

# Equality Impact and Needs Assessment Form

## Section One – Screening

Name of strategy, policy or project:
Apprenticeship Scheme
Directorate and service area:
Personnel and Performance - Learning and Development Unit
Name and contact details of officer completing assessment:
Anne Barnett
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?  DCC has an important part to play in the development of young people. Providing entry routes into the organisation, particularly for young people, is a key part of our workforce plan.
2. What are the main activities of the strategy/policy/project?  A corporate Apprenticeship scheme enables the organisation to provide a framework for young people to develop relevant skills, achieve nationally recognised qualifications and provide a gateway into the organisation <ul style="list-style-type: none"><li>• The LSC national apprenticeship frameworks and funding are utilised to provide an entry route for 16-18's</li><li>• Apprentices are employed on a 2 year fixed term contract at scale 1 during which they are to be developed and supported to secure a permanent position within the Authority</li><li>• Structured training programme devised and implemented to enable apprentices develop skills and achieve:<ul style="list-style-type: none"><li>- NVQ level 2 or 3 in Customer Service and Business Administration</li><li>- Technical Certificate</li><li>- Key Skills</li></ul></li></ul> Should the apprentice successfully secure permanent employment before the end of the 2 year programme they should continue to receive the support to achieve the full qualification framework.

3. Who is intended to benefit from the strategy/policy/project, and how?

•An apprenticeship programme can offer real benefits to DCC, enabling the Authority to: -

- Develop capacity and succession planning strategies at junior entry levels
- Assist recruitment strategies, particularly for hard to fill vacancies
- Assist key organisational strategy to give young people the best start in work and training
- Offer opportunities to young people who are looked after
- Support the LPSA productivity and skills targets to improve economic well being through skills development and increased attainment levels
- Support the 'Hear by Right', Bigger Voices, Better World' Strategy with the pilot apprentices helping to shape the programme for the future.

Young people - by providing an entry route into the organisation to gain relevant skills, achieve recognised qualifications and the opportunity to secure permanent employment

4. Is the strategy/policy/project consistent with the Council's equality policies?

The scheme is funded by the Learning and Skills Council as a national Apprentice programme. The scheme is open to all those who meet the LSC eligibility criteria.ie.

Anyone aged 16-24 who has not already completed an NVQ qualification in the targeted occupational area.

5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?

The Scheme is operated in partnership with the LSC and an LSC Approved training provider who is responsible for providing training support to enable Apprentices to achieve the qualification framework.

6. What impact is the strategy/policy/project likely to have on different sections of the community? You may wish to use the table below as a prompt.

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
Gender					
• Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The apprenticeship programme is brokered to meet individual development needs - and can be arranged to support a wide range of community groups and learning needs		
• Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"	"	
Ethnic Group					
• Asian or Asian British people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Black or Black British people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Chinese people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Gypsy or Roma People	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Irish People	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• People of Mixed Heritage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• White People	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		

<sup>1</sup> Refer to section 3 of the EINA guidance.

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
• People of other ethnic backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Asylum Seekers and Refugees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
People with physical, sensory or learning disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Deaf People who use British Sign Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
People with mental health issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Lesbians, gay men and bisexual people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Trans people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Age					
• Older people (60 +)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	"	Not eligible to join the programme under current LSC criteria	
• Younger people (17-25) and children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		

	<b>Positive impact – it could benefit</b> ✓ (check box)	<b>Negative impact – it could disadvantage</b> ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
Travellers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	"	Programme is for a fixed period and requires commitment to undertake and fulfill the training/take up employment	
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			

**Notes:**

- Faith groups cover a wide range of groupings, the most common of which are Muslims, Buddhists, Jews, Christians, Sikhs and Hindus. Consider faith categories individually and collectively when assessing positive and negative impacts.
- The categories relating to ethnicity include those used in the 2001 census. Consideration should be given to the needs of specific communities within the broad categories such as Bangladeshi people and to the needs of other communities such as Turkish/Turkish Cypriot, Greek/Greek Cypriot and Polish that do not appear as separate categories in the census.
- An adverse impact does not necessarily require action to be taken. Actions must remain in proportion with the benefits that could be achieved and resources available to complete them. If adverse impacts are identified and actions for improvement are not proportionate, the reasons for not taking action should be detailed and open to challenge.

7. If you have indicated there is a negative impact on any group, is that impact:		
Legal?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<i>(i.e. it is not discriminatory under anti-discriminatory legislation – refer to the Council's website or your Directorate Equality Representative if guidance is needed)</i>		
Intended?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Level of impact	HIGH <input type="checkbox"/>	LOW <input checked="" type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.		
8. a) Could you minimise or remove any negative impact that is of low significance? Explain how: Eligibility regulations are governed by LSC as a national government body		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Provide Apprenticeship opportunities for adults (25+) when the LSC launch the adult apprenticeship scheme and identify a provider who can deliver the required elements <i>You may wish to use the action sheet at the end of Section Two.</i>		
9. If there is no evidence that the strategy, policy or project promotes equality, equal opportunities or improved relations – could it be adapted so that it does? How?		

**Please sign and date this form. Keep one copy, send a copy to your Directorate Equality Representative and publish the results on the Council's website.**

Signed: Anne Barnett

Date: 05/09/07

**Section Two – Full assessment**

Name of strategy, policy or project:

Date:

**Part A**

1. Looking back at section one of the EINA, in what areas are there concerns that the strategy, policy or project could have a negative impact?	
2. Summarise the likely negative impacts.	
3. What previous or planned consultation or research on this topic / policy area / project has taken place / will take place with groups / individuals from different sections of the community? If there has already been consultation or research what does it indicate about negative impact of this strategy, policy or project?	
Section of the Community	Summary of consultation or research carried out or planned

4. What consultation has taken place/or is planned with DCC staff/DCC staff group including staff that have, or will have, direct experience of implementing the strategy / policy / project?
5. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. YES <input type="checkbox"/> <i>(Please list them below and explain how you will obtain their views)</i>

NO

6. Has the strategy / policy / project been through legal vetting for compliance?

YES

NO

**Note:** This will only be necessary in conditions where the strategy / policy / project is entirely driven by legislative duties **and/or** where there is doubt about the legal interpretations in relation to the outcomes / service being provided.

### Part B

Complete this section when consultation and research has been carried out

7. a) As a result of this assessment and available evidence collected, including consultation, state whether there will need to be any changes made / planned to the policy, strategy or project.

b) As a result of this assessment and available evidence is it important that DCC commission specific research on this issue or carry out monitoring / data collection?

*(You may wish to put this information directly onto the action plan at the end of this form)*

8. Will the changes planned ensure that negative impact is:

Legal? YES  NO

*(not discriminatory, under anti-discriminatory legislation)*

Intended? YES  NO

Low impact? YES  NO

9. a) Have you set up a monitoring / evaluation / review process to check the successful implementation of the strategy, project or policy?

YES  NO

b) How will this monitoring / evaluation further assess the impact on different sections of the community/ ensure the strategy/ policy / project is non-discriminatory?

Details:

10. What is the final policy decision for this assessment?

11. There is a legal requirement to publish the outcome of an Equality Impact and Needs Assessment. Please outline how / where this will happen:

***Please complete the action plan below, sign the EINA, retain a copy and send a copy of the full EINA, including the Action Plan, to your Directorate Equality Representative.***

Signed:

Date:

## Equality Impact and Needs Assessment Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead officer	Timescale	Resource implications	Comments

**NOTES:**