

Equality, Diversity, Cohesion and Integration Impact Assessment



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: Children’s Services	Service area: Employment and Skills
Lead person: Michelle Anderson	Contact number: 0113 37 87761
Date of the equality, diversity, cohesion and integration impact assessment: 23 November 2016	

1. Title: Re-Making Leeds – Appointment of Specialist Provider
Is this a:
<input type="checkbox"/> Strategy /Policy <input checked="" type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

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 Projects and Programmes
Sarah Neville	Employment and Skills	Heritage Development Manager

3. Summary of strategy, policy, service or function that was assessed:
This assessment relates specifically to the proposal to award a low value contract (under £10,000), under Contract Procedure Rule 7.1, to a specialist heritage training provider to deliver assessment of Level 3 NVQ Diploma Heritage Skills (Construction) in Façade Preservation.

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)

4a. Strategy, policy or plan (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>
Please provide detail:	
See description above.	

5. Fact finding – what do we already know

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.

(priority should be given to equality, diversity, cohesion and integration related information)

Re-Making Leeds (RML) aims to address heritage construction skills shortages within the city, primarily in relation to the maintenance, repair and refurbishment of the plethora of traditional, pre-1919 buildings in the city. Set up in 2014 and funded by the Heritage Lottery Fund (HLF) under the Skills for the Future Programme, the project is delivered by Leeds City Council's Employment and Skills Service in partnership with Leeds College of Building and York College.

The service has put in place a preferred training provider framework to support delivery of specific training and qualifications in response to local sector demand. However, none of the current providers, Leeds College of Building, York College and the Heritage Craft Alliance currently have the capability to deliver assessment services in relation to a Level 3 NVQ Diploma Heritage Skills (Construction) in Façade Preservation.

The RML Development Manager has undertaken soft market testing to identify local providers who are able to deliver these services. The outcome of this research has identified only one viable provider, Priestman Associates LLP of Nottingham who are acknowledged as leading providers of heritage skills assessment services by industry experts NHTG (National Heritage Training Group) and the Stone Federation. Priestman Associates LLP also worked with the awarding body (Cskills) on the development of the Level 3 NVQ Diploma Heritage Skills (Construction) in Façade Preservation.

This specialist provider is also able to deliver these services within the Council's timescales and under the value of £10,000. This assessment relates to the proposal by the service to award a one off low value contract to Priestman Associates LLP through the invocation of Contract Procedure Rule (CPR) 7.1. Delivery of this service is time critical as the achievement of the NVQ Level 3 must be completed by the end of the three delivery phase of the RML project in September 2017.

Are there any gaps in equality and diversity information

Please provide detail:

There are no known gaps in equality and diversity information.

Action required: Not applicable.

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

Yes

No

Please provide detail:

The project manager has consulted all three preferred delivery partners on the existing Re-

Making Leeds framework who have indicated that they are unable to deliver this specialist service.

The Re-Making Leeds project manager has also undertaken soft market testing to identify local providers who are able to deliver the services required as set out at item 5 above.

Existing delivery partners and the Re-Making Leeds Project Board support the Council's recommendation to award a one off low value contract to Priestman Associates LLP as market leaders and the only viable local provider.

Action required:

Not applicable

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:

No known equality characteristics relate to this administrative decision.

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:

Partners

Delivery partners will be affected by this decision because of the need to appoint a provider outside of the existing provider framework. All three providers have however been consulted and have indicated their support of these proposals.

Timing

Delivery of this service is time critical as the achievement of the NVQ Level 3 must be completed by the end of the three delivery phase of the RML project in September 2017.

Cost

The expected course tariff rates for heritage training provision are comparable with other learning provision that is commissioned by the Employment and Skills Service. Payments made to the provider will be subject to the submission of invoices and satisfactory evidence of delivery and learner achievement.

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:

The delivery of these services will provide accreditation for the quality of façade preservation services provided by local specialist SMEs and with this quality assurance increase their competitiveness within the sector. It will also ensure delivery of the Council's contractual obligations with the HLF.

Action required:

Not applicable

8b. Negative impact:
None identified.
Action required:
Not applicable.

9. Will this activity promote strong and positive relationships between the groups/communities identified?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Please provide detail: The three preferred training providers on the existing framework support the intention to appoint Priestman Associates LLP to deliver a one off provision under the RML Project.</p> <p>The procurement of these services will also help to maintain positive relationships between the Council and local SMEs whose businesses will benefit from an upskilling of their workforce in this specialist and in demand craft among the heritage sector.</p>
Action required:
Not applicable.

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)
<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Please provide detail:</p>
Action required:
Not applicable.

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:

The proposal is to award a low value contract directly to a specialist provider without going out to market on the basis that soft market testing has identified no local competitor able to deliver these services.

Action required:

Not applicable.

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

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
Michelle Anderson	Head of Projects and Programmes	2 November 2016
Date impact assessment completed		2 November 2016

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 **Administrative Decision** expected in August prior to the procurement of specialist heritage construction training.

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:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: TBC