

The logo for The Lancashire Partnership features a horizontal bar with a purple-to-pink gradient and a diagonal shadow effect. The text "The Lancashire Partnership" is centered over the bar, with "The Lancashire" in a dark purple font and "Partnership" in a white font.

**The Lancashire  
Partnership**

**Narrowing the Gaps**

**The Impact Assessment Toolkit for the Lancashire Local  
Area Agreement**

**Part 1: Initial screening** – to be carried out by Theme or Indicator Lead

- **Indicator(s): NI 165: Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 4 or higher**

1. Context

1a) Lead Officer for the indicator and their contact details	Barrie Moreton Lancashire County Developments Ltd PO Box 78 Preston PR1 8XJ barrie.moreton@lancashire.gov.uk 01772 335560
1 b) What are the aims/objectives of the indicator?	To increase the uptake and achievement of individuals achieving a level 4 qualification or higher. Evidence shows that higher skills are linked to raised incomes, leading into an increase in Gross Value Added (See NI 166)
1 c) Who are the main people or groups of people who will benefit from this indicator?	The core individuals include participants, employers and the knock on effect on the local economy, due to the correlation between skills and earnings.
Date	15/01/10

## 2. Information

<p><b>2 a) Data, surveys, research, other information</b> What information has been used to support work on this indicator? (e.g. demographic data from Lancashire Profile to demonstrate knowledge of the makeup of communities being served, Place Survey information, information gathered from other research/surveys/etc)</p>	<p>Department for Innovation, Universities and Skills, Calendar year data from the Office for National Statistics Annual Population Survey and the Lancashire Profile. Also, the Learning and Skills Council, individual Higher Education Institutions data, such as 'Graduate Destination Surveys', local initiatives and the North West Development Agency, (in relation to targeted funding).</p>
<p><b>2 b) Community groups</b> How have different groups of people helped to inform the work on this indicator? (e.g. have focus groups been used? which community groups representing particular people have fed into the work? etc. A Directory of some of the equality groups in Lancashire can be found at Appendix D on page 22 of this toolkit).</p>	<p>The LAA Economic Theme group, district councils and local communities have all contributed.</p>
<p><b>2 c) Outcomes/Differences</b> What outcomes/differences have been made to the work programme for the indicator as a result of gathering information from the above sources?</p>	<p>Funding derived through the North West Development Agency has been tailored to certain regions / groups of people as a result of information gathered.</p>

### 3. Narrowing the gaps

Question	Answer (please limit answers to 150 words)
3 a) What opportunity is there to narrow the gaps in terms of outcomes for particular groups of people within this indicator? (See Appendix A for a list of groups). If so which groups?	Ensuring that there is access for all to gain qualifications, resulting in a more inclusive learning experience. Flexible attainment models measuring distance travelled rather than standard achievement, support access onto courses for some individuals, especially within the local community.
3 b) Are there any potential negative impacts on particular groups of people or individuals in terms of the work on this indicator? (See Appendix A for a list of groups) If so, what and which groups? And how will this be remedied/reduced?	An increased push towards achieving governmental set targets could result in growth and expansion that may not be right for the local community, (there have been tensions recently between higher education institutions and the indigenous local population in places like Cornwall for example). Incurred financial costs may deter some groups from accessing higher education, whilst the debate concerning skills versus experience could marginalise those who do not achieve level 4 or above, widening the skills gap potentially.

### 4. Community Cohesion

Question	Answer (please limit answers to 150 words)
4 a) Are there opportunities to promote good community relations within this indicator? If so, what? (e.g. breaking down barriers and building bridges between communities, promoting a positive sense of 'place' ,communities feel that they will benefit from regeneration and change in the area, cleaner, greener, safer campaigns and empowering communities in decision making)	Local and national initiatives could highlight the positive aspect of achievement, whilst case studies, partnership work and positive public relations in a community setting could support this.
4 b) Will work on this indicator have an adverse effect on any section of the community? If so what? And how	Targeted funding could mean that certain individuals receive less support, or financial assistance than others, due to ethnicity,

<p><b>will this be remedied?</b> (e.g. single group support, activity that creates community tension, rural/urban issues, intergenerational )</p>	<p>area of residence, or other.</p>
<p><b>4 c) Is there a need to provide communications to any particular group(s) within the community? If so what?</b>  (e.g. rebut myths and misinformation and tackle the sources of these, be active communicators and maintain good relationships with community leaders, promoting messages in schools and with young people and partnership working)</p>	<p>Case studies, partnership work and positive public relations in a community setting could support this. Targeted funding within a community could showcase achievement and the benefits of. There is a need to highlight also that funding is European, nationally or locally derived, in line with concerns over spending plans, sometimes without a perceived net gain.</p>

**Issues identified through the impact assessment:**

- Need to use case studies and positive results to highlight benefits of attainment
- Develop a range of funding streams to ensure equitable access to learning
- Continue to develop flexible learning packages to ensure equitable access to learning for all

## **Priorities: (Maximum of 5)**

(There are many ways to prioritise. A good rule of thumb is to recognise that approximately 20% of activities will produce 80% of the value of your work programme so concentrate on the 20%. Separate urgent from important and focus on the most important issues. Determine the future impact of actions and concentrate on those that will have the biggest positive impact in the timescale).

- Ensure the gap between those who achieve level 4 or higher and those who do not does not increase, through continuing to offer learning at all levels
- Continue to pursue flexible learning packages in the format of venues, times, costs, access onto programmes etc, to develop wider participation

**Part 2: Development of actions to address priorities – to be carried out by LAA Thematic Partnerships**

**Indicator(s):**

Priority	Action required	Expected outcomes	Responsible officer & timeframe	Organisations involved	Review time*	Comments at review and prospects for future improvements**

The collation of the above action plan for each of the LAA Indicators will form the Lancashire LAA Equality and Diversity Action Plan to be used as evidence as to how we are meeting our obligations in terms of equality legislation and to demonstrate how we are narrowing the gaps in terms of the quality of life for different groups of people across the LAA for the CAA process.

\*Review time should coincide with performance management timescales.

\*\*Comments should include those from the LAA Equality Reference Group.

**APPENDIX A: Groups of people that LAA indicators may impact upon.**

<b>Groups of people</b>	
1	Children and/or young people
2	Older people
3	People with caring responsibilities
4	People with a hearing impairment
5	People with a learning disability
6	People with mental health issues
7	People with a physical disability
8	People with a visual impairment
9	People with other health issues (HIV positive; multiple sclerosis; cancer; diabetes; epilepsy)
10	People of different faiths; religions or beliefs
11	Men
12	Women
13	People from Black and Minority Ethnic communities
14	Gypsies Roma and Travellers
15	People from other minority race communities (e.g. European migrants etc)
16	Asylum seekers and refugees
17	Socially excluded people and communities
18	Lesbian, Gay and Bi-sexual people (LGB)
19	Trans communities (Transgender; Trans-sexual; Transvestite; and People having gone or going through Gender reassignment)
20	People living in rural communities
21	Any other group identified as vulnerable or marginalised (e.g. Children Looked After; Care Leavers; Offenders etc)