

Inclusive Policy Making Screening Assessment

Document: Learning and Progression in Entrepreneurship Education

Overview: Guidance on how learning providers should plan and work in partnership with others to deliver entrepreneurship education provision.

Assessment by: School Curriculum Branch.

Lead official: Claire Rowlands

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Review: 31 May 2013

Equality Strand	Summary of evidence identified (by paragraph)	Weighting (credibility of evidence)			Relevance of evidence	Policy or practice relevance to equality strand			
		unsatisfactory	satisfactory	strong		No relevance	Low	Medium	High
Disability	Specific case studies used from special schools nothing else that would prevent inclusion.		✓		Within the document evidence indicates that the following factors are central in embedding entrepreneurship education successfully across: A coherent programme that embraces all learners		✓		
Race	Annex A contains the template for a schools' entrepreneurship education policy, this policy must link with a schools other policies such as policy statement on equality.		✓				✓		
Gender and Gender re-assignment	All quotes used in the document represent a gender balance of male and female.		✓				✓		

Age	<p>Appropriate terminology and has broad range of case studies.</p> <p>Case studies reflect the age range of the document.</p>		✓				✓		
Religion and Belief and Non-belief	<p>A school's Entrepreneurship education policy should highlight how the programme meets the needs of all learners and specify how the views of learners will be sought in terms of feedback.</p> <p>No relevance has been identified against this protected characteristic, therefore there will be no negative impact on this equality strand.</p>		✓			✓			
Sexual Orientation	<p>A school's Entrepreneurship education policy should highlight how the programme meets the needs of all learners and specify how the views of learners will be sought in terms of feedback.</p> <p>No relevance has been identified against this protected characteristic, therefore there will be no negative impact on this equality strand.</p>		✓			✓			
Human Rights	<p>The principles of Inclusivity are also embedded throughout the document and schools should ensure that WRE programmes meet the needs of all learners.</p>		✓				✓		

Pregnancy and maternity	<p>A school's Entrepreneurship education policy should highlight how the programme meets the needs of all learners and specify how the views of learners will be sought in terms of feedback.</p> <p>No relevance has been identified against this protected characteristic, therefore there will be no negative impact on this equality strand.</p>		✓			✓			
Civil partnerships	<p>A school's Entrepreneurship education policy should highlight how the programme meets the needs of all learners and specify how the views of learners will be sought in terms of feedback.</p> <p>No relevance has been identified against this protected characteristic, therefore there will be no negative impact on this equality strand.</p>		✓			✓			

Notes:

1. These materials look to support schools in their provision of Careers and the World of Work and were developed as part of the YES action plan and look to deliver on Welsh Government One Wales commitment to create and develop links between entrepreneurship and education.
2. The national curriculum subject orders and frameworks were revised in 2008, including *Careers and the World of Work: framework for 11 to 19-year-olds in Wales*, and these are all underpinned by the UNCRC and the Welsh Government's overarching strategy document *Rights to Action* giving all learners the right to education that develops their personalities and talents to the full.
3. Schools are familiar with *Careers and the World of Work: a framework for 11 to 19-year-olds in Wales* and look to follow this when developing their CWW provision.
4. The principles of Inclusivity are also embedded throughout the document and schools should ensure that their CWW programmes embraces the needs of all learners.
5. An advisory group comprising of teachers from across all sectors, including special schools, with a practical understanding of the curriculum was established. The group provided a steer and professional advice during the development of the guidance and could alert us to any outstanding issues.
6. The guidance document is all-inclusive and contains case studies from a range of school settings spanning the primary, secondary, special schools and the FE sector.
7. An initial IPM screening of the draft guidance circular was completed by Curriculum Division officials, 17 May 2012.