

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: City Development	Service area: Employment and Skills
Lead person: Michelle Anderson	Contact number: 0113 24 78424
Date of the equality, diversity, cohesion and integration impact assessment: 15th December 2014	

1. Title: Re-Making Leeds Heritage Construction Training Framework 2015-17 – Invocation of Contract Procedure Rules

Is this a:

Strategy /Policy
 Service / Function
 Other

If other, please specify:
Procurement of Framework of Training Providers

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Michelle Anderson	Employment and Skills	Head of Service
Chris Towing	Employment and Skills	Commissioning Manager
Sarah Neville	Employment and Skills	Heritage Development Manager

3. Summary of strategy, policy, service or function that was assessed:

Re-Making Leeds is a project funded by the Heritage Lottery Fund (HLF) under the Skills for the Future Programme and focused on developing the practical heritage skills required to maintain, repair and refurbish pre-1919 residential, commercial and institutional properties in Leeds. The project, which progressed from the planning to the delivery phase in June 2014, is led by Leeds City Council working in partnership with Leeds College of Building and York College. In October and November 2014 a specialist heritage construction training provider, Heritage Craft Alliance Ltd, was commissioned to provide the initial Level 2 Award in Heritage Construction to Year One bursary trainees plus a short course in Lime plastering and mortar.

4. Scope of the equality, diversity, cohesion and integration impact assessment

(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

This assessment focuses on the criteria that will be used to establish a framework of providers to deliver heritage construction training over the next 3 years. The providers must be able to plan and deliver the following programmes:

- Heritage construction training at Levels 2 and Level 3 for adults
- Training on specific heritage construction skills in short courses for SMEs
- Adult teaching qualifications training to tutors and trainers in the construction sector

Unemployed people and employees working in the construction industry will have the opportunity to gain traditional craft skills through the above programmes route. Secondly, construction SMEs will be recruited to support trainee bursary placements and to take up short courses to fill discrete skills gaps in their organisations.

There is limited equalities information on the heritage construction sector. However, information on the general construction industry suggests that BAME communities and in particular women are under-represented.

The training courses will be promoted to encourage greater awareness of the career options available to women and BAME communities. For example, women and BAME college alumni will be recruited to promote the scheme through workshops and roadshows and to offer mentoring opportunities where appropriate. Awareness raising will also be provided for potential SME contractors to ensure the fair selection and recruitment of trainees and an understanding of equality principles whilst in the workplace and beyond.

Finally, the nature of this programme, in delivering provision to trainees and employers from different localities will promote positive relationships between different equality groups.

4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes			
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The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>
Please provide detail:	

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (via a framework contract with multiple eligible providers)	<input checked="" type="checkbox"/>
Please provide detail:	
The proposed service providers, Leeds College of Building, York College and Heritage Craft Alliance Ltd, will be required to submit an Equality, Diversity and Community Cohesion (EDCC) Impact Assessment as part of their quote submission to demonstrate that equality issues have been considered and will be embedded in the planning, delivery and review of the heritage training provision.	

<p>5. Fact finding – what do we already know</p> <p>Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.</p> <p>(priority should be given to equality, diversity, cohesion and integration related information)</p> <p>The training providers will undertake and address EDCC considerations at the planning stage and the Council will effectively monitor those issues identified and the actions agreed during the delivery phase. This will be achieved through established contract management arrangements by the Employment and Skills service.</p> <p>A soft marketing exercise conducted in July and August 2014 identified a shortage of heritage training provision and of skilled heritage construction specialists in the City and wider region.</p>
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Are there any gaps in equality and diversity information

Please provide detail:

There are no known gaps in equality and diversity information at this stage.

Action required:

The Council will review equality and diversity assessment and monitoring in the planning phase of the proposed programme of formal qualifications and short courses due to be delivered throughout the project.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes

No

Please provide detail:

This is the first time that a heritage construction training framework will be established by the Council to support delivery of the Re-Making Leeds project in line with the Heritage Lottery bid and funding criteria. Both the Re-Making Leeds Project Board and Project Team include representatives from project partners Leeds College of Building and York College who have extensive experience of successfully providing construction training and have been consulted on this proposal.

Additionally as part of the bid phase of the project consultation was carried out in January 2013, to see if local SMEs supported the training project and the overwhelming majority did so. Similar consultation was also carried out as part of the Lower Kirkgate Townscape Heritage Initiative, also managed by the Council, which showed Leeds residents' support for heritage based training, especially aimed at the young.

In the soft marketing research, carried out in July and August 2014, several colleges and other organisations and professional bodies in the construction sector were consulted and the feedback was taken into consideration when taking this decision to appoint training providers to a framework.

Action required:

Stakeholder feedback forms will continue to inform the ongoing evaluation criteria following the training.

Successful candidates' experience will be used in testimonials, best practice and presented in the project's reports and case studies.

Professional bodies will continue to be consulted on heritage construction skills gaps and emerging training needs.

7. Who may be affected by this activity?

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

Age

Carers

Disability

Gender reassignment

Race

Religion
or Belief

Sex (male or female)

Sexual orientation

Other

(Other can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

Please specify: The activity is to appoint specialist heritage construction training organisation to a framework in order to be able to deliver training to a specific cohort of heritage construction trainees and a wider cohort of groups and individuals with an interest in heritage construction.

Stakeholders

Services users

Employees

Trade Unions

Partners

Members

Suppliers

Other please specify

Potential barriers.

Built environment

Location of premises and services

Information
and communication

Customer care

Timing

Stereotypes and assumptions

Cost

Consultation and involvement

Financial exclusion

Employment and training

specific barriers to the strategy, policy, services or function

Please specify:

Due to the nature of the HLF funding allocation to Leeds, this procurement is for organisations who can deliver learning provision to adults and/or businesses in Leeds.

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

In providing training for SMEs, young people and adults in a specialist area of the construction industry this project presents the opportunity to increase the diversity of both the heritage and construction workforce and to share and promote good practice regarding equality and diversity to SMEs, trainees and schools.

Action required:

Include images of a diverse workforce in publicity materials and presentations (including presentations to schools, SMEs and trainees).

8b. Negative impact:

None identified.

Action required:

9. Will this activity promote strong and positive relationships between the groups/communities identified?

Yes

No

Please provide detail:

Trainees from diverse communities will have the opportunity to participate equally in a training environment.

Action required:

10. Does this activity bring groups/communities into increased contact with each

other? (e.g. in schools, neighbourhood, workplace)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Please provide detail: Trainees from across Leeds will learn together in a training environment. There will also ongoing schools engagement through a defined School Engagement Programme that will be developed in 2015/16 and delivered as part of existing and scheduled Education Business Partnership activity in schools.
Action required:

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide detail:
Action required:

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
Review equality and diversity assessment and monitoring in the planning phase of the proposed training courses due to be delivered throughout the project.	From November 2014 onwards, from the planning phase until the completion of the courses.	Ongoing assessment and monitoring system.	Michelle Anderson
Stakeholder feedback forms will continue to inform the ongoing evaluation criteria following the training.	Throughout the project following each and every training course delivered.	All forms returned completed and analysed following training courses.	Sarah Neville
Successful candidates' experience will be used in testimonials, best practice and presented in the project's reports and case studies.	Information to be gathered throughout the duration of the project and written up in order to promote the trainee scheme to subsequent years' intakes.	Summaries of experience of all bursary trainees, and other short course students, to be used in promotion of courses in years 2 and 3 and post-project assessment.	Sarah Neville
Include images of a diverse workforce in publicity materials and presentations (including presentations to schools, SMEs and trainees).	Throughout the duration of the project, especially at times of learner recruitment.	Equality and diversity monitoring of learners and participating organisations including SMEs and colleges.	Sarah Neville

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Sue Wynne	Chief Officer Employment and Skills	XXX January 2015
Date impact assessment completed		15th December 2014

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board
Please specify which board Re-Making Leeds Board
- Other (please specify)

15. Publishing

This Equality, Diversity, Cohesion and Integration impact assessment will act as evidence that due regard to equality and diversity has been given to **Significant Operational Decision** expected in December 2014 prior to procurement of a Heritage Construction Training Provider Framework,

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent: XX January 2015
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: