

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children and Families	Service area: Sufficiency and Participation
Lead person: Tracy Waud	Contact number: 0113 3787231

Title: Delivery of an on-line prospectus and application system to replace UCAS Progress
Is this a:
<input type="checkbox"/> Strategy / Policy <input checked="" type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Please provide a brief description of what you are screening
<p>Leeds City Council (LCC) has had a contract in place with UCAS Progress for a number of years to provide search and apply software across the Leeds Local Authority (LA). The software supports schools and colleges to help young people make appropriate transitions into Post-16 Learning.</p> <p>UCAS Progress has decided to discontinue the use of its software for post 16 applications, concentrating instead on higher education applications. A new system will need to be procured by the LA and in place to enable learners to apply for places from Autumn 2019 for courses and other learning opportunities starting September 2020.</p> <p>The provision of a replacement solution will enable the LA to continue to meet its duties under Raising the Participation Age (RPA) by ensuring that learners can search and apply for post 16 learning opportunities within the city. It will also help schools and colleges to meet their duties around the September Guarantee, which states that all young people should have a suitable offer of education or training in a school, college or</p>

work-based training for the September after they complete their GCSE year. This would in turn contribute towards the LA's target to reduce the numbers of young people who are not in education, employment or training (NEET).

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the policy or proposal?		x
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	x	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

- **How have you considered equality, diversity, cohesion and integration?**

Most young people will access the solution via a desk-based computer, laptop, tablet or phone. The solution will be used by young people aged 14+ and up to 25 for learners with Special Educational Needs and Disabilities.

The specification for the solution includes a requirement for it to display information that complies with the 'World Wide Web Consortium's WAI (Web Accessibility Initiative). The WAI is an initiative that aims to improve the accessibility of the World Wide Web for people

with disabilities. People with disabilities sometimes have challenges using computers and may require non-standard devices and browsers to make websites more accessible, using assistive technologies such as screen readers. The WAI supports this. The solution will also be 'dyslexia friendly'.

Most young people will be able to access and apply for post 16 learning opportunities with little support. Schools will be offered access to training to understand how to navigate the solution and once school staff have received training they will be able to support any learner who identifies as needing support or where the school feels particular learners would benefit from support being offered.

The solution will be designed so that it is both easy to understand and works in an intuitive way and because of this it will be accessible to any learner in an inclusive school/college/other setting.

- **Key findings**

From the equality impact screening the Sufficiency and Participation team found that this solution would have a positive effect on some of the 6 categories listed below;

- Age
- Gender
- Religion
- Ethnicity
- Disability
- Sexual orientation

The solution being sought will contribute to our ambitions to enable all of our residents to benefit from a strong economy in a compassionate city. The solution will contribute to the delivery of the Best Council Plan priorities to delivery inclusive growth in a child friendly city and the outcomes for all residents to do well at all levels of learning, having the skills they need for life, and for everyone in Leeds to earn enough to support themselves and their families. Leeds City Council is committed to ensuring all young people and their families are better informed about jobs, careers and opportunities available to them.

An online prospectus and application solution supports the Council's ambitions within the Children & Young People's plan by:

- Supporting families to give children the best start in life
- Improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes
- Improving social, emotional and mental health and wellbeing
- Helping young people into adulthood, to develop life skills and be ready for work
- Enhancing the city now and for future generations

The solution supports our vision for Leeds to be the best city in the UK: one that is compassionate and caring with a strong economy, which tackles poverty and reduces inequalities. By ensuring that young people can access the learning opportunities that are

available to them, the LA is able to encourage all of its young people to participate in them and develop the life skills in readiness for the world of work.

The solution will complement the new on-line careers information and guidance platform which supports young people to transition from education to employment.

• **Actions**

Following any contract award, schools/colleges will be invited to a demonstration of the solution where they will be able to ask questions from both a learner and settings' perspective which is intended to inform product development. Schools/colleges will receive appropriate training to enable them to support young people and feedback will be sought from schools/colleges/young people on a regular basis to inform discussions with the supplier when monitoring both the contract and the product going forward.

5. If you are *not* already considering the impact on equality, diversity, cohesion and integration you *will need to carry out an impact assessment*.

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Tracy Waud	Sufficiency and Participation Manager	9 July 2019
Date screening completed		9 July 2019

7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent: 10 July 2019
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: