From Sept 07 monitoring and evaluation will be undertaken regionally. The data from Derby City participants will be entered onto a regional database and much fuller monitoring will take place, with the possibility of reports focusing on certain specific groups.

Aimhigher in Derby City is managed by the Excellence Partnership and reports are produced for the Executive, which includes representatives of Head teachers.

Aimhigher also works directly with and consults other influential groups and obtains feedback from them regarding the focus and direction of the project. e.g. Parents.

A recent Aimhigher survey was completed by Head teachers and senior staff and showed that Aimhigher activities are highly valued and well received and many |
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	form part of the school improvement plan.
Question	**Response/ findings**
Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?	There are no separate project targets for specific groups Aimhigher Derbyshire targets are listed on page 8.

Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?	Aimhigher has undertaken short medium and long term evaluation of its programme including a two year study of pupils at a city school. The service is meeting its targets and appears to be influencing pupils' future intentions to aspire to Higher Education regardless of their race, gender, religion, ethnic origin or social background.

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
using both quantitative and qualitative data
making sure that where possible there is information that allows all perspectives to be considered
identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	Short /medium and long term evaluation is undertaken on a sample of all activities	Questionnaires focus groups.	The needs of pupils in the Aimhigher cohort are being met as the targets have been reached and satisfaction rates reported by Head teachers are high.	No data is collected on religion or sexual orientation

Consultation and community involvement	Direct involvement with the Derby City Council Access Service. Specific involvement of national and local community groups e.g. Disability Direct, JET	Through the Excellence Partnership – reporting to Head teachers and links with the Learning Division	Partnership working enhances success. The work to provide positive role models to raise aspirations and attainment from certain backgrounds e.g. BME, disabled ought to be expanded	No data is collected on religion or sexual orientation

Performance information including Best Value	The project is evaluated for impact against the two major aims of raising attainment and raising aspirations to HE using short/medium and long term impact measures.	Questionnaires and focus groups	There has been a positive impact on pupils in the Achievability project at Murray Park - this will be rolled out to more school in 07/08	No data is collected on religion or sexual orientation
			There is a regional Aimhigher project focusing on improving performance of boys – this will have a positive impact on resources available in City schools in 08	No data is collected on religion or sexual orientation.
			The residential involving Muslim girls had both pupil and parental approval and resulted in the girls remaining in education post 16.	No data is collected on religion or sexual orientation
	In line with national guidance the project will begin to implement a cost methodology following a pilot consultation from York Consulting (Derby was one of 10			

	areas involved in the pilot)			
Take up and usage data	This will be monitored from Sept 07 through the introduction of a new Almhigher East Midlands regional database.	East Midlands Regional Aimhigher	Details of pupils in the Aimhigher cohort will be entered onto the database these will include. Date of birth, gender, ethnicity , disability, and post code (social deprivation) Each time a pupil takes part in a high intensity activity it will be logged, along with their evaluation of the event.	No data is collected on religion or sexual orientation.

Comparative information or data where no local information	The National Aimhigher Board reports directly to ministers- no comparative data has been requested. The project is not based upon local authority boundaries – rather it may include several authorities in a geographical region e.g. Aimhigher Derbyshire includes Derby City and Derbyshire local authorities.			There is no benchmarking with other similar local authorities.

| Census, national or regional statistics | Aimhigher East Midlands employ a Research and Data Manager who has produces an annual report examining the factors influencing higher education participation in Derbyshire. A copy of this report has been sent to Ann Webster. | Mike Kerrigan – research and data manager – East Midlands Regional office. | The 2006 report shows that

• The number of full time He applicants who declared a disability increased considerably in 2005/6.
• When taking populations into account, BME groups were significantly over represented in HE.
• Girls are overrepresented in HE applications compared to boys.
• There was evidence of a correlation between deprivation, GCSE attainment and subsequent HE progression. | No data is collected on religion or sexual orientation. |

Access audits or assessments such as DDA assessments	In all cases of pupils with a disability or learning need negotiations take place between the school / parent and Aimhigher to establish the needs of the pupil. These have always been met by Aimhigher e.g. any extra costs e.g. employing a signer, or having a document produced in large print etc	Information provided by the school	Details of the needs of Disabled pupils BME groups Religious/ gender groups e.g. Muslim girls	No data is collected on sexual orientation. Resources are not produced in large print or other languages except on request.
Workforce profile	Although Aimhigher Derbyshire employs approx 15 staff only one the Derby City Aimhigher coordinator is employed by Derby City Council.		The Derby City Aimhigher coordinator is white and female. A member of Aimhigher staff employed with project funding has responsibility for diversity issues and is herself disabled and of mixed	None

Where service delivered under procurement arrangements – workforce profile for deliverers	There is no formal collection of data. Speakers, University lecturers and students are all selected and trained for the expertise they possess. However when possible role models are selected because they represent a group e.g. undergraduates that support BME pupils and those in the Achievability project. A Para-Olympic gold medal winner recently hosted a motivation workshop for Aimhigher pupils as a follow up to a two day residential on self esteem and Aiming Higher.			Information is not collected at the moment.

| Monitoring and scrutiny outcomes | Evaluation using the regional database from Sept 07.

Annual report from the Regional Research and Data Manager. | Aimhigher East Midlands. | | No data is collected on religion or sexual orientation. |

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Aimhigher – Derby City	Provide core activities to all pupils e.g. University visits, study skills days, SAM Learning. Allocate extra resources to raise the aspirations and attainment of pupils from groups underrepresented in Higher Education	Findings from the Aimhigher Research and Data managers report 2006 for Derbyshire show • BME groups are overrepresented in HE (except black boys) • Pupils with a physical or learning difficulty are underrepresented in HE	Specific mentoring schemes established by linking with DCC Access Service Specific AchievAbility mentoring scheme established	Limited work with religious groups e.g. Muslim Girls No specific data collected or project work done around sexual orientation.

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Provision of data for monitoring and evaluation
Specific	Introduction of data entry to East Midlands Aimhigher database
Measurable	In use by Sept 07
Achievable	Resources already identified – Regional data manager in post July 07
Relevant	Will provide data on pupils attending events on age , gender, ethnicity and disability
Timed	Report produced annually

Objective/Target:	
Specific	
Measurable	
Achievable	
Relevant	
Timed	

Objective/Target:	
Specific	
Measurable	

33

Achievable	

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2005/6	2006/7	2007/8		
Provision of data for monitoring and evaluation	*Introduction of data entry to East Midlands Aimhigher database*			*Data collected on pupils age gender ethnicity and disability*	*MS – will ensure Derby City data is entered on Regional East Midlands database*	*Annual*