

## Chesterfield Borough Council Equality Impact Assessment - Full Assessment Form

<i>Title of the policy, project, service, function or strategy:</i>	Scrutiny Project Group report on Skills	
<i>Service Area:</i>	Policy and Communications	
<i>Section:</i>	Democratic and Scrutiny	
<i>Lead Officer:</i>	Rachel Appleyard	
<i>Date of assessment:</i>	01/2019	
<i>Is the policy, project, service, function or strategy:</i>		
<i>Existing</i>	<input type="checkbox"/>	
<i>Changed</i>	<input type="checkbox"/>	
<i>New / Proposed</i>	<input checked="" type="checkbox"/>	

### Section 1 – Clear aims and objectives

#### 1. What is the aim of the policy, project, service, function or strategy?

A Scrutiny Project Group was established to review the Skills Action Plan (2017-2020) at its mid-way point, examining the success of work that had been undertaken and reviewing remaining actions/objectives to be carried out through 2020 including future barriers such as the impacts of EU exit on skills and employment.

The project group identified 4 specific areas of the plan to review:

1. how Local Labour Agreements have been used to improve skills development;
2. how the Skills Action Plan has helped to encourage and support businesses to take on more apprentices;
3. the work carried out to engage with and support 18-24 year olds not in work, employment or education;
4. what plans there were for skills development programmes in schools that are tailored to future jobs within the HS2 industry.

As a result of the review, the following recommendations are being made by the Project Group for Cabinet approval:

- That new processes be put in place to support the development and monitoring of Local Labour Clauses on developments including small developments.
- That statistics for apprentices going through the Council and the College into employment be used to create a tool for other apprentice providers, and that the need for statistics on apprentices entering into permanent employment be raised at the East Midlands Apprentice Ambassador Network.

- That the Council initiate the conversations with relevant stakeholders to explore locating a suitable development to host a Construction Skills Village in Chesterfield Borough.
- That the Careers Education Information Advice and Guidance Group (CEIAG) be encouraged to provide careers leads in schools with information on jobs linked to HS2, and other key growth areas identified in the Growth Strategy, particularly secondary schools in North Derbyshire.
- That the Council work with the LEPs to understand and analyse the impact EU exit will have on the local skills and employment agenda; looking in particular at those sectors that will grow and require investment to help our economy and provide opportunities for our communities.

## 2. Who is intended to benefit from the policy and how?

### Schools and under 18s:

- Increased access to information on HS2 helping them to consider their current skills and plan their education to prepare for the jobs when they enter the market.
- Continued support for the Enterprise Co-ordinator which will secure the ongoing delivery of activities such as careers events, links with employers, work experience placements and assistance with funding bids for activities for high risk students.
- Access to demand led, onsite training through a Construction Skills Village.

### Employers:

- People will be more work ready and employable.
- Clearer vision of what a good apprenticeship is so they can work towards this.

### Local workforce:

- Increased opportunities through the strengthening of Employment and Skills Plans and encouragement of more small developments to get involved in local labour activities.
- Understanding of future jobs market through analysis of the impact of the EU exit so the local workforce can be prepared.

## 3. What outcomes do you want to achieve?

- Increased number of developers working with the Council on developing Employment and Skills plans.
- Small developments taking part in voluntary employment and skills activities.
- Improving the experience for employers and apprentices undertaking apprenticeships, supporting positive career outcomes.
- Wider variety of pathways into careers and students receiving market-informed information on future jobs.
- Act now to lessen the impact the EU exit may have on the skills and employment agenda.

## Section 2 – What is the impact?

<b>4. Summary of anticipated impacts.</b> <i>Please tick at least one option per protected characteristic. Think about barriers people may experience in accessing services, how the policy is likely to affect the promotion of equality, knowledge of customer experiences to date. You may need to think about sub-groups within categories eg. older people, younger people, people with hearing impairment etc.</i>			
	Potentially positive impact	Potentially negative impact	No disproportionate impact
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability and long term conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender and gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage and civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnant women and people on parental leave	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion and belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Section 3 – Recommendations and monitoring

If you have answered that the policy, project, service, function or strategy could potentially have a negative impact on any of the above characteristics then a full EIA will be required.

<b>5. Should a full EIA be completed for this policy, project, service, function or strategy?</b>		
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
<i>Please explain the reasons for this decision:</i>		
<p>A large part of the project group's review focussed on careers education in schools, particularly around future skills needs, therefore younger people will be positively impacted by the recommendations within this report both in terms of the ongoing support of the Enterprise Co-ordinator and the provision of employment and skills information in relation to HS2.</p> <p>The Enterprise Co-ordinator also helps schools to bid for funding for careers activities for high risk students and those with Special</p>		

Educational Needs which has a positive impact on young people with disabilities.

Finally, both the Construction Skills Village and Enterprise Co-ordinator are working on ways to encourage women into traditionally male dominated roles. This will help to break down the barriers young women and students have between entering into male dominated or senior positions by encouraging them to consider and prepare for these roles.

## Section 6 – Knowledge management and publication

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Please note the draft EIA should be reviewed by the appropriate Service Manager and the Policy Service **before** WBR, Lead Member, Cabinet, Council reports are produced.

Reviewed by Head of Service/Service Manager	Name:	Donna Reddish
	Date:	13/02/2019
Reviewed by Policy Service	Name:	Katy Marshall
	Date:	23/01/2019
Final version of the EIA sent to Policy Service	<input type="checkbox"/>	
Decision information sent to Policy Service	<input type="checkbox"/>	