

**APPENDIX 3****Equality Impact Assessment**

The Equality Act 2010 replaces the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law in important ways, to help tackle discrimination and equality. The majority of the Act came into force on 1 October 2010.

Public bodies are required in it to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited under the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- foster good relations between people who share a protected characteristic and people who do not share it.

The public sector Equality Duty came into force on 5 April 2011. The duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, delivering services and in relation to their own employees.

The Equality Duty encourages public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of their activities on different people, and how inclusive public services can support and open up people's opportunities, public bodies are better placed to deliver policies and services that are efficient and effective.

The new equality duty replaces the three previous public sector equality duties, for race, disability and gender. The new equality duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – including lack of belief
- sex
- sexual orientation.

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

Having due regard means consciously thinking about the three aims of the equality duty as part of the process of decision-making. This means that consideration of

equality issues must influence the decisions reached by public bodies, including how they act as employers, how they develop, evaluate and review policies, how they design, deliver and evaluate services, and how they commission and procure from others.

Having due regard to the need to advance equality of opportunity involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics
- meet the needs of people with protected characteristics, and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

Complying with the equality duty may involve treating some people better than others, as far as this is allowed by discrimination law. For example, it may involve making use of an exception or the positive action provisions in order to provide a service in a way which is appropriate for people who share a protected characteristic.

The Equality Duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

There is no explicit requirement to refer to the Equality Duty in recording the process of consideration but it is good practice to do so. Keeping a record of how decisions were reached will help public bodies demonstrate that they considered the aims of the Equality Duty. Keeping a record of how decisions were reached will help public bodies show how they considered the Equality Duty. Producing an Equality Impact Assessment after a decision has been reached will not achieve compliance with the Equality Duty.

It is recommended that assessments are carried out in respect of new or revised policies and that a copy of the assessment is included as an appendix to the report provided to the decision makers at the relevant Cabinet, Committee or Scrutiny meeting.

Where it is clear from initial consideration that a policy will not have any effect on equality for any of the protected characteristics, no further analysis or action is necessary.

Public bodies should take a proportionate approach when complying with the Equality Duty. In practice, this means giving greater consideration to the Equality Duty where a policy or function has the potential to have a discriminatory effect or

impact on equality of opportunity, and less consideration where the potential effect on equality is slight. The Equality Duty requires public bodies to think about people's different needs and how these can be met.

### EQUALITY IMPACT ASSESSMENT (EIA)

Directorate:	Chief Executive's	Lead officer responsible for EIA	Ruth Hyde
Name of the policy or function to be assessed:		Apprenticeship strategy	
Names of the officers undertaking the assessment:		Ruth Hyde, Aaron Gidney; Jean Brennan	
Is this a new or an existing policy or function?		A revision of an existing Strategy	
<p><b>1. What are the aims and objectives of the policy or function?</b></p> <p>That Broxtowe BC will maximise its use of levy funding          Raise skills of employees to fill skills gaps and produce better outcomes for residents through vocational, professional and apprenticeship training.</p>			
<p><b>2. What outcomes do you want to achieve from the policy or function?</b></p> <p>Maximise use of the levy          Address skills gaps          raise skills of employees</p>			
<p><b>3. Who is intended to benefit from the policy or function?</b></p> <p>Employees and indirectly residents of Broxtowe.</p>			
<p><b>4. Who are the main stakeholders in relation to the policy or function?</b></p> <p>Employees, Managers</p>			
<p><b>5. What baseline quantitative data do you have about the policy or function relating to the different equality strands?</b></p> <p>Numbers of apprenticeships (given in the report)          Amount of apprenticeship levy spent/unspent (given in report)</p>			
<p><b>6. What baseline qualitative data do you have about the policy or function relating to the different equality strands?</b></p> <p>Approximately equal numbers of male and female employees take up apprenticeships          Apprenticeships are not restricted to younger people – they are taken up by people of all ages. However, there are more apprentices in younger age groups than older ones.          Disability is no bar to taking up apprenticeships, in fact the Council positively encourages disabled employees to take up apprenticeships and currently have disabled apprenticeship employees          The Council does not keep records on the marital status, gender re</p>			

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assignment, sexual orientation pregnancy or faith of apprentices separate from such monitoring information collected on all employees. This sort of data is annually reported as part of the workforce profile.			

**7. What has stakeholder consultation, if carried out, revealed about the nature of the impact?**

Unions have been engaged in the new strategy and action plan through the LJCC. Employees are consulted annually on their views about learning and development opportunities through the employee survey. No adverse comments have been received regarding the operation of the apprenticeship scheme and employee views generally on awareness of and availability of learning and development opportunities are consistently highly scored by employees.

**8. From the evidence available does the policy or function affect or have the potential to affect different equality groups in different ways? In assessing whether the policy or function adversely affects any particular group or presents an opportunity for promoting equality, consider the questions below in relation to each equality group:**

**Does the policy or function target or exclude a specific equality group or community? Does it affect some equality groups or communities differently? If yes, can this be justified?**

Apprenticeships are open to any employees. Employees with protected characteristics are not disadvantaged from accessing the apprenticeship programme. Apprenticeships are promoted to all employees and to all sections of the community where recruitment takes place externally. Reasonable adjustments would be made to accommodate any employee with a disability accessing an apprenticeship if required.

**Is the policy or function likely to be equally accessed by all equality groups or communities? If no, can this be justified?**

All groups and communities have equal access to apprenticeships. The new policy enables surplus levy to be shared with partner organisations. This will enable underrepresented groups to be encouraged to access training and development offered through apprenticeships.

**Are there barriers that might make access difficult or stop different equality groups or communities accessing the policy or function?**

No such barriers have been identified

**Could the policy or function promote or contribute to equality and good relations between different groups? If so, how?**

Yes. The policy could contribute to improving social mobility; increasing training and skill in groups where skills are lower – ie as part of a tool for levelling up in communities.

**□ What further evidence is needed to understand the impact on equality?**

it has been observed that employees who start as apprentices tend to stay longer with the organisation and have a high degree of organisational loyalty. They are often good candidates for succession planning and cross departmental promotion. It has been observed that business support apprentices develop a huge amount of organisational knowledge which is very valuable. All these by-products of apprenticeships could be measured more specifically.

**9. On the basis of the analysis above what actions, if any, will you need to take in respect of each of the equality strands?**

**Age:** Ensure apprenticeships are promoted to people of all ages not just young people

**Disability:** Identify any reasonable adjustments required to enable disabled people to access apprenticeships.

**Gender:** No action required

**Gender Reassignment:** No action required

**Marriage and Civil Partnership:** No action required

**Pregnancy and Maternity:** No action required

**Race:** Promote apprenticeship training using underspent levy to underrepresented groups through partner organisations

**Religion and Belief:** Promote apprenticeship training using underspent levy to underrepresented groups through partner organisations

**Sexual Orientation:** No action required

I am satisfied with the results of this EIA. I undertake to review and monitor progress against the actions proposed in response to this impact assessment.

**Signature: Ruth Hyde**