

COVENTRY CITY COUNCIL - EQUALITY IMPACT ASSESSMENT (EIA) 2025

Title of EIA		Acceptance of Additional £243,953 Grant Allocation from Department for Education (DfE) to increase the total educational grant to £1.027m
EIA Author	Name	Louise Lakin
	Position	Adult Education Service Lead
	Date of completion	05/09/2025
Head of Service	Name	Kim Mawby
	Position	Head of Employment, Skills and Adult Education
Cabinet Member	Name	Cllr Kindy Sandhu
	Portfolio	Education and Skills

PLEASE REFER TO [EIA GUIDANCE](#) FOR ADVICE ON COMPLETING THIS FORM

SECTION 1 – Context & Background

1.1 Please tick one of the following options:

This EIA is being carried out on:

- ☐ New policy / strategy
- ☐ New service
- ☒ Review of policy / strategy
- ☐ Review of service
- ☐ Commissioning
- ☐ Other project (*please give details*)

1.2 In summary, what is the background to this EIA?

The proposals involve financial implications in excess of £1m per annum and likely to have significant impact on residents in two or more electoral wards in the city.

Background:

- Following devolution of the Adult Education Budget in 2019, to the West Midlands Combined Authority (WMCA), the Adult Education Service has typically received an annual grant agreement for the delivery of education and skills from the Department for Education (DfE).
- DfE funded 16-19 Education delivery is an essential part of the region's path to continue building strong communities, offer a good education up to level 2, develop young people with the skills required for employment, and to support our communities and businesses. This funding allocation demonstrates the DfE's commitment to further support educational needs and tackle inequalities through place based integrated service delivery across the city.



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- These goals align closely to strategic priorities within the One Coventry Plan as well as the Adult Education Service strategic plan 2024-27.
- In June 2025 DfE issued an indicative funding allocation statement through the gov.uk document exchange portal. This is to deliver learning programmes for 16 to 19 Education and includes 19-24-year-olds with Educational Health Care Plans (EHCPs). In addition, the DfE provides grants for Adult Skills provision, Tailored Learning and Free Courses for Jobs (FCFJ) through an agreed curriculum plan aligned to our strategic priorities. The total grant value for the 2024/25 academic year, was £783,533.
- Subsequently, in July 2025 the Adult Education Service received written notification from the DfE for the Education and Skills Condition of Funding Grant, with the intention to grant to the Council a further £243,953 for 16 to 19 Education for the period 1st August 2025 – 31st July 2026, increasing the total funding grant value for 2025/26 academic year to £1,027,506.
 - This additional investment will focus on the need for a flexible approach that builds capacity to deliver a broad range of 16 to 19 programmes and learning outcomes i.e. essential skills, study programmes, supported internships, health and well-being and supporting progression into further learning, apprenticeships and/or work.
 - This additional investment also provides the opportunity to align with other investment e.g. UKSPF, Connect to Work and Youth Trailblazer, and wider programmes such as Work Well and the development of the Get Britain Working Local Plan.

Context for the investment.

- On 11 September 2024, the government announced the Education and Skills Funding Agency (ESFA), which was responsible for funding and regulating education and skills in England, would close on 31 March 2025. Its functions were transferred to the Department for Education (DfE). Bringing the agency's functions back into the DfE, the government aims to create an integrated and responsive approach to education and skills policy.
- The House of Commons Library briefing paper, January 2025, identifies that the further education funding system in England is complex and has undergone several changes in recent years. Further education providers are allocated funds from different sources depending on the type of courses they provide and on the age of their students. A national funding formula is used to calculate the allocation of funding that each provider receives each academic year.
- The vast majority of Coventry's young people who are from economically inactive households, live in communities that have the highest levels of deprivation and are experiencing significant disadvantage affecting their educational attainment, health, caring responsibilities or English language development needs. The region continues to see a slight increase in the number of young people, not in employment, education or training (NEET).
- Recognising the importance of local employment focused learning programmes for young people offers a response to this challenge and capitalises on the reach of our active partnerships, particularly employers and voluntary and community sector organisations across the city.
- The additional investment will enable growth of a delivery team to undertake programme development activities, for younger learners linked to designated employment sectors. These learning programmes increase opportunities to improve numeracy, literacy, English language and digital skills for employment. In turn, this supports good health & wellbeing, creates social capital, builds confidence, improves inclusion & integration, develops key life skills, and prepares learners for employment, apprenticeships and further learning.
- Options were considered on the use of the additional grant allocation to enable a focussed and flexible approach that builds capacity to deliver a broad range of 16 to 19 programmes and learning outcomes i.e. essential skills, study programmes, supported internships, health and well-being and supporting progression into further learning, apprenticeships and/or work.
- It will also provide the opportunity to align with other investment e.g. UKSPF, Connect to Work and Youth Trailblazer, and wider programmes such as Work Well and the development of the Get Britain Working Local Plan.

16-19-year-old programmes of study context

- 16 to 19 study programmes, includes supported internships, and are relevant to 19-to-24-year-olds with an Education, Health, and Care (EHC) plan.
- 16 to 19 study programmes are designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes are individually tailored and combine: a vocational qualification; English and maths, where students have not yet achieved a GCSE grade 4; Work experience to develop career choices and apply their skills; activities to develop character, broader skills, attitudes, confidence, and support progression.
- Flexibilities for students with education, health, and care (EHC) plans - allows more students with EHC plans to continue to receive support for maths and English, through flexibility to deliver in alternative formats, including students with EHC plans on Supported Internships.
- Students with special educational needs and disabilities (SEND) – young people with SEND are capable of sustained, paid employment with the right preparation and support. The study programme principles apply equally to students with SEND. The SEND Code of Practice sets out the general responsibilities of post-16 providers for young people with SEND, both with and without an EHC plan.
- Students with SEND should be given the support to access their study programme. delivery should be tailored to meet their individual aspirations and



- Students with SEND should be given the support to access their study programme, delivery should be tailored to meet their individual aspirations and needs. Local authority special education needs (SEN) teams are involved in the planning of these programmes. Programmes focus on achieving stretching qualifications, preparing for employment and adult life or supported internships, where study takes place in a chosen work placement.
- The DfE contract is specific in the allocation of funding to eligible learners, 16-19-year-old learners, and 19-24-year-old learners with an EHCP to support services to meet their needs. The following statements 1-4, are taken from page 101:

Summary of Services

1. The Services are the delivery of Study Programmes and support for all 16 to 19-year-olds and High Needs Learners aged 16 to 25.
2. The Services are for any Learner aged 16 to 19 and High Needs Learners (other than apprentices) in a relevant Institution or Independent Learning Provider.
3. The Services include support to help Learners overcome specific barriers to participation so they can remain in education.
4. The High Needs element of the funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years until they reach the age of 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014.

1.3 List organisations and people who are involved in this area of work

- Young Adults 16-19-year-olds and 19-4-year-olds with EHCPs, residing in Coventry who are current or potential learners with the service.
- Adult Education Service staff (note: no planned staff redundancies from the proposed change)
- * Department for Education who have oversight of the learning programmes, and are ultimately responsible to meet the education needs of young adults
- West Midlands Combined Authority (WMCA) who are keen to understand how these programmes prepare young adults for their futures
- Ofsted who are the regulatory body
- Coventry SEND and specialist Services team, who support and place individual learners with educational providers across the city
- * Coventry Schools and career services who support young adults as they move onto their next educational pathways.
- * Employment and skills team who support young adult to gain work placements and volunteering opportunities

1.4 Who will be responsible for implementing the findings of this EIA?

Senior Leadership team for Employment, Skills and Adult Education

SECTION 2 – Consideration of Impact

Refer to guidance note for more detailed advice on completing this section.

In order to ensure that we do not discriminate in the way our activities are designed, developed and delivered, we must look at our duty to:

- Eliminate discrimination, harassment, victimisation and any other conflict that is prohibited by the Equality Act 2010
- Advance equality of opportunity between two persons who share a relevant protected characteristic and those who do not

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- Foster good relations between persons who share a relevant protected characteristic and those who do not

Data Sources to consider are :

- Previous research - consultation or EIAs carried out
- Customer feedback - including complaints, comments, surveys
- Employee feedback - including surveys, workforce monitoring, trade unions
- Specialist feedback - including focus groups, technical experts, subject specialists
- Feedback from organisations - such as those representing target groups
- National and local statistics –
 - National guidance or legislative requirements
 - Census data
 - Audit information
 - JSNA
 - Public health profiles
 - LG inform
 - Census
 - Office for National Statistics
 - Facts about Coventry
 - Breakdown of Coventry by Protected Characteristic
 - Armed Forces Veteran Data

Where possible, when you are analysing the data please try and break the data down by protected characteristic and additional groups.

2.1 Baseline data and information to include data

Please include a summary of data analysis below, using both your own service level management information. Where possible, compare your data to local data using: Facts about Coventry; Census 2021; JSNA etc

According to the 2023 mid-year population estimates, just over one-fifth (22.3%) of the city's population are children and young people aged under 18, 63.6% are of working-age (18-64), and the remaining 14.1% are aged 65 and over. The city's population has grown particularly amongst younger adults, alongside the growth and success of the city's two universities in attracting students locally and internationally and increasing numbers of better-paid jobs in certain sectors of the local economy may have attracted people here to work.



Coventry's child population is more ethnically diverse than the adult population overall and is becoming more diverse over time, this indicates that the total population is very likely to become more diverse in the future, with an increasing proportion of the city's population being from an ethnic minority background. According to the latest school census in January 2023, 58.0% of Coventry's school children are from an ethnic minority group up from 39.7% in 2012. The largest ethnic minorities in school children are Black African (12.0%), non-British white (10.5%), and Asian Indian (9.6%).

The city continues to have a slightly higher than average percentage of young people proceeding from school to a sustained education, employment, or training. In 2023 the annual trend of improvement continued, with fewer young people not enrolled in any form of education, employment, or training (NEET). It is estimated that 286 16–17-year-olds in Coventry are NEET or whose activity is not known. This is equivalent to 3.5% of that age group and is lower than the regional (5.2%) or England (5.2%) rates.

The study programme within the Adult Education Service began in 2017, with 10 places available for those who found the movement from school to College a challenge, and who required a discreet setting in which to begin their pathway to gain employment. In 2024/25 these numbers have grown to 86, and in 2025/26 to 99. The study programme is based at the Southfields Old School, and has focused its development on enabling clear employer links, to increase the number of work placements available within the city for these learners; many of whom are referred by the Coventry City Councils Specialist Education and Services team.

Annually the cities young adults are able to access a variety of educational places. Coventry City College offers approximately 4,000 places to 16-19-year olds, on vocational pathways. This includes a smaller number of bespoke places, through the application of 'reasonable adjustments' to meet learner needs. Hereward College offers approximately 400 places for specialist high needs provision. City Schools offer approximately 4500 places across their sixth-form centres, including both year 12 and 13.

The SEND_Code_of_Practice_January_2015.pdf – page 25, offers this critically important statement:

High quality provision to meet the needs of children and young people with SEN

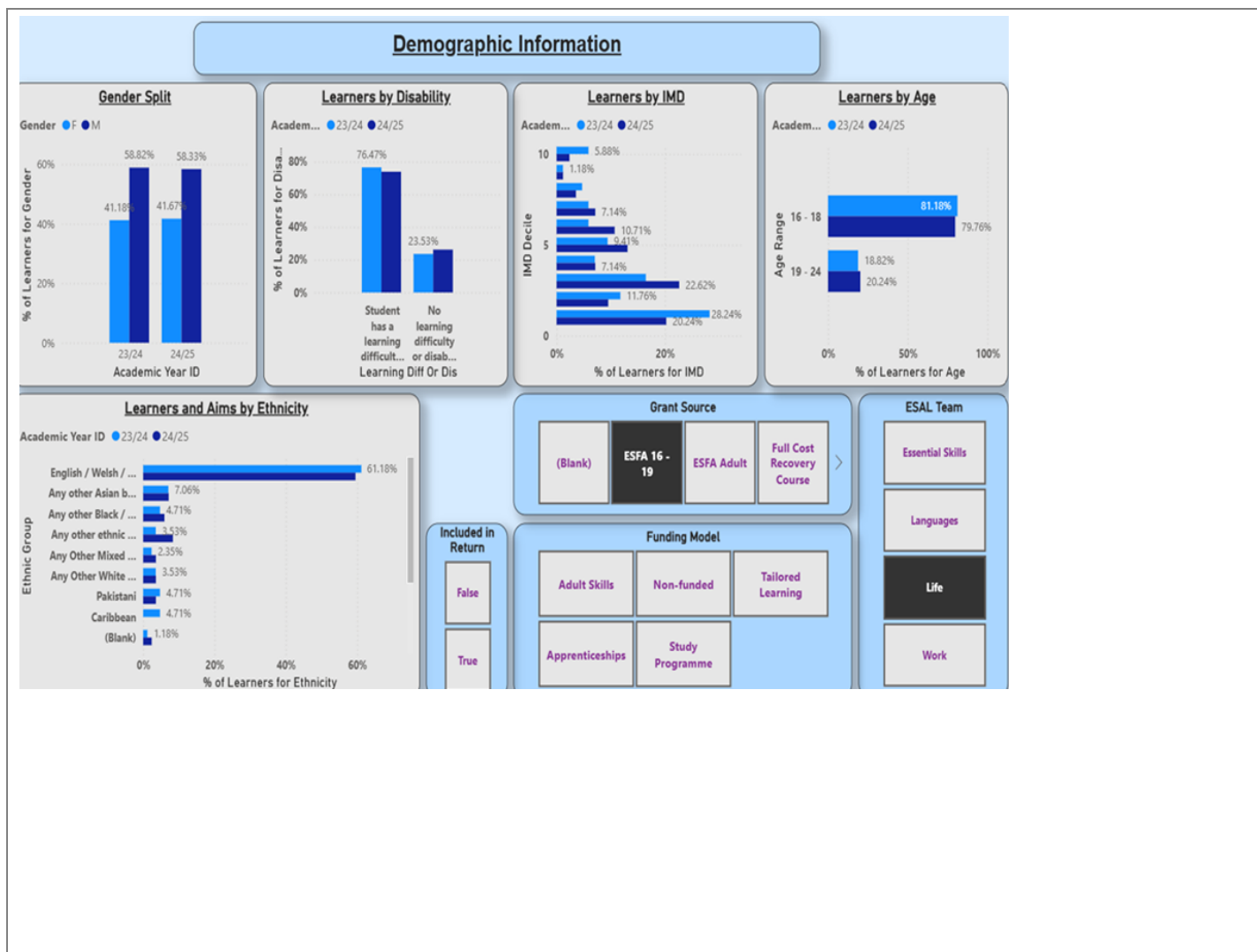
1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

A data analysis has been carried out to identify postcodes of learners enrolled on Study programmes. These postcodes have been mapped to Indices of Multiple Deprivation (IMD) and census data to provide a picture of the typical socio-economic status of learners enrolled. 60% of study programme learners live within IMD wards 1-4. This analysis has also highlighted that whilst there are a higher proportion of white learners enrolled onto the study programme, 61%, there are an equal number of enrolments against global ethnicities, totalling 40%. Males are higher enrolments at 60%, 40% female. Of the total number of enrolments, ~ 75% have a learning difficulty, or disability. The City has a high proportion of 19 -35 year olds compared with the national average, so this programme also enables learners who are 19-24 years with an educational Health Care plan (EHCP). Our intent is to continue to work with the CCC Specialist Educational Services team to support the needs of the Cities learners, working to engage with more schools for this age grouping, continuing to increase the diversity, through reasonable adjustments, and additionally focus on the broader demographics of the city.

Data source: Adult Education Services Data BI dashboard, which has been uploaded.

Adult Education BI Data Dashboard – Study Programme Demographics





2.2 Please highlight which Marmot Principles this EIA supports

1. Give every child the best start in life
2. **Enable all children, young people and adults to maximise their capabilities and have control over their lives**
3. **Ensure a healthy standard of living for all**
4. **Create fair employment and good work for all**
5. Create and develop healthy and sustainable places and communities
6. Strengthen the role and impact of ill health prevention
7. Tackle racism, discrimination and their outcomes
8. Pursue environmental sustainability and health equity

SECTION 3 – Protected Groups and Additional Groups

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3.1 Based on section 2, complete the table below to show what the potential impact is for each of the protected groups.

- Positive impact (P),
- Negative impact (N)
- Both positive and negative impacts (PN)
- No impact (NI)

Please include considerations of health and digital inequality as part of your analysis below.

Protected Characteristic	Impact type P, N, PN, NI	Nature of impact and any mitigations required
Age 0-18	PN	<p>Positive: * Currently 2% of the Adult Education learners are aged 18 and under, or 19-24-year-olds with an EHCP. There were 86 learners on the study programme in 2024/25, who were supported and linked via job coaches to progress their careers through engagement with apprenticeships, Supported Internships, employment or new vocational programmes within the city.</p> <p>Positive: * Supporting young people into work remains a key priority for the service. There is intent to grow access to provision for this age group over the next two years to meet increased demand. Combining curriculum areas that engage younger learners such as apprenticeships, study programme, high needs will enable a more targeted approach for NEET engagement and SEND learners linked to key employers via coaching and mentoring strategies, enabling individual learners to become more active citizens within the city.</p> <p>Negative: * Due to DfE funding allocations there are a finite number of places (99 in 2025/26) available for learners that are offered through Adult Education programmes, reasonable adjustments will be assessed and implemented to support the learners choice where-ever possible.</p> <p>Mitigation: * The study programme management team will work with the CCC Special Education team to signposted learners to alternative provision and services delivered by the council, as well as external organisations, across the City</p>



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Age 19-64	PN	<p>Current programmes support residents in the following categories:</p> <ul style="list-style-type: none"> • 19-24 years = 6.5% • 25-30 years = 8.5% • 31-40 years = 22% • 41-50 years = 18% • 51-60 years = 15% • 61-70 years = 15% <p>Positive:</p> <ul style="list-style-type: none"> • Analysis of management information system data indicates that residents from this age grouping already access Study Programme, and skills based programmes but significantly fewer enrol on to Community Learning Programme. Broadening the free Community Learning offer to increase English, Maths, ESOL, Digital, Family Learning and including Work Skills is likely to address this issue • The above courses can act as a feeder/progression route into Adult Skills programmes and taking a universal proportionalism approach to allocation of resources, (these essential skills courses are free of charge), it is likely that more younger people, and residents most in need in these age groups will be able to access provision. <p>Negative:</p> <ul style="list-style-type: none"> • Due to DfE funding allocations there are a finite number of places (99 in 2025/26) available for learners that are offered through Adult Education programmes, reasonable adjustments will be assessed and implemented to support the learners choice where-ever possible. These places are across both 16-19 and 19-24 with an EHCP within the study programme. <p>Mitigation:</p> <ul style="list-style-type: none"> * The study programme management team will work with the CCC Special Education team to signpost learners to alternative provision and services delivered by the council, as well as external organisations, across the City
Age 65+	NI	N/A - learners of this age group are not funded for study programmes
Disability	PN	<p>14% of current Adult learners have declared a disability status or learning difficulty. 73% of study programme learners have declared a disability status or learning difficulty.</p> <p>Positive:</p> <ul style="list-style-type: none"> * A key deliverable has seen the growth of the SEND provision for both 16-18-year olds, and 19—24-year-olds with ECHPs, providing learning for life skills that enables residents to make a positive contribution within their local area, utilising the Job Shop 'supported employment' service with specialised Job Coaches. <p>Positive:</p> <ul style="list-style-type: none"> * English, Maths, Digital, ESOL, Family Learning and work skills courses will be available to all eligible learners with sensory, cognitive and/or physical impairments through the Community Learning Programme; thereby improving access to essential skills courses for personal development, employment opportunities and social mobility <p>Negative:</p> <ul style="list-style-type: none"> * Some learners with health conditions, impairments and/or disabilities may have limited access to Southfields Old School. Where reasonable adjustment: are required, assessments will be completed to ensure a positive learning experience. <p>Mitigation:</p> <ul style="list-style-type: none"> • The study programme management team will work with the CCC Special Education team to signpost learners to alternative provision and services delivered by the council, as well as external organisations, across the City. • Further develop links with disability focussed community groups/organisations to promote and market the Study programme learning offer. • Explore possible links to other provision/services through the Council's Sport and Leisure Charter • Disabled residents will be signposted to alternative provision and services delivered by the council, as well as external organisations, across the City
Gender reassignment	NI	Adult Education Service does not collect this information; as such it is difficult to determine impacts on this group. However, residents that disclose and are not eligible for this programme funding will be signposted to alternative provision and services delivered by the council, as well as external organisations, across the City.
Pregnancy and maternity	NI	Adult Education Service does not collect this information; as such it is difficult to determine impacts on this group.



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Race (Including: colour, nationality, citizenship ethnic or national origins)	PN	<p>Positive:</p> <ul style="list-style-type: none"> 40% of study programme enrolments are from the global majority, and are equally aligned across the ethnicities. 70% of enrolments onto Adult programmes, both skills and tailored learning enrol from the global majority. Analysis of management information system data indicates that residents from global majority communities already access Study Programme, and skills based programmes but significantly fewer enrol on to Community Learning Programmes. Broadening the educational offer to increase English, Maths, ESOL, Digital, Family Learning and including Work Skills is likely to further increase access to programmes. The above courses can act as a feeder/progression route into Adult Skills programmes and taking a universal proportionalism approach to allocation of resources, (these essential skills courses are free), it is likely that more residents of protected characteristics will be able to access provision that is currently not available to them. <p>Negative:</p> <ul style="list-style-type: none"> 60% of learners who enrol onto the study programme are white. Due to DfE funding allocations there are a finite number of places (99) available for learners that are offered through Adult Education programmes. Reasonable adjustments will be assessed and implemented to support the learners choice where-ever possible. Study programme places are across both 16-19 and 19-24 with an EHCP. <p>Mitigation:</p> <ul style="list-style-type: none"> Further develop links with focussed community groups/organisations to promote and market the Study programme learning offer, to raise awareness of opportunities for all learners across the city wards. The study programme management team will work with the CCC Special Education team to signposted learners to provision and services delivered by the council, as well as external organisations, across the City. Explore possible new links to other provision/services through alternative provision and services delivered by the council, as well as external organisations, across the City.
Religion and belief	NI	Adult Education Service does not collect this information; as such it is difficult to determine impacts on this group.
Sex	PN	<p>Positive:</p> <ul style="list-style-type: none"> Currently the gender split for study programme enrolments is approx. 60% male and 40% female. 19+ Adult Education programmes enrol 75% females, and 25% males. In line with the Coventry skills strategy, WMCA and DfE priorities, and Adult Education Service plans to widen accessibility and engagement of non-regulated first steps learning to men. Broadening free Community Learning offer to increase English, Maths, ESOL, Digital, Family Learning and including Work Skills is likely to address this issue. <p>Negative:</p> <ul style="list-style-type: none"> Due to DfE funding allocations there are a finite number of places (99 - 2025/26) available for learners that are offered through Adult Education programmes, reasonable adjustments will be assessed and implemented to support the learners choice where-ever possible. These places are across both 16-19 and 19-24 with an EHCP within the study programme. <p>Mitigation:</p> <ul style="list-style-type: none"> We plan to increase the employment sectors by widening the vocational skills pathways for study programmes to rebalance the male / female enrolments and additionally capture a wider demographic reflective of the city. We plan to increase ESOL, Maths, English and Digital skills and work skills provision. Taking a universal proportionalism approach to allocation of resources, these essential skills courses will be free of charge, and therefore likely to engage more younger males and females, particularly those facing social exclusion, financial hardship/barriers to learning. Develop curriculum pathways to attract both males and females to engage in Business Admin, Digital, Customer Service/Hospital/Retail, Warehousing & Logistics, and Health & Social Care. The study programme management team will work with the CCC Special Education team to signposted learners to alternative provision and services delivered by the council, as well as external organisations, across the City.
Sexual orientation		Adult Education Service does not collect this information; as such it is difficult to determine impacts on this group. However, residents that disclose and are not eligible for this programme fundings will be signposted to alternative provision and services delivered by the council, as well as external organisations, across the City.

3.2 Based on section 2, complete the table below to show what the potential impact is for each of the additional groups.

Group	Impact type P, N, PN, NI	Nature of impact and any mitigations required
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Care Experienced	PN	<p>Positive:</p> <ul style="list-style-type: none"> * Currently 2% of the Adult Education learners are aged 18 and under, or 19-24-year-olds with an EHCP. There were 86 learners on the study programme in 2024/25, who were supported and linked via job coaches to progress their careers through engagement with apprenticeships, Supported Internships, employment or new vocational programmes within the city. * The Individual Learner Return (ILR) capture the completion of the Care Experienced field. The study programme team do work with the referral teams to actively target these learners, and will continue to do so. * Supporting young people into work remains a key priority for the service. There is intent to grow access to provision for this age group over the next two years to meet increased demand. Combining curriculum areas that engage younger learners such as apprenticeships, study programme, high needs will enable a more targeted approach for NEET engagement and SEND learners linked to key employers via coaching and mentoring strategies, enabling individual learners to become more active citizens within the city. <p>Negative:</p> <ul style="list-style-type: none"> * Due to DfE funding allocations there are a finite number of places (99 in 2025/26) available for learners that are offered through Adult Education programmes, reasonable adjustments will be assessed and implemented to support the learners choice where-ever possible. <p>Mitigation:</p> <ul style="list-style-type: none"> * The study programme management team will work with the CCC Special Education team to signposted learners to alternative provision and services delivered by the council, as well as external organisations, across the City * The Adult Education BI Dashboard does not currently capture the number of Care Experienced learners. This will be a new field so that the team can actively analyse the effectiveness of the support offered to these individuals.
Armed Forces	NI	<p>Adult Education Service does not collect this information; as such it is difficult to determine impacts on this group. However, residents that disclose and are no eligible for this programme funding (16-18 years, and 19-24 with an EHCP) will be signposted to alternative adult educational provision and services delivered by the council, as well as external organisations, across the City.</p>
Socio Economic Groups	PN	<p>Positive:</p> <ul style="list-style-type: none"> * Currently 2% of the Adult Education learners are aged 18 and under, or 19-24-year-olds with an EHCP. There were 86 learners on the study programme in 2024/25, who were supported and linked via job coaches to progress their careers through engagement with apprenticeships, Supported Internships, employment or new vocational programmes within the city. * The Individual Learner Return (ILR) capture the completion of the household income field. The study programme team do work with the referral teams to actively target learners, within known IMD wards, and will continue to do so. * Supporting young people into work remains a key priority for the service. There is intent to grow access to provision for this age group over the next two years to meet increased demand. Combining curriculum areas that engage younger learners such as apprenticeships, study programme, high needs will enable a more targeted approach for NEET engagement and SEND learners linked to key employers via coaching and mentoring strategies, enabling individual learners to become more active citizens within the city. <p>Negative:</p> <ul style="list-style-type: none"> * Due to DfE funding allocations there are a finite number of places (99 in 2025/26) available for learners that are offered through Adult Education programmes, reasonable adjustments will be assessed and implemented to support the learners choice where-ever possible. <p>Mitigation:</p> <ul style="list-style-type: none"> * The study programme management team will work with the CCC Special Education team to signposted learners to alternative provision and services delivered by the council, as well as external organisations, across the City * The Adult Education BI Dashboard does not currently capture the number of individual learners who fall into specific household income categories. This will be a new field so that the team can actively analyse the effectiveness of the support offered to these individuals.

SECTION 4 –Next steps

Planned Action	Owner	Timescale

4.2 How will you monitor and evaluate the effect of this work?

Comparison of learner demographic data from the management information system reports between the academic years 2024-25 & 2025-26.

Adult Education Service Learner Impact Survey to capture feedback on the impact of courses - in terms of what difference it has made on individuals' lives as a result in engaging with learning opportunities through the Adult Education Learning programmes

SECTION 5 – Impact on Council Staff

5.1 Will this area of work potentially have an impact on Council staff? Yes/No

If yes

Nature of impact and any mitigation required

NO

5.2 Please provide headcounts for the below.

If you think by completing this section's headcounts, employees will become identifiable please email equality@coventry.gov.uk for advice on data protection implications

Impact on Council staff - Sex

Female

Male

Impact on Council staff - Disability

Disabled

Not disabled

Prefer not to state

Unknown

Impact on Council staff - Ethnicity

White

Black, Asian, Minority ethnic

Prefer not to state

Unknown

Impact on Council staff – Sexual orientation

Heterosexual

LQBT+

Prefer not to state

Unknown

Impact on Council staff – Age

16-24

25-34

35-44

45-54

55-64

65+

Impact on Council staff – Religion

Any other

Buddhist

Christian

Hindu

Jewish

Muslim

No religion



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Sikh
Prefer not to state
Unknown

SECTION 6 – Completion Statement

As the appropriate Head of Service for this area, I confirm that the potential equality impact is as follows:

- No impact has been identified for one or more protected groups ☐
- Positive impact has been identified for one or more protected groups ☐
- Negative impact has been identified for one or more protected groups ☐
- Both positive and negative impact has been identified for one or more protected groups ☒

Before you submit this form - please save your progress and forward the email you receive with any questions to equality@coventry.gov.uk. The team will review your Equality Impact Assessment and provide you with feedback.

SECTION 7 - Approval

Name of Head of Service: Kim Mawby	Date approved by Head of Service: 8 September 2025
Name of Director: Andy Williams	Date sent to Director: 8 September 2025
Name of Lead Elected Member: Cllr Kindy Sandhu	Date sent to Councillor: 8 September 2025

