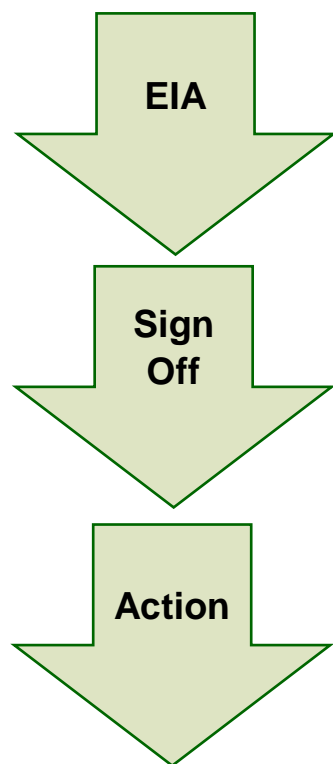


Warwickshire County Council (WCC) Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or via equalities@warwickshire.gov.uk, or if it's relating to health inequalities please contact Ruby Dillon via rubydillon@warwickshire.gov.uk.



- Having identified an EIA is required, ensure that the EIA form is completed before any work is started. This includes gathering evidence and / or engaging the relevant stakeholders to inform your assessment.
- Brief the relevant Assistant Director for sign off.
- Undertake further research / engagement to further understand impacts (if identified).
- Undertake engagement and / or consultation to understand if EIA has identified and considered impacts.
- Amend accordingly to engagement / consultation feedback and brief decision makers of any changes.
- Implement proposed activity.
- Monitor impacts and mitigations as evidence of duty of care.

Section One: Essential Information

Service / policy / strategy / practice / plan being assessed	Outdoor Education and Learning Strategy 2022
Business Unit / Service Area	Communities Directorate, Education Services
Is this a new or existing service / policy / strategy / practice / plan? If existing, please state date of last assessment.	New
EIA Authors N.B. It is best practice to have more than one person complete the EIA to bring different perspectives to the table.	Sarah Tregaskis, Service Manager Education Services Ruth Skidmore, Education Strategy and Development Officer
Do any other Business Units / Service Areas need to be included?	No
Does this EIA contain personal and / or sensitive information?	No
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?	If yes , please let your Assistant Director and the Customer Relations Team know as soon as possible. No

1. Please explain the background to your proposed activity and the reasons for it.

There is a strong evidence base, and Warwickshire County Council recognises the value and positive impact the 'outdoors' has on all children and young people's development. Outdoor learning experiences contribute to personal growth and social awareness and develops skills for life and the world of work.

The Covid pandemic with the many lockdowns and restrictions in social contact has had an impact on our children and young people. At the same time among the population there has been a greater appreciation of outdoor space for exercise, leisure, health and well-being. The post-covid pandemic recovery period brings an opportunity to strengthen our support to education providers delivering outdoor education and learning to children and young people in Warwickshire.

2. Please outline your proposed activity including a summary of the main actions.

We are proposing an Outdoor Education and Learning Strategy for 2022, which will supported by a Dynamic Delivery Plan. The key objectives set out in the Strategy (see below), arise from the evidence base and feedback received from surveying education settings, outline what Warwickshire County Council will do to promote, support and enable the delivery of outdoor education and learning by education settings.

1. To encourage, promote and support education settings to deliver their outdoor education and learning by providing information:
 - a. We will develop an on-line directory of outdoor venues and activity providers who offer high quality outdoor education and learning opportunities.
 - b. We will signpost online resources useful for the planning and coordination of outdoor education and learning.
2. To provide an opportunity for education leaders to share best practice and inspire each other and all their children and young people in the pursuit of education and learning outdoors, enabling inclusion.
 - a. We will survey education settings, children and young people on an annual basis to understand their needs and wants of Outdoor Education and Learning
 - b. We will establish a collaborative professional development network for Leads of Outdoor Education and Learning/ Education Visit Co-ordinators and encourage all schools to make a commitment to actively engage.

- c. We will promote access for disadvantaged pupils to outdoor education and learning opportunities by signposting to advice, funding sources and best practice information on promoting inclusion.
 - d. We will help to raise awareness among education leaders of local environmental issues and their relationship to the global climate.
3. To build on the experience of education providers, to enable the development of local services, facilities and activities, and to strengthen the provision of outdoor education and learning opportunities.
- a. We will act as a link between education settings, County, District and Borough Council teams (e.g. those providing outdoor facilities, or who can offer information and support for learning outdoors), as well as wider stakeholders both within and outside of Warwickshire.
 - b. We will strengthen the links between nature, people, learning and skills.
 - c. We will facilitate the provision by the Council and others of lifelong education and learning opportunities outdoors.

The strategy will be supported by a dynamic Delivery Plan detailing how we will achieve the objectives and identify how we will measure the impact of this strategy.

3. Who is this going to impact and how?

Customers	Members of the Public	Employees	Job Applicants
The recipients are the planners and deliverers of outdoor education and learning within Warwickshire's education settings who will have opportunity to be better equipped and supported to deliver outdoor education and learning.	The primary beneficiaries are the children and young people of Warwickshire. As an outcome of this Strategy, they will have increased opportunities to learn outdoors and positive experiences through these. They will be developing the skills they need to flourish in	The new resources proposed through the strategy, namely a resource website and a professional development network for Outdoor Education and Learning leads and Education Visits Coordinators will support and enhance the work of employees with Education	It is not anticipated that this strategy would have any impact on job applicants.

Education settings may choose not to utilize the offers of information, development and support available to them through the Strategy, or to source these from elsewhere.	<p>life through outdoor education and learning.</p> <p>The secondary beneficiaries are the families and communities of Warwickshire. They will receive increased information about the opportunities for lifelong education and learning opportunities outdoors. The local venues and services they access outdoors will have been strengthened and developed through the partnership of education settings and providers of venues and activities.</p>	Services and Children and Families.	
Other, please specify:	Providers of outdoor education and learning venues and activities, and grant funding bodies are likely to benefit from the information sharing function of the resource website and professional development network for Outdoor Education and Learning leads and Education Visits Coordinators. Their offer will be better understood and more easily accessed.		

Section Two: Evidence

Please include any evidence or relevant information that has influenced the decisions contained in this EIA. This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups and additional groups outlined in Section Four.

A – Quantitative Evidence

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

The Outdoor Education and Learning Strategy focuses on providing the conditions to enable education settings in Warwickshire to be best equipped to deliver outdoor education and learning. We recognise that measuring the impact of outdoor learning on the lives of children and young people is complex and through the Delivery Plan we will seek to establish base-line data.

- Within Warwickshire the population cohort 0-19 is 129,634 of the total County Population (577,933). The following table breaks this down into age cohorts:

Age Grp	Count	%
0-4	31,870	5.5
5-9	34,051	5.9
10-14	33,308	5.8
15-19	30,405	5.3
Total	129,634	

- 12% of Children are living in low-income families within Warwickshire.
- 72% of children in Warwickshire achieve a Good Level of Development as defined in terms of the Early Year's Foundation Stage. However, within this 64.7% of males and 79.4% females achieve a Good Level of Development, 53% of children on Free School Meals achieve a Good Level of Development and 66% of Black and Minority Ethnic children achieve a Good Level of Development.
- Around 71% of children reach the expected level in reading, writing and mathematics at Key Stage 2 and 47% of disadvantage learners reach the expected levels in reading, writing and mathematics.

- Within Warwickshire there are 2,785 children and young people with a Special Educational Needs or Education, Health or Care Plan. Of these around 1,544 are in a special school context.

(Data taken from: <https://data.warwickshire.gov.uk/>)

There are 247 providers of All Through, Nursery, Primary, Secondary and Special school education in Warwickshire ([Find a School \(warwickshire.gov.uk\)](https://warwickshire.gov.uk)). There are other private, voluntary, independent and alternative providers of education.

B – Qualitative Evidence

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

The Outdoor Education and Learning Strategy is grounded in the evidence summarised below, of the impact of outdoor learning on the lives of children and young people.

- Outdoor education, training and recreation promote active learning through direct personal experience and offer excitement, fun and adventure within a framework of safety.
- Challenging experience outdoors supports intellectual, physical, social, and moral development.
- Building self-confidence and self-esteem is fundamental to development.
- The purposeful use of leisure time is an important contribution to a fulfilling lifestyle.
- Outdoor opportunities enable children & young people to engage with the key issue of Climate Change.
- Outdoor experiences promote resilience, adaptability, and integrity within children & young people.

EVIDENCE:

Coventry and Warwickshire COVID-19 Health Impact Assessment: Coventry and Warwickshire Joint Strategic Needs Assessment July 2020

Curriculum for Excellence Through Outdoor Learning, Learning & Teaching Scotland, 2010

Dillon *et al*, (2006) 'The value of outdoor learning: evidence and research in the UK elsewhere', *School Science Review*, 87(320) March 2006.

Hill, Allen 'Developing approaches to outdoor education that promote sustainability education', *Australian Journal of Outdoor Education*, 16(1), 15-27, 2012

<http://publications.naturalengland.org.uk/publication/6636651036540928>

<https://beyondgreenspace.net/2020/07/29/improving-access-to-greenspace-a-new-review-for-2020/> & the 2014 review is

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355792/Briefing8_Green_spaces_health_inequalities.pdf

<https://doi.org/10.1371/journal.pone.0212242>

<https://happen-wales.co.uk/outdoor-learning-has-huge-benefits-for-children-and-teachers-so-why-isnt-it-used-in-more-schools/>

<https://www.field-studies-council.org/>

<https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report>

<https://www.gov.uk/government/publications/leadership-for-embedding-outdoor-learning-within-the-primary-curriculum>

<https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development>

<https://www.outdoor-learning.org/Good-Practice/Good-Practice/Climate-Change>

<https://www.outdoor-learning-research.org/>

https://www.outwardbound.org.uk/free-report-young-people-and-covid-19?fbclid=IwAR1YIZMDfMIXOoB5J058LwAGQpBYyLjKssW2_6-VN12AxuVAO5_Xmyhk_4o

Larson, L. R., Whiting, J. W., Green, G. T., (2013). Young people's outdoor recreation and state park use: Perceived benefits from the parent/guardian perspective. Children, Youth and Environments, 23(3), 89-117.

NI Direct – Northern Ireland's Government portal highlights the importance of outdoor leisure <https://www.nidirect.gov.uk/articles/playing-outdoors#:~:text=and%20young%20people.,Benefits%20of%20outdoor%20play%20on%20children's%20well%2Dbeing,try%20new%20activities>

Prince, Heather (2019) Changes in outdoor learning in primary school s in England, 1995 and 2017: lessons for good practice. Journal of Adventure Education and Outdoor Learning, 19(4) pp. 329-342.

Section Three: Engagement

Engagement with individuals or organisations affected by the proposed activity must take place. For further advice and support with engagement and consultations, click [here](#).

Has the proposed activity been subject to engagement or consultation with those it's going to impact, taking into account their protected characteristics and socio-economic status?	The focus of engagement has been with Education Providers within Warwickshire, since they have the key role to deliver outdoor learning and education to children and young people. It is recognised that there is an absence of base-line information about the current experience and impact on children in Warwickshire of outdoor education and learning, and it is a central aspect of the strategy to ensure that the voice of children is central to measuring the impact of the Strategy.		
If YES, please state who with.	Stakeholder Group	Engagement Lead	Route of engagement
	<i>Early years providers</i>	Early Years Sufficiency & Improvement Lead commissioner	Early Years Managers Meeting on 30 th September 2021. 90 managers were present.
	<i>Alternative providers</i>	Commissioner (All age and targeted support)	Correspondence with alternative providers in the weeks beginning 27 th September and 4 th October 2021.
	<i>Post-16 colleges</i>	Technical Specialist for Employability & Post 16	Meetings and correspondence with individual colleges in the weeks beginning 27 th September and 4 th October 2021.
	<i>Nursery, Special, Primary and Secondary Schools</i>	Service Manager – Education Delivery Services	Outdoor Education and Learning Survey (Education settings) 13.09.2021 – 23.09.2021. 59 responses were received. Extended - Outdoor Education and Learning Survey (Education settings) 04.10.2021 – 07.10.2021. 2 responses were received.

	<i>Nursery, Special, Primary and Secondary Schools</i>	Service Manager – Education Delivery Services	Focus Group sessions at 2:00pm on 05.10.2021. 5 education settings were present.
If NO engagement has been conducted, please state why.			
How was the engagement carried out?	Yes / No	What were the results from the engagement? Please list...	
Focus Groups	Yes – School leaders	<p>The Outdoor Education and Learning Focus Group session shared the context of the development of a strategy and the key findings of the Outdoor Education and Learning Survey (Education settings). It sought feedback from providers on the proposals for a strategy, providing the following results:</p> <ul style="list-style-type: none"> • The key finding of the survey were considered to reflect the experience of the education settings represented. These included the challenges in delivering outdoor education and learning, the staff training needs, and the signposting or provision of information required. All agreed that these were important aspects for the future development of an outdoor education and learning strategy. • Feedback confirmed that settings would welcome a network, “especially which focused on Education, and which is unique to Warwickshire.” • In terms of access to information about resources for outdoor education and learning and providers of outdoor activities and venues all felt, “A central place for information would be really useful.” • The group was asked how it supported disadvantaged pupils. Every school in attendance offered access to 	

		<p>opportunities to all pupils using pupil premium money or by utilising community funds.</p> <ul style="list-style-type: none"> • When asked what would most improve their schools offer, they identified: <ul style="list-style-type: none"> ◦ Training to build the confidence of staff to deliver outdoor education and learning ◦ Signposting of and advice about funding and accessible grants, including for resources and equipment to develop their outdoor environment. <p>The feedback from the focus groups supported the aims and objectives of the strategy.</p>
Surveys	Yes – School leaders	<p>The Outdoor Education and Learning Survey (Education settings) provided the following results:</p> <ul style="list-style-type: none"> • More than a fifth of possible respondents replied to the survey (primary, secondary and special school providers) about outdoor education and learning. • The majority offered on and off-site learning for the children and young people they were providing for and had professionals who lead at least some aspects of outdoor education and learning for their setting. The responses of some settings showed the high value they placed on outdoor education and learning. • Outdoor education and learning happens in a range of locations and through a range of activities, and providers demonstrated their creativity in the delivery of outdoor education. • They identified health and safety, links with the curriculum, cost, accessibility, staffing requirements, and who leads the activity as important factors when choosing an off-site outdoor education and learning activity/opportunity.

		<ul style="list-style-type: none"> • They said that the primary barriers to outdoor education and learning were financial cost to parents, financial cost to the setting, the adult to pupil ratio required, and concerns about health and safety. • More than half of providers said that facilitating inclusion was always a feature of planning and nearly 1/3 used their Pupil Premium to enable inclusion. • When considering the planning of activities, some providers indicated that training may be required for their lead staff to meet the government requirements of Education Visits Coordinators. • The offer or signposting of training for Leads of Outdoor Education and Learning Lead or Education Visits Coordinators was among the top 4 wishes of support from Warwickshire County Council. They also expressed a significant interest in online information about venues, providers and information about outdoor education and learning, and said they would appreciate the local authority facilitating relationships with local providers of activities and venues. <p>The results of the Extended – Outdoor Education and Learning Survey (Education settings) supported and affirmed the results of the former survey.</p>
User Panels	No	
Public Event	No	
Displays / Exhibitions	No	
Other (please specify)	Presentation and facilitated discussion – Early years managers	Early years managers were positive about the proposals for an Outdoor Education and Learning Strategy as outdoor play is a feature of everyday life in early years. They also added that within the strategy they would like:

		<ul style="list-style-type: none"> • Inclusion of the birth to five age range, highlighting baby-friendly spaces and suitable resources. • Signposting of activities and venues: <ul style="list-style-type: none"> ○ for families with pre-school and early years children ○ of low cost ○ not requiring transport.
	Informal discussion with opportunity for email feedback – College principals	<p>One college representative provided feedback by email on 30.09.2021. The feedback included how the proposals for the Outdoor Education and Learning Strategy aligned with what would be useful for that particular college. The feedback also included what else the college staff would find helpful:</p> <ul style="list-style-type: none"> • The signposting of sources of external funding • The signposting of Health and safety / risk assessment services
	Email invitation to respond – Alternative Providers	No alternative providers chose to respond.
Has the proposed activity changed as a result of the engagement?	Yes	The Outdoor Education and Learning Strategy reflects all the information received through the engagement activities.
Have the results of the engagement been fed back to the consultees?	Partially	<p>The Focus Groups and Meetings with education providers were the opportunity to feedback on the survey results.</p> <p>Focus Groups have not been fed back to those engaged with.</p>

Is further engagement or consultation recommended or planned?	No	
What process have you got in place to review and evaluate?	<p>This is a new and developmental strategy. It is recognised that there is an absence of base-line information about the impact of outdoor education and learning within Warwickshire. It is a central aspect of the strategy to ensure that baseline measures are established and built on.</p> <p>The following are intended as noted in the Strategy:</p> <ul style="list-style-type: none"> • A dynamic Delivery Plan • An annually survey of education leaders • Engagement with children and young people via the annual Child Friendly Warwickshire survey. • Strategy Review in 2024/2025. 	

Section Four: Assessing the Impact

Protected Characteristics and other groups that experience greater inequalities

What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposed activity? This section also allows you to consider other impacts, e.g. health inequalities such as deprivation, socio-economic status, vulnerable groups such as armed forces, carers, homelessness, people leaving prison, young people leaving care etc.

On the basis of evidence, has the potential impact of the proposed activity been judged to be positive (+), neutral (=), negative (-), or positive and negative (+&-), for each of the protected characteristic groups below and in what way?

N.B In our Guidance to EIAs we have provided you with potential questions to ask yourself when considering the impact of your proposed activity. Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at Section Six.

	Impact type (+) (=) (-) or (+&-)	Nature of impact
Age	+	<p>The Outdoor Education and Learning Strategy's vision is that:</p> <ul style="list-style-type: none">• "All children and young people have access to and enjoy high-quality outdoor education and learning, appropriate for their age, ability, and experience.• Educator's value and embed outdoor education and learning in their curriculum planning.• Education settings provide regular, frequent, enjoyable, and challenging opportunities for all children and young people to learn outdoors.• A culture of outdoor education and learning is developed within all education settings, raising awareness of the importance of the outdoors for leisure and learning for both children and their families."

		It is anticipated that the webpage resource will enable providers to identify outdoor education and learning opportunities that are best suited to needs and characteristics of their children/young people, and the professional development network will share and strengthen best practice around inclusion.
Disability Consider: <ul style="list-style-type: none"> Physical disabilities Sensory impairments Neurodiverse conditions (e.g. dyslexia) Mental health conditions (e.g. depression) Medical conditions (e.g. diabetes) 	+	As ' Age ' above.
Gender Reassignment	+	As ' Age ' above.
Marriage and Civil Partnership	=	Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy.
Pregnancy and Maternity	=	Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy.
Race Including: <ul style="list-style-type: none"> Colour Nationality Citizenship Ethnic or national origins 	+	As ' Age ' above.
Religion or Belief	+	As ' Age ' above.
Sex	+	As ' Age ' above.

Sexual Orientation	+	As ' Age ' above.
Vulnerable People: <ul style="list-style-type: none"> Armed Forces (WCC signed the Armed Forces Covenant in June 2012) Carers Homelessness People leaving Prison People leaving Care 	+	As ' Age ' above.
Health Inequalities (HI) Many issues can have an impact on health: is it an area of deprivation, does every population group have equal access, unemployment, work conditions, education, skills, our living situation, rural, urban, rates of crime etc	+	As ' Age ' above. As the baseline data for the strategy is developed and built on, it is anticipated that cross-referencing with Health Inequalities data will be possible to evaluate the impact of the strategy.
Other Groups If there are any other groups		

Public Sector Equality Duty (PSED)

Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

	Evidence of Due Regard
Eliminate unlawful discrimination (harassment, victimisation and other prohibited conduct):	<p>The central tenet of the Strategy is that it promotes outdoor education and learning for all children and young people, for their well-being, fulfilment, and success. It recognizes that due to disadvantage and health inequalities, children and young people will not have the same opportunities for experiencing the outdoors to develop their knowledge and skills. By seeking to equip education providers with relevant and applicable information, enabling access to resources, and offering professional network meetings, it aims to ensure that all children and young people have opportunity for personal growth that the outdoors affords.</p>
Advance equality of opportunity: This involves <ul style="list-style-type: none"> • removing or minimising disadvantages suffered by people due to their protected characteristics; • taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities; • encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low. 	<p>As 'Eliminate unlawful discrimination' above.</p> <p>It is anticipated that the webpage resource will enable providers to identify outdoor education and learning opportunities that are best suited to needs and characteristics of their children/young people.</p>
Foster good relations: This means tackling prejudice and promoting understanding between people from different groups and communities.	<p>It is anticipated that the professional development network will share and strengthen best practice around inclusion, and the strengthened links between education settings and providers of outdoor venues and activities will facilitate provision that is accessible to all.</p>

Section Five: Partners / Stakeholders

Which sectors are likely to have an interest in or be affected by the proposed activity?	Yes / No	Describe the interest / affect
Businesses	Yes	Providers of outdoor venues, resources and activities will be interested in the commercial opportunities available through the publication of their service offer to education settings via the online webpages proposed. Some may also offer to train, share resources or present best practice to the development network.
Councils	Yes	As 'Businesses' above.
Education Sector	Yes	The recipients of the strategy are the planners and deliverers of outdoor education and learning within Warwickshire's education settings who will have opportunity to be better equipped and supported to deliver outdoor education and learning. Education settings may choose not to utilize the offers of information, development and support available to them through the Strategy, or to source these from elsewhere.
Fire and Rescue	Yes	The Fire and Rescue team has already expressed an interest as a provider of outdoor learning opportunities.
Governance Structures	No	
NHS	No	
Police	No	
Voluntary and Community Sector	Yes	As 'Businesses' above.
Other(s): please list and describe the nature of the relationship / impact		

Section Six: Action Planning

If you have identified impacts on protected characteristic groups in Section Four please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. If you are not taking any action to support or mitigate the impact you should complete the No Mitigating Actions section below instead.

Mitigating Actions

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts or build on positive impacts for protected groups or health inequalities
- Whether you could do more to fulfil the aims of the PSED
- How you will monitor and evaluate the effect of this work
- Anything else you can think of!

Identified Impact	Action(s)	Timescale incl. evaluation and review date	Name of person responsible
The database for measuring impact is under development.	We recognise that measuring the impact of outdoor learning on the lives of children and young people is complex and through the Delivery Plan we will seek to establish base-line data, e.g. as the baseline data for the strategy is developed and built on, it is anticipated that cross-referencing with Health Inequalities data will be possible to evaluate the impact of the strategy.	Ongoing	Sarah Tregaskis

No Mitigating Actions

Please explain why you do not need to take any action to mitigate or support the impact of your proposed activity.

Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy, which promotes outdoor education and learning for all children and young people.

Section Seven: Assessment Outcome

Only one of following statements best matches your assessment of this proposed activity. Please select one and provide your reasons.

No major change required	✓	Children and young people are the primary beneficiaries of the Outdoor Education and Learning Strategy, which promotes outdoor education and learning for all children and young people.
The proposal has to be adjusted to reduce impact on protected characteristic groups and/or health inequalities		
Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups and/or health inequalities		
Stop the proposal as it is potentially in breach of equality legislation		

Section Eight: Sign Off

N.B To be completed after the EIA is completed but before the area of work commences.

Name of person/s completing EIA	Sarah Tregaskis Ruth Skidmore
Name and signature of Assistant Director	

Date	
Date of next review and name of person/s responsible	May 2022 Sarah Tregaskis – Service Manager Education Services

Once signed off, please ensure the EIA is recorded on the following document: [WCC EIA Recording Document](#)