

## Initial Equality Impact Assessments – Education and Skills Alternative Delivery Model

### PART A: Residents and Service Users Equality Impact Assessment

|   |                              |
|---|------------------------------|
| <b>1. Details of function, policy, procedure or service:</b>  |                              |
| Title of what is being assessed: Strategic Outline Case – Education and Skills ADM Project  |                              |
| Is it a new or revised function, policy, procedure or service?<br>The project is concerned with identifying and implementing an alternative delivery model for the Education and Skills Delivery Unit to: <ul style="list-style-type: none"> <li>• Respond to the significant savings pressures</li> <li>• Maintain the strength of the relationship with schools</li> <li>• Maintain or improve the excellent education offer in Barnet</li> </ul> |                              |
| Department and Section: Education and Skills  |                              |
| Date assessment completed: 16 June 2014. Reviewed and updated August 2014.  |                              |
| <b>2. Names and roles of officers completing this assessment:</b>   |                              |
| Lead officer  | Val White, Lead Commissioner |
| Other groups  |                              |

| <b>3. How are the following equality strands affected? Please detail the effects on each equality strand, and any mitigating action you have taken / required. Please include any relevant data. If you do not have relevant data please explain why / plans to capture data</b> |  |  |  |
|--|--|--|--|
| Equality Strand  | Affected?  | Explain how affected   | What action has been taken / or is planned to mitigate impact? |
| 1. Age   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Data for children and young people shows:<br>Age group 5 -10 years 28,881<br>Age group 11- 16 years 25,416<br><br>There are more primary school aged children in Barnet than secondary school age children<br><br>The total 5 – 16 year old children and young people both male and female is 54,297.<br><br>Source GLA 2013 Round Demographic Projections, 2014 |  |
| 2. Disability  | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> | Data for children and young people shows:<br><b>Disability:</b>  |  |

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|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>•The national averages indicate that in Barnet the 5 to 9 and 10 to 14 age cohorts have the highest number of disabled children, followed by the 15 to 19 age cohort. Whilst the 0 to 4 age cohort has the least number of disabled children.</li> <li>•This corresponds with Barnet’s Disabled Children’s Register where 32% are aged 5-9, 29% are aged 10-14, 27% are aged 15-19 and only 12% are aged 4 and under.</li> <li>•There are approximately three times more males than females on Barnet Disabled Children’s Register.</li> <li>•The most frequently occurring needs on the Disabled Children’s Register are speech, language and communication needs affecting 33% of all registered children. The other most frequently occurring disabilities are autistic spectrum disorders (affecting 23%), moderate learning difficulties (affecting 18%) and severe learning difficulties (affecting 17%).</li> </ul> <p>Source: Source: GLA 2012 Round Demographic Projections</p> <p><b>SEN:</b></p> <p>In the School Census completed in January 2013 a total of 52,824 pupils were on Barnet’s school rolls. Of these, 11,471 children were classed as have Special Educational Needs (SEN). This represents approximately 22% of the total school roll population. Disabled pupils are most likely classified as SEN within schools (Special Educational Needs and Disability).</p> <ul style="list-style-type: none"> <li>•There are more boys than girls with SEN across all age cohorts and SEN type. Overall, 61% of children with SEN are male.</li> <li>•There are more children aged 5-9 and 10-14 with SEN in comparison to the younger and older age cohorts. Of all children with SEN on the schools roll, 39% are aged 5-9 and 40% are aged 10-14.</li> <li>•Girls are less likely to have statements of SEN and more likely to receive School Action support. Of the 4,499 girls with SEN, 9% are statemented and 63% receive School Action support. In comparison, 15% of boys with SEN are statemented and 54% receive School Action support.</li> <li>•Children with statements of SEN attending out of borough schools tend to be in the older age cohorts - 45% are aged 15-19 and 37% are aged 10-14.</li> </ul> |  |
|--|--|---|--|

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|                    |   |   |  |
|--------------------|---|---|--|
|                    |   | <p>•Within Barnet, the highest numbers of children on the school rolls with SEN are concentrated within the Burnt Oak, Colindale and Underhill wards</p> <p>Source: Schools Census, February 2013</p> <p>The Children and Families Act 2014 introduces a new requirement for councils to develop a coordinated assessment process to develop Education, Health and Care plans for eligible children with special educational needs aged 0-25. Current arrangements to assess and deliver services to support eligible children require cooperation across social care, local authority education services, schools, health and other organisations. Developing an alternative delivery model for education services including SEN services may add to this complexity. However, the current arrangements are managed through agreed processes and decision making arrangements between organisations and services these will continue to apply.</p> |  |
| <p>3. Gender</p>   | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> | <p>Data for children and young people shows:</p> <p>Female:</p> <ul style="list-style-type: none"> <li>•Age group 5 -10 years 14,013</li> <li>•Age group 11- 16 years 12,315</li> </ul> <p>Male:</p> <ul style="list-style-type: none"> <li>•Age group 5 -10 years 14,868</li> <li>•Age group 11- 16 years 13,101</li> </ul> <p>Source GLA 2013 Round Demographic Projections, 2014</p>   |  |
| <p>4. Religion</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> | <p>Christianity is the most common religion in Barnet at 38.7%, although this is proportionately lower than London at 51%. The second highest group are those who have no religion at 21.3% which is comparatively less than London and England. Barnet has the largest Jewish population in London (16.6% compared to 2.1% in London).</p> <p>The proportion of Barnet's secondary school religious affiliation is broken down:</p>  |  |

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|   |  | <table border="1"> <thead> <tr> <th colspan="2">Religious Affiliation - Secondary Schools</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>69.6%</td> </tr> <tr> <td>Jewish</td> <td>8.7%</td> </tr> <tr> <td>Church of England</td> <td>4.3%</td> </tr> <tr> <td>Catholic</td> <td>17.4%</td> </tr> </tbody> </table> <p>The proportion of Barnet's primary school religious affiliation is broken down:</p> <table border="1"> <thead> <tr> <th colspan="2">Religious Affiliation - Primary Schools</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>57.6%</td> </tr> <tr> <td>Jewish</td> <td>14.1%</td> </tr> <tr> <td>Church of England</td> <td>16.3%</td> </tr> <tr> <td>Catholic</td> <td>12.0%</td> </tr> </tbody> </table> <p><b>Source Profile of children and young people in Barnet April 2014.</b></p> | Religious Affiliation - Secondary Schools |  | None | 69.6% | Jewish | 8.7% | Church of England | 4.3% | Catholic | 17.4% | Religious Affiliation - Primary Schools |  | None | 57.6% | Jewish | 14.1% | Church of England | 16.3% | Catholic | 12.0% |  |
|---|--|--|---|--|------|-------|--------|------|-------------------|------|----------|-------|---|--|------|-------|--------|-------|-------------------|-------|----------|-------|--|
| Religious Affiliation - Secondary Schools |  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| None                                      | 69.6%  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Jewish                                    | 8.7%   |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Church of England                         | 4.3%   |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Catholic                                  | 17.4%  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Religious Affiliation - Primary Schools   |  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| None                                      | 57.6%  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Jewish                                    | 14.1%  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Church of England                         | 16.3%  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| Catholic                                  | 12.0%  |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| 5. Sexual orientation                     | Yes <input type="checkbox"/> /<br>No <input checked="" type="checkbox"/> | Data is unavailable at this point. This protected characteristic will be taken into account at a later stage if data becomes available.  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| 6. Gender reassignment                    | Yes <input type="checkbox"/> /<br>No <input checked="" type="checkbox"/> | Data is unavailable at this point. This protected characteristic will be taken into account at a later stage if data becomes available.  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| 7. Marital Status                         | Yes <input type="checkbox"/> /<br>No <input checked="" type="checkbox"/> | This protected characteristic will be taken into account at a later stage when parents and staffing are being considered.  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |
| 8. Other key groups?                      | Yes <input type="checkbox"/> /<br>No <input checked="" type="checkbox"/> |  |   |  |      |       |        |      |                   |      |          |       |   |  |      |       |        |       |                   |       |          |       |  |

**1. What measures and methods could be designed to monitor the impact of the new policy or service, the achievement of intended outcomes and the identification of any unintended or adverse impact? Include how frequently monitoring could be conducted and who will be made aware of the analysis and outcomes**

This Equalities Impact Assessment has been reviewed and updated for this stage. The completion of a more detailed Equalities Impact Assessment will be a fundamental component of the project's decision-making through future phases in accordance with the LBB Policy and processes.

Equalities should form a key component of any specifications for the alternative delivery model to ensure that those with protected characteristics are protected through the process and this should form a component of any evaluation process.

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### Initial Assessment

| 2. Overall impact                                      |  |                                       |
|--|--|---------------------------------------|
| Positive Impact<br><input checked="" type="checkbox"/> | Negative Impact or Impact Not Known <sup>1</sup><br><input type="checkbox"/> | No Impact<br><input type="checkbox"/> |

| 3. Scale of Impact  |   |  |
|---|---|--|
| Positive impact:<br><br>Minimal <input checked="" type="checkbox"/><br>Significant <input type="checkbox"/> | Negative Impact or Impact Not Known<br><br>Minimal <input type="checkbox"/><br>Significant <input type="checkbox"/> |  |

| 4. Outcome   |   |  |   |
|--|---|--|---|
| No change to decision<br><br><input checked="" type="checkbox"/> | Adjustment needed to decision<br><br><input type="checkbox"/> | Continue with decision<br><i>(despite adverse impact / missed opportunity)</i><br><br><input type="checkbox"/> | If significant negative impact - Stop / rethink<br><br><input type="checkbox"/> |

| 5. Please give a full explanation for how the initial assessment and outcome was decided   |
|--|
| <p>In seeking to identify and implement an Alternative Delivery Model for the Education and Skills Delivery Unit the Council is seeking to reduce the cost of delivering services and also improve outcomes and performance of the services.</p> <p>At this stage of the project (early Assessment phase) the new Delivery Model is not known and therefore it is not possible to fully assess the impact (in line with the LBB processes this cannot be completed until the new model is known). Given what is known at the moment and the objectives of the project any impact is anticipated to be positive due to the desire to improve the performance of services, which given the nature of these services such as Special Educational Needs would have a positive impact on those with Disabilities (and due to the over representation in the cohort males).</p> <p>There is anticipated to be no negative impact on any protected characteristics due to there being no anticipated reduction in service nor any anticipated fundamental change in the mechanism of service delivery and therefore it is anticipated that all those who currently access/receive services will still do so under the alternative delivery model.</p> |

<sup>1</sup> 'Impact Not Known' – tick this box if there is no up-to-date data or information to show the effects or outcomes of the function, policy, procedure or service on all of the equality strands.

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Post decision by CELS committee in September 2014, further analysis and development of the potential models will take place. It will be at this stage that a full Equalities Impact Assessment for residents and service users will be produced.

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### PART B: Employees Equality Impact Assessment

#### Project: Education and Skills Alternative Delivery Model

[This document remains live with information being added at each critical milestone]

|  |  |
|--|--|
| <b>Project Owner:</b>                              | <b>Schools, Skills and Learning Lead Commissioner</b>  |
| <b>Date process started:</b>                       | <b>9 December 2013</b>   |
| <b>Date process ended:</b>                         | <b>TBC</b>   |
| <b>This EIA is being undertaken because it is:</b> | <input type="checkbox"/> outlined within the equality scheme relevance assessment table<br><input checked="" type="checkbox"/> part of a project proposal submission to the programme management board<br><input type="checkbox"/> a result of organisation change<br><input type="checkbox"/> other – please specify: |

#### EIA Contents

- 1 Introduction
- 2 Any Anticipated Equalities Issues at each milestone and identified mitigation
- 3 Monitoring Summary
- 4 Project Milestone Outcomes, Analysis and Actions
- 5 Briefing, Sharing and Learning

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### 1. Introduction

- 1.1** It is recognised that a significant transformation of services is likely to have an impact upon staff. This impact will be monitored through the completion of an Employee Equalities Impact Assessment; this is a “live” document and will be updated at key milestones throughout the lifespan of the project.

As part of the public sector Equality Duty, section 149 of the Equality Act 2010, the Authority is required to give due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out activities.

This EIA will be used to understand the impacts on groups of staff over the period of the Education & Skills project as well as being used as a baseline for any future decision making.

### 1.2 Aims and objectives of the Education and Skills Alternative Delivery Model

A project has been commissioned to assess the best way of delivering Education and Skills services in the future. This must take into account significant savings pressures, maintain the strength of our relationship with schools and maintain or improve the excellent education offer in Barnet.

In order to fully explore available options the project has examined ways in which Schools can take control or ownership of part or all of the system and should also consider any benefits of a private sector partner.

The project objectives, through the concept phase are:

- **To deliver a thorough review of existing service provision (i.e. the baseline)**, including appraisal of functions, outputs and outcomes, financial position, staffing structures and contextual factors in order to fully assess challenges and opportunities for future delivery of the service.
- **To identify and define an innovative range of potential delivery models** in order to support a thorough appraisal of options.
- **To develop a robust set of options appraisal criteria** which can be used to identify the future delivery model(s) which most effectively meets Council and other stakeholder requirements.
- **To deliver an initial appraisal of alternative delivery models** compared to the status quo (in house option) in order to make recommendations about the future delivery model(s) which most effectively meets requirements.
- **To develop a Strategic Outline Case (SOC)** which clearly presents the context for the project, initial options appraisal and initial engagements. The SOC should include the plan for the Assessment phase and initial Equality Impact Assessment.

The project objectives through the assessment phase are:

- **To fully assess potential delivery models against robust criteria**, incorporating feedback from consultation in order to identify a recommended model.
- **To develop any procurement documentation** required to deliver the recommended model.



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- **To deliver an Outline Business Case (OBC)** which provides detailed analysis and appraisal of potential models, including recommendations.
- **To deliver a final Outline Business Case (OBC)** providing detailed analysis and an appraisal of the preferred option.
- **To develop the recommended model to Full Business Case (FBC)** including complete financial case and implementation plan.

The services in the project scope are:

School improvement

- *Statutory LA duties to monitor, support and challenge schools*
- *Narrow the gap service (DSG funded)*

Special educational needs (subject to changes being implemented by the Children and Families Act 2014 from 1st September 2014)

- *SEN placements & performance team*
- *SEN Early Support Programme*
- *Speech & Language therapy*
- *SEN Transport – commissioning and assessment*
- *Educational psychology team (part traded)*
- *SEN placements (DSG funded)*
- *SEN specialist support service*

Admissions and sufficiency of school places

- *Pupil place planning*
- *Admissions Service (DSG funded)*

Vulnerable pupils

- *Education welfare service*

Post 16 learning

- *14 - 19 service to ensure sufficiency and breadth of supply*
- *Monitoring, tracking and supporting participation*

Traded services within Education and Skills

- *Catering service*
- *Governor clerking service*
- *School improvement traded service*
- *Newly Qualified Teachers*
- *Educational psychology (part)*
- *Education Welfare Service (part)*

**The following options have been considered and evaluated in the Outline Business Case:**

Model A: In-house

Model B: Outsource

Model C: Local Authority Trading Company (LATC)

Model D: Schools-led social enterprise

Model E: Joint venture with schools having a commissioning role

Model F: Joint venture with schools having an ownership role

The project team are recommending to CELS Committee in September 2014 that the three partnership options (social enterprise, joint venture with schools taking an ownership role and joint venture with schools taking a commissioning role) could potentially meet the project objectives and have attracted a reasonable degree of support from schools. Further work is required and the three

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models considered with a final Outline Business Case confirming the preferred option be put before members in January 2015.

### 1.2 Description of the critical milestones

#### Key Milestones future milestones for the project:

| Key milestones  | Planned date              |
|---|---------------------------|
| Approval of draft Outline Business Case (CELS committee)        | 15 <sup>th</sup> Sep 2014 |
| Commence second stage consultation with schools                 | 16 <sup>th</sup> Sep 2014 |
| Commence public consultation                                    | 22 <sup>nd</sup> Sep 2014 |
| Commence soft market testing                                    | 22 <sup>nd</sup> Sep 2014 |
| Commence engagement and consultation with TUs                   | 22 <sup>nd</sup> Sep 2014 |
| Complete financial assessment                                   | Sep to Nov 2014           |
| Develop outline business plan for each model                    | Sep to Dec 2014           |
| Develop detailed implementation and resource plans              | Sep to Dec 2014           |
| Agreement to implement a revised delivery model (P&R committee) | 2 <sup>nd</sup> Dec 2014  |
| Approval of final Outline Business Case (CELS committee)        | 12 <sup>th</sup> Jan 2015 |
| Commence process to establish new model                         | 19 <sup>th</sup> Jan 2015 |
| Approval of Final Business Case                                 | 31 <sup>st</sup> Jul 2015 |
| Commence formal TUPE consultation                               | 31 <sup>st</sup> Jul 2015 |
| Implementation  | 26 <sup>th</sup> Oct 2015 |

### 1.3 Key Stakeholders

#### Key Stakeholders:

Members of the Children, Education, Libraries and Safeguarding Committee  
Lead Commissioner for Schools, Skills and Learning (Sponsor)  
Director for Education and Skills (Senior Supplier)  
Education and Skills Management team  
Strategic Commissioning Board  
BPSI Steering Group (Heads)  
Headteachers/schools  
Education and Skills Staff  
Trade Unions  
Residents/Parents

The project has developed a draft communication and engagement plan containing the detail of when stakeholders will be communicated with and in what capacity with the current known facts.

Staff and Trade Unions will be communicated with in two formats, through the majority of the project this will take the form of information sharing, briefings, updates, questions and answer sessions and follow up documentation.

Once the delivery model is decided upon the appropriate legislation will be followed which will include consultation under the councils collective agreement with the trade unions and supporting staff briefings.







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|  |              |   |   |  |  |  |  |  |  |  |  |
|--|--------------|---|---|--|--|--|--|--|--|--|--|
|  | Not Assigned | 0 | 0 |  |  |  |  |  |  |  |  |
| <b>Relevant and related grievances</b> |              |   |   |  |  |  |  |  |  |  |  |
|  | Formal       |   |   |  |  |  |  |  |  |  |  |
|  | Upheld       |   |   |  |  |  |  |  |  |  |  |
|  | Dismissed    |   |   |  |  |  |  |  |  |  |  |

### 3.2 Evidence

#### 3.3 List below available data and research that will be used to determine impact on different equality groups

HR data provided from CORE HR  
Staff/Stakeholder feedback

#### 3.4 Evidence gaps

Maternity Leave is not held centrally and will be shared from local records where necessary and as the process continues.

The project is at an early stage and until further work is completed and a model is confirmed the evidence gaps will become clearer.

#### 3.5 Solution, please explain how you will fill any evidence gaps?

An update to this 'live' EIA will be completed at 4 key milestones, the next iteration is required after a delivery model has been decided; this will then establish whether further evidence should be gathered.

## 4. Project Milestone Outcomes, Analysis and Actions

### 4.1 Summary of the outcomes at each milestone

This is an initial analysis of the EIA for the Education and Skills ADM project and provides baseline figures. As the project develops the EIA will need to be re-assessed.

A Service Users EIA profile has also been completed.

The equality data above is the information available which details the protected characteristics of staff within the Education and Skills cohort, including Barnet staff who are employed in the schools meals service.

As the proposals include the Barnet schools meals service and Special Educational Needs, additional consideration needs to be made as to how these services will operate and whether this will impact on, for example, the take-up of free school meals.

Children's, Education, Libraries and Safeguarding Committee will determine which options the council should explore and at this stage a detailed EIA will be undertaken on the staffing implications of the following services; School improvement, Special educational needs, Admissions and sufficiency of school places, Vulnerable pupils, Post 16 learning and Traded services within Education and Skills.

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The councils overall workforce is;

- 66.17% female
- 42.64% of both female and male are over 50 years of age.
- 74.43% of the workforce are white, black and black British

Initial analysis of the Education and Skills equality data indicates;

- 93% of the workforce is female
- 55% of females only are over 50 years of age
- 75% of the workforce is white, black and black British

Given the current make-up of the workforce, whichever option is chosen, the change will have a bigger impact on women than men. The statistics show that 93% of the workforce is female and due regard will be paid to the requirements of the Public Sector Equality Duty. It cannot though be avoided that any changes will affect the female workforce whether this be a positive or negative impact. Mitigation for such effects will be drawn up at a later stage when more detail on the proposals are known and a decision is made to progress from the OBC.

There is no data available on maternity or sexual orientation transgender.

It is essential that the Managing Change Policy is followed and in a legally compliant manner, including with consideration of all aspects of the Equality Act 2010 and other relevant legislation.

Overall, at this stage of the project the new Delivery Model is not known and therefore it is not possible to fully assess the impact (in line with the LBB processes this cannot be completed until the Full Business Case is developed when the new model is known).

### **4.1.1 Milestone – Project Initiation**

An updated Employee EIA will accompany the final OBC on detailed options in January 2015 to the CELS Committee

### **4.1.2 Milestone**

### **4.1.3 Milestone**

## **4.2 Actions proposed**

### **4.2.1 Milestone**

Equalities should form a key component of any specifications for the alternative delivery model and will form a component of any evaluation process. Post OBC a more detailed equalities analysis will be produced.

### **4.2.2 Milestone**

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### 5. Briefing, Sharing and Learning

|  |  |
|--|--|
| <b>EIA Consultation -</b>                    |  |
| <b>Group Content (by Title):</b>             |  |
| <b>Date Consultation Group Held:</b>         |  |
| <b>Comments resulting from consultation:</b> |  |
| <b>Actions following consultation:</b>       |  |
| <b>Comments not actioned and reason:</b>     |  |

#### Business Scrutiny:

This table summarises the briefing activities. This EIA forms the primary briefing tool and has been shared as detailed below.

**Table 2**

| <b>Milestone Description</b>                     | <b>Show Briefing Date</b> | <b>Programme Office</b> | <b>Trade Unions – appropriate TU for Project</b> | <b>DPR - Delegated Powers Report</b> | <b>GFC – General Functions Committee</b> | <b>Corporate Staff Panel</b> |
|--|---------------------------|-------------------------|--|--------------------------------------|--|------------------------------|
| <b><i>Milestone 1 - Consolidation</i></b>        |                           |                         |  |                                      |  |                              |
| <b><i>Milestone 2 - Voluntary Redundancy</i></b> |                           |                         |  |                                      |  |                              |
| <b><i>Milestone 3 - Transfer Date</i></b>        |                           |                         |  |                                      |  |                              |