

## Equality Impact Assessment - head of service review

Reference: EQIA301165492

Submitted: 28 January 2021 09:28 AM

### Executive summary

**Title of policy or decision:** USP College Centre of Excellence for Digital Technologies and Immersive Learning (CEDTIL)

**Describe the main aims, objectives and purpose of the policy (or decision):** The project will refurbish the Canvey Island Skills Centre to create a new CEDTIL has been developed in direct response to SELEP's explicit prioritisation for skills in the IT, Digital & Creative Sectors. The project has been designed to meet demand for innovative and cost-effective education and to improve engagement, attainment and skills for learners, employees and employers across the SELEP area but with specific focus on Essex. The project will deliver a new £1.466m 'state-of-the-art' facility, reducing costs by fully utilising an existing asset with ample parking and services for local students and businesses.

**What outcome(s) are you hoping to achieve?:** Enable inclusive economic growth

**Which strategic priorities does this support? - Enable inclusive economic growth:** Help people in Essex prosper by increasing their skills

**Is this a new policy (or decision) or a change to an existing policy, practice or project?:** a new policy (or decision)

**Please provide a link to the document / website / resource to which this EqlA relates:**

<https://www.southeastlep.com/app/uploads/2019/09/Summary-of-Decisions-July-2020-final.pdf>

**Please upload any documents which relate to this EqlA, for example decision documents:**

<https://www.southeastlep.com/app/uploads/2019/09/Summary-of-Decisions-July-2020-final.pdf>

### Assessing the equality impact

**Use this section to record how you have assessed any potential impact on the communities likely to be affected by the policy (or decision):** Design & Procurement – Design of the curriculum, access, pathways and learner recruitment to ensure equality and diversity  
Procurement has equality requirements for contractors and service providers.  
Build – Identify opportunities for new employment with contractors and services providers that optimise equality & diversity  
Operational – CEDTIL working proactively to recruit new learners and employers from disadvantaged backgrounds and to improve progression to Higher levels of academic and vocational attainment through proactive promotion of STEM to young learners, through USPs existing STEM pathways.

**Does or will the policy or decision affect:**

**Service users:** Yes

**Employees:** No

**The wider community or groups of people, particularly where there are areas of known inequalities:** Yes

**Which geographical areas of Essex does or will the policy or decision affect?:** Castle Point

**Will the policy or decision influence how organisations operate?:** No

**Will the policy or decision involve substantial changes in resources?:** No

**Is this policy or decision associated with any of the Council's other policies?:** Yes

**Is the new or revised policy linked to a digital service (website, system or application)?:** No

## Description of impact

**Description of Impact.** If there is an impact on a specific protected group tick box, otherwise leave blank.  
**You will be given the opportunity to rate identified impacts as positive, negative or neutral on the next page:** Age, Disability - learning disability, Race

**I confirm that I have considered the potential impact on all of the protected characteristics:** I confirm that I have considered the potential impact on all of the protected characteristics

**Describe any actions that have already been taken to mitigate negative impacts on any of the protected characteristics:** n/a

## Age

**Nature of impact:** Positive

**Please provide more details about the nature of impact:** A lifelong learning curriculum

**Extent of impact:** Medium

**Please provide more details about the extent of impact:** learners of all ages & backgrounds supported with teaching & learning, life & employment skills needed to reach their full potential

## Disability - learning disability

**Nature of impact:** Positive

**Please provide more details about the nature of impact:** The sector provides learning opportunities in subject areas (digital skills) that can be ideally suited to students with learning disabilities

**Extent of impact:** Medium

**Please provide more details about the extent of impact:** Building on USPs best-practice in social integration for students with a very diverse set of age, cultural, ethnic & ability profiles

## Race

**Nature of impact:** Positive

**Please provide more details about the nature of impact:** 15% of the digital tech workforce in the UK are from BAME (Black, Asian, and minority ethnic) backgrounds

**Extent of impact:** High

**Please provide more details about the extent of impact:** Building on USPs best-practice in social integration for students with a very diverse set of age, cultural, ethnic & ability profiles. The college is also looking to address this through a targeted curriculum.

## Action plan to address and monitor adverse impacts

**Does your EqlA indicate that the policy or decision would have a medium or high adverse impact on one or more equality groups?:** No

## Details of person completing the form

**I confirm that this has been completed based on the best information available and in following ECC guidance:** I confirm that this has been completed based on the best information available and in following ECC guidance

**Date EqlA completed:** 28/01/2021

**Name of person completing the EqlA:** Paul Chapman

**Email address of person completing the EqlA:** Paul.Chapman@essex.gov.uk

**Your function:** Place and Public Health

**Your service area:** Economic Growth

**Your team:** Economic Growth

**Are you submitting this EqlA on behalf of another function, service area or team?:** No

**Email address of Head of Service:** Andrew.Burgess2@essex.gov.uk