

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
- marriage and civil partnership
- 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	David Gell
Name of the policy or function to be assessed:	Apprenticeship Strategy		
Names of the officers undertaking the assessment:	David Gell		
Is this a new or an existing policy or function?	New		
<p>1. What are the aims and objectives of the policy or function? The aim of the Apprenticeship Strategy is that Broxtowe Borough Council will optimise use of its apprenticeship levy contributions whilst meeting the government public sector apprenticeship targets by way of a high quality 'Broxtowe Apprenticeship Scheme'.</p>			
<p>2. What outcomes do you want to achieve from the policy or function? Achieve the target of 11 apprentices in training with Broxtowe Borough Council over the period 1st April 2017 to 31st March 2021.</p> <p>Maximise use of the training courses available via the Levy for existing members of staff where development needs are identified, and where possible, provide apprenticeship opportunities.</p> <p>Minimise the costs of training and assessment, where possible, by working with other local authorities when purchasing apprenticeship provision from training providers.</p> <p>Actively promote apprenticeships within the Council as valuable recruitment, retention and progression opportunities and develop a pro- apprenticeship culture amongst managers and staff.</p> <p>Increase the range of vocational areas that apprenticeships are offered in.</p> <p>Offer apprenticeships at a wider range of levels with a particular focus on growth at level 3 and higher apprenticeship levels and where a skills shortage has been identified.</p> <p>Identify skill-gaps and scarce skill subject areas and consider whether they can be met with an appropriate apprenticeship qualification to ensure succession planning for the future.</p>			
<p>3. Who is intended to benefit from the policy or function? Council staff; those receiving the Council's services; councillors</p>			
<p>4. Who are the main stakeholders in relation to the policy or function? Staff, management, trade unions, councillors</p>			

5. What baseline quantitative data do you have about the policy or function relating to the different equality strands?

Between 2002/03 and 2016/17, the percentage of people from the Asian, Black, Mixed and Other ethnic groups combined starting an apprenticeship increased from 5.3% to 11.2%

There were 6 times as many apprenticeship starts among people from the Asian, Black, Mixed and Other ethnic groups in 2016/17 as there were in 2002/03, increasing from 8,900 to 55,300

In 2016/17, 87.7% of people starting an apprenticeship were White, while people from White ethnic groups made up 84.8% of the general population of England (Source: Education and Skills Funding Agency Oct 2018)

People aged 25 and over accounted for 46% of apprenticeship starts in 2016/17. People aged 19-24 accounted for 29% and those aged under 19 accounted for 25%.

In 2016/17, 54% of apprenticeships starts were by women and 46% by men. The number of women starting apprenticeship in England has been higher than men for every year since 2010/11. The number of women starting apprenticeships has been higher than men in every year since 2010/11.

In 2016/17, 10% (50,500) of apprenticeship starts were learners with learning difficulties and/or disabilities, slightly less than in 2015/16, but up 10,000 (25%) from 2011/12. The proportion of starts by apprentices with learning difficulties or disabilities has been steadily increasing since 2011/12, and also increased slightly from 2015/16 to 2016/17.

(Source: House of Commons Briefing Paper Number 06113, 6 November 2018)

Over 7 million people or 18% of the working-age population in Britain are disabled as defined as by the Equality Act 2010

(Source: Employers' Forum on Disability).

6. What baseline qualitative data do you have about the policy or function relating to the different equality strands?

None

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

N/A

8. From the evidence available does the policy or function affect or have the potential to affect different equality groups in different ways?

Yes

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?**

No group is excluded. However, national figures would indicate that some groups are more likely to undertake an apprenticeship course than others. This includes White British, female, non-disabled, below 25 years of age. However, this is just indicating

national trends. The Council's Apprenticeship Strategy will not target or exclude any specific group.

The strategy would positively impact on all groups as it emphasises the Council's commitment to promoting training among all members of its workforce.

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

National figures (see above) would indicate that certain groups are likely to be under-represented in terms of take up of apprenticeships. However, the Council's Strategy is open to access by all equality groups within the Council.

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

There is an issue that older members of staff may not wish to access apprenticeship courses as they are traditionally seen as something for young people. However, the strategy will not limit accessibility to any particular age group.

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

As mentioned above, the strategy will give all groups equal access to courses. This should be seen as positive by all groups.

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

Continuing review of data within the Workforce Profile and matching this up with characteristics of those undertaking apprenticeship courses.

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:

Potential adverse impact due to perception that apprenticeship courses are only for younger employees. Will be necessary to stress and make clear that courses are available for any employee, whatever their age. The appropriateness of the course will be based on their role, it's requirements, and identified training needs.

Disability:

As with any aspect of a disabled employees role with the council, reasonable adjustments will be made for the undertaking of an apprenticeship course, just as they would be for their day to day duties.

Gender:

Potential adverse impact if national trends are followed. Requirement to ensure all applications assessed equally.

Gender Reassignment:

No adverse impact has been identified.

Marriage and Civil Partnership:

No adverse impact has been identified.

Pregnancy and Maternity:

No adverse impact has been identified.

Race:

No adverse impact has been identified.

Religion and Belief:

No adverse impact has been identified

Sexual Orientation:

No adverse impact has been identified.

Head of Service:

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 of Head of Service: D Gell 20/11/18