

Equality, Diversity, Cohesion and Integration Screening



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.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: City Development	Service area: Employment and Skills
Lead person: Matt Wilton	Contact number: 07891 279677

1. Title: Leeds Apprenticeship Hub activities			
Is this a:			
<input type="checkbox"/>	Strategy / Policy	<input checked="" type="checkbox"/>	Service / Function
		<input type="checkbox"/>	Other
If other, please specify			

2. Please provide a brief description of what you are screening
<p>Through the City Deal contract the Leeds Apprenticeship Hub will create a collaborative approach to delivering a more coherent City offer on apprenticeships. The Hub provides a framework through which the City can increase both the profile and volume of Apprenticeships within Small and Medium Enterprises (SMEs) in key growth sectors. This is a key strand of a long term solution for sustainable youth employment and supporting business growth through investment in skills.</p> <p>Hub activities will create an improved offer for learners and businesses in the City. The Hub activities will focus on the delivery of the City Deal contracted targets which include:</p> <ul style="list-style-type: none"> - Increasing the number of SME businesses within key growth sectors - supporting an apprentice - Increasing the number of young apprentices through business/learner engagement activities in secondary schools and the development of peer support and mentoring schemes. - The development of Higher level Apprenticeship Frameworks to meet

employer needs for highly skilled individuals within key growth sectors.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	X	
Have there been or likely to be any public concerns about the policy or proposal?		X
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		X
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	X	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

A) How have you considered equality, diversity, cohesion and integration?

(Think about: the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or

planned – see Ai below) with those likely to be affected)

The Hub proposals seek to improve services on both the demand (business) and supply (learner) side. Equality issues that can be influenced by the Hub relate to the learner access to the services and differential outcomes for learners. There is limited data available on equality groups with a focus on the ethnicity of apprentices. The position in Leeds reflects the national picture with Apprenticeship starts by BME residents at just over 10% in 2013/14 academic year. At the national level, this compares poorly with BME participation rates across adult learning programmes as a whole at 19% and locally the Leeds Community Learning programme (15,000 learners) has a BME participation rate of 34%. Anecdotal information and community perceptions indicate that BME students are less likely to be informed about and access apprenticeships.

B) Key findings

(Think about: any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

Traditionally careers education information, advice and guidance to young people has been delivered to young people in a school or college setting. This may not engage parents and carers and may be influenced by the provision offered by the school or college rather than meeting the learner's needs.

C) Actions

(Think about: how you will promote positive impact and remove/ reduce negative impact)

There is no further action required at this stage but any negative impacts identified during delivery will be addressed as necessary.

Hub activity to engage young people and their parents and carers to inform them about apprenticeships and to support to access provision will be communicated through a variety of media and delivered in different settings. Engagement through school will be pursued but this will sit alongside social media and web based resources which can be accessed by learners, their parents and carers independently of the school/college. Information, advice and guidance will be offered in a number of community based settings supported by communication campaigns third sector and community leaders and organisations networked in and trusted by local communities. This can be delivered in a way that takes account of the communities cultural history and traditions.

Data including the age, gender, ethnicity and location of learners accessing hub services will be captured and monitored to assess reach and impact across communities and inform revisions to delivery plans where necessary.

5. If you are *not* already considering the impact on equality, diversity, cohesion and integration you *will need to carry out an impact assessment*.

Date to scope and plan your impact assessment:

Date to complete your impact assessment

Lead person for your impact assessment (Include name and job title)	
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6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Type of Decision being assessed

Please tick as appropriate

- Key** (Incurring expenditure or making savings over £250,000 each year and or outcome will have significant effect on communities living in an area comprising two or more wards)
- Major** (incurring expenditure or making savings over £100,000 per year)
- Significant Other** (as Delegated Decision Making definition set out in Pt 3 of Constitution)
- Administrative** (not in conflict with approved policies and do not raise new issues of policy)

Name	Job title	Date
Sue Wynne	Chief Officer, Employment and Skills	

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

Date screening completed	June 2013
Date sent to Equality Team (cc Strategy and Commissioning - Debbie Oldham)	
Date published (To be completed by the Equality Team)	