

## Screening, Prioritisation and Equality Impact Assessment (Course Closure)

### Section 1

#### 1. Title of Course(s) to be withdrawn

##### Secondary Years PGCE in Religious Education

#### 2. What are the main aims and objectives of the course?

(Identifying the aims and objectives of a course may help identify any groups who may be adversely affected. For example, is it aimed at a particular audience or provide training in a specialist field of particular interest to a specific group?)

**To provide initial teacher education to those wishing to qualify to become secondary school teachers, specialising in Religious Education**

#### 3. What is the profile of registered students over the past five years in terms of gender, ethnicity, age, and disability?

Gender	2008/09	2009/10	2010/11	2011/12	2012/13	Grand Total
F	11	11	11	7	8	48
M	6	5	3	1	2	17
Grand Total	17	16	14	8	10	65

Ethnicity	2008/09	2009/10	2010/11	2011/12	2012/13	Grand Total
Asian - Indian			1			1
Asian - Other		1				1
Black - Caribbean			1		1	2
Not given	1					1
White	15	15	11	8	9	58
White and Asian	1		1			2
Grand Total	17	16	14	8	10	65

Age	2008/09	2009/10	2010/11	2011/12	2012/13	Grand Total
20 - 24	14	12	8	4	7	45
25 - 34	2	2	4	3	3	14
35 - 44	1	1	1	1		4
45 - 54		1	1			2
Grand Total	17	16	14	8	10	65

<b>Disability</b>	2008/09	2009/10	2010/11	2011/12	2012/13	Grand Total
A specific learning difficulty such as dyslexia			1	1	1	3
Blind or a serious visual impairment		1				1
Mental health condition		1				1
No known disability	16	14				30
None			13	7	9	29
Unseen disability e.g diabetes, epilepsy, asthma	1					1
<b>Grand Total</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>8</b>	<b>10</b>	<b>65</b>

#### 4. What is the profile of applications over the past five years in terms of gender, ethnicity, age, and disability?

<b>Ethnicity</b>	<b>Count</b>	<b>% of total</b>
NULL	131	49.43%
White	114	43.02%
Black - Caribbean	4	1.51%
Black - African	3	1.13%
Asian - Indian	2	0.75%
White and Asian	2	0.75%
Asian - Pakistani	2	0.75%
Not given	2	0.75%
Not given (Dom=Home)	1	0.38%
Asian - Other	1	0.38%
White/Black African	1	0.38%
Other	1	0.38%
Asian - Bangladeshi	1	0.38%
<b>Grand Total</b>	<b>265</b>	<b>100.00%</b>

<b>Disability name</b>	<b>Count</b>	<b>% of total</b>
No Disability	232	87.55%
Learning Difficulty	18	6.79%
Mental Health	3	1.13%
Physical		
Impairment	3	1.13%
Long Illness	3	1.13%
Unseen Disability	2	0.75%
Visual	2	0.75%
Other Disability	2	0.75%
<b>Grand Total</b>	<b>265</b>	<b>100.00%</b>

<b>Age Range</b>	<b>Count</b>	<b>% of total</b>
20-24	138	52.08%

Approved by the Learning and Teaching Committee of Senate 3 February 2010

25-34	74	27.92%
35-44	31	11.70%
45-54	22	8.30%
<b>Grand Total</b>	<b>265</b>	<b>100.00%</b>

<b>Gender</b>	<b>Count</b>	<b>% of total</b>
F	161	60.75%
M	104	39.25%
<b>Grand Total</b>	<b>265</b>	<b>100.00%</b>

**5. Who are the other stakeholders (in addition to those listed in 3 and 4) in relation to this course (for example, the Funding Councils, UCAS, PSRBs local communities, other Schools or departments within UEA, other strategic partners)?**

**Teaching Agency**

**Local, regional and national schools**

**Those seeking initial teacher training in the region**

**Local education authorities**

**The Keswick Hall Trust**

**Norfolk and Suffolk Standing Advisory Committee on Religious Education (SACRE)**

## Section 2

1. Are the different groups taking the course likely to have different needs, experiences, issues and priorities in relation to it?
2. Are there any indications of higher or lower application, participation or success rates for this course for members of these groups?
3. In the light of the above, are there any likely or potential differences in the way in which the withdrawal of the course(s) will impact upon these different groups?

<b>Group Characteristic:</b>	<b>Yes, No or Not Known</b>	<b>Please elaborate (and give examples of any evidence or data used)</b>
Age	<b>Yes</b>	<b>Older applicants may have less opportunities to relocate in order to pursue ITE for RE and may have made a greater investment in pursuing this career path over an extended period of time.</b>
Disability	<b>Yes</b>	<b>Travel to and from another ITE provider may be more difficult for those with a disability.</b>
Gender	<b>Yes</b>	<b>Our experience of current PGCE students is that those with care responsibilities (who tend to be female) experience difficulties in juggling alternative care (usually child care) with travel to UEA. Relocation to access another ITE provider would be difficult for those with care responsibilities and travel to attend another provider would be incompatible with local care responsibilities.</b>
Racial group	<b>No</b>	
Religious belief	<b>No</b>	<b>Except that removing a local provider of ITE in Religious Education reduces opportunities for local people to pursue a career as an RE Teacher</b>
Sexual orientation	<b>No</b>	
Transgender	<b>No</b>	

4. To what extent does the withdrawal of this course have the potential to meet or hinder the policies, values or objectives of the University with regard to equality of opportunity ?

High-potential

Moderate potential

Low-potential

None

**Please elaborate:**

**As the screening above indicates, a proportion of our students are local and prefer to study at a local university. The removal of this course therefore reduces opportunities for applicants from some groups. However, there were only 10 places on the course, reducing to 6 and potentially to 0.**

**The government is developing new routes of Initial Teacher Education and we are actively promoting our availability to work with regional schools to train new teachers through routes such as School Direct. In our communication with schools about this decision we are actively suggesting that we could support ITE in RE should there be regional demand from schools.**

**Based on the information above, indicate whether a full impact assessment is recommended:**

**Yes**

**No**

**Please outline your reasons below:**

**Student and applicant profile data above does not indicate that a particular group with protected characteristics will be disproportionately affected by the withdrawal of this course.**

**What priority do you assign to this impact assessment?**

**What priority do you assign to this impact assessment?**

**High**

**Medium**

**Low**

**Completed by:**

**Date:**


**Validated by:**

**Date:**

<b>Follow up Action Required</b>	<b>Completion date</b>	<b>Person Responsible</b>

## COURSE CLOSURE

Faculty	SSF	School	EDU
Courses to be closed			
Course Title (incl. award)	Course Code	UCAS Code	
PGCE Secondary Years: Religious Education	T1X1V6101SY		
Academic year students will be / were last admitted to the above course(s)	2012		
Are the above courses currently advertised in a prospectus?	Yes	Y	
	No		
Are there applicants for the above course(s) currently in the system?	Yes	N	
	No		
Date course will cease to be delivered (i.e. academic year in which final student(s) will complete / completed)	June 2013		
Will there be students continuing on the course after it ceases to recruit?	Yes		
	No	N	
If yes, how many?	Yr2	0	
	Yr3	0	
	Ind/Abr	0	
	Yr4	0	
What are the implications for students currently on the course(s)?			
<p>None.</p> <p>This is a one year course (September – June). The course will be delivered as planned this year.</p> <p>The course is run by the permanent members of the PGCE SY team and a specialist associate tutor.</p>			
Plans for phasing out (including when all students should complete, modules to be offered during the phase out period)			
This is a one year course. All content will be delivered this academic year and current students will complete in June 2013.			

Have continuing students affected by the closure of the course been consulted?	Yes	Y
	No	
Reasons for discontinuation of course		
<p>The Teaching Agency has reduced the number of places allocated to UEA for Secondary RE from 10 to 6. This makes the course unviable.  We have also been advised that the Teaching Agency will cease to allocate places to any SY subject specialism which currently has less than 10 places. The long term viability of the course is therefore questionable notwithstanding the School and Faculty's decision.</p>		
An Equality Impact Assessment Screening has been carried out (and is attached for the Head of School and Associate Dean)	Yes	Y
	No	
A full Equality Impact Assessment has been carried out (and is attached for the Head of School and Associate Dean)	Yes	
	No	N
Who has been consulted in reaching the decision to close the course? (e.g. Marketing & Admissions Service)		
Course team and Dean		
Signature of Course Director	Date	
<i>Penny Lamb</i>	27/09/2012	
Signature of Head of School	Date	
	27/09/2012	
Signature of Associate Dean LTQ	Date	
<i>Helena Ellipni</i>	20/12/12	

Once complete, please email a copy of this proforma to

- Faculty Admissions Manager
- Marketing and Admissions Services
- Planning Office (CAMS Manager)
- Faculty Manager – Taught Programmes
- Learning, Teaching & Quality Office (for report to LTC)