

As a public sector organisation, we need to ensure that all our strategies, policies, service and functions both current and proposed have given proper consideration to equality and diversity. In all appropriate instances we will need to carry out an equality impact assessment. These are assessments that public authorities often carry out prior to implementing a policy, with a view to ascertaining its potential impact on equality. They are not required by law, although are a way of facilitating and evidencing compliance with the Public Sector Equality Duty.

## **This form:**

- can be used to prompt considerations 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 of where impacts are foreseen or why you do not consider an impact arises.

## **How to complete an SYMCA Equality Impact Assessment form:**

- Section 1 – [Initial Screening](#) needs to be carried out for ALL SYMCA Impact Assessments;

If after completing initial screening, there are;

- NO FORESEEN negative impacts,
- The change proposed does not result in the reduction of a service

You DO NOT need to complete a Full Impact assessment.

- Submit initial screening and obtain signatory approvals in section 4

- Section 2 – [Full Impact Analysis](#) is to be completed where initial Screening identifies;
  - There will be Negative impacts
  - The proposed change involves the removal or reduction of a service
  - There are compliance issues

Please FULLY complete Section 2, 3, 4, and 5 (where appropriate.)

- Section 3 – [Equality Impact Assessment Action Plan](#) - provide summary Action Plan, overcoming or mitigating any impacts arising from the analysis.
- Section 4 – [Signatory Approvals](#): Please obtain relevant signatures
- Section 5 – [Supporting Evidence](#): Please attach any supporting evidence documentation such as consultation documents.

## Section 1 – Initial Screening

<b>Title of function/service /policy/procedure:</b>	Skills Strategy for South Yorkshire
<b>Department function it belongs to:</b>	Education, Skills and Employability
<b>Lead Officer Name:</b>	Joe Gardner
<b>Executive Leadership Sponsor Name:</b>	Tom Bousfield
<b>Assessment Team: (please list names)</b>	Alice Rubbra Paul Johnson
<b>Is this function/service/ policy/procedure:</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing

<b>What is the current function/service/policy/procedure?</b>
SYMCA does not currently have a formal published Skills Strategy to inform its commissioning and wider activity in the Skills space.
<b>How is it proposed this will change? What are the proposed changes?</b>
The Skills Strategy will set out priorities for SYMCA in terms of how it commissions activity, convenes partners with powers beyond those of SYMCA towards shared objectives, and campaigns with central government for further devolution and flexibilities.
<b>Why is this being proposed?</b> (e.g. policy, deliverables, changes to systems and process, service delivery offer etc)
To ensure residents and businesses can access the skills training and support they need to support our economy and provide a framework for targeting SYMCA funded activity



**Will this proposal affect people with protected characteristics and if so, in which group?**

<p><b>Age:</b> <i>Select the level of impact below:</i> <b>Positive impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Our skills strategy sets out how we will provide skills education, training and careers advice and guidance for all ages. See evidence base and draft document for further detail.</p>
<p><b>Disability:</b> <i>Select the level of impact below:</i> <b>Positive impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Strategy includes an objective to increase the proportion of population with relevant qualifications from groups that have been historically less likely to access these qualifications and skills, including learners with SEND, ethnic minorities, learners from disadvantaged backgrounds. See evidence base and draft document for further detail.</p>
<p><b>Gender reassignment:</b> <i>Select the level of impact below:</i> <b>No Impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Although not specifically identified in the strategy, our intent is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics, therefore impact likely positive or neutral.</p>
<p><b>Marriage or civil partnership:</b> <i>Select the level of impact below:</i> <b>No Impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Although not specifically identified in strategy, our intent is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics, therefore impact likely positive or neutral.</p>
<p><b>Pregnancy or maternity:</b> <i>Select the level of impact below:</i> <b>No Impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Although not specifically identified in strategy intent, our is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics, therefore impact likely positive or neutral.</p>
<p><b>Race:</b> <i>Select the level of impact below:</i> <b>Positive impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Strategy includes objective to increase proportion of population with relevant qualifications from groups that have been historically less likely to access these qualifications and skills, including learners with SEND, ethnic minorities, learners from disadvantaged backgrounds. See evidence base and draft document for further detail.</p>
<p><b>Religion or belief:</b> <i>Select the level of impact below:</i> <b>No Impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Although not specifically identified in strategy, our intent is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics, therefore impact likely positive or neutral.</p>
<p><b>Sex (Gender):</b> <i>Select the level of impact below:</i> <b>No Impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Although not specifically identified in strategy, our intent is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics, therefore impact likely positive or neutral.</p>
<p><b>Sexual orientation:</b> <i>Select the level of impact below:</i> <b>No Impact</b></p>	<p><b>Why do you consider it will have this effect?</b> State any evidence you have, and explain what you feel the financial/non-financial impact might be.</p> <p>Although not specifically identified in strategy, our intent is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics, therefore impact likely positive or neutral.</p>

## Is a FULL IMPACT ANALYSIS required?

No – There are no foreseen negative impacts.

Yes – You have identified that there are negative impacts, or a service is being removed/reduced that requires further analysis.

Please complete the Full Impact Analysis.

Please note: if this impact assessment refers to removal of a service or legal compliance issues a full impact analysis must be completed.

Assessment Summary – please provide a summary of the outcome here:

The Skills Strategy proposes mission areas of focus which are intended to be inclusive through moving those far from the labour marketing into work, or to be ready for work; and to raise attainment of core knowledge and skills.

Whilst certain protected characteristics are identified as clear drivers for the strategy (e.g. age, disability and race), the intent is for the strategy to provide an inclusive offer that enables opportunity for all residents, including those with other protected characteristics

See evidence base document for further detail

Negative impact (please tick):	<input type="checkbox"/>	High	<input type="checkbox"/>	Medium	<input checked="" type="checkbox"/>	Low
Assessor's Name:	Click here to enter text.		Signed		Date	Click here to enter a date.
	If there <b>are negative impacts</b> or a <b>removal of service</b> identified please complete <a href="#">Section 2: Full Impact Analysis</a> .					
	If there are <b>no negative impacts</b> identified please obtain the signatory approvals in <a href="#">Section 4</a> .					

## Section 2 - Full Impact Analysis

Only complete this section if you have identified negative impacts, a service is being removed or if the impact is not clear from [Section 1: Initial Screening](#).

**Proposed new /revised function/service/policy/procedure:** Give further details of the arrangements being made if applicable.

**Add details to the Equality Impact Assessment Action Plan ([Section 3](#))**

[Click here to enter text.](#)

**Consultation** – Engagement is good practice and a useful tool to demonstrate that due regard has been paid.

Please indicate the consultation/engagement carried out below:

Peer research?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Summary:
Data study?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Summary:
Statistics?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Summary:
Other research?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Summary:

Which protected groups should be consulted with (tick all that apply) and identify numbers of people affected:

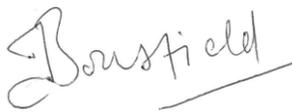
<input type="checkbox"/> <b>Age</b>	Number of people asked: <a href="#">Click here to enter text.</a>	Number of people affected: <a href="#">Click here to enter text.</a>	How are they affected? <a href="#">Click here to enter text.</a>	Financial impact? <a href="#">Click here to enter text.</a>
	Add in summary comments if needed: <a href="#">Click here to enter text.</a>			
<input type="checkbox"/> <b>Disability</b>	Number of people asked: <a href="#">Click here to enter text.</a>	Number of people affected: <a href="#">Click here to enter text.</a>	How are they affected? <a href="#">Click here to enter text.</a>	Financial impact? <a href="#">Click here to enter text.</a>
	Add in summary comments if needed: <a href="#">Click here to enter text.</a>			
<input type="checkbox"/> <b>Gender Reassignment</b>	Number of people asked: <a href="#">Click here to enter text.</a>	Number of people affected: <a href="#">Click here to enter text.</a>	How are they affected? <a href="#">Click here to enter text.</a>	Financial impact? <a href="#">Click here to enter text.</a>
	Add in summary comments if needed:			

	Click here to enter text.			
<input type="checkbox"/> <b>Marriage or civil partnership</b>	Number of people asked: Click here to enter text.	Number of people affected: Click here to enter text.	How are they affected? Click here to enter text.	Financial impact? Click here to enter text.
	Add in summary comments if needed: Click here to enter text.			
<input type="checkbox"/> <b>Pregnancy or Maternity</b>	Number of people asked: Click here to enter text.	Number of people affected: Click here to enter text.	How are they affected? Click here to enter text.	Financial impact? Click here to enter text.
	Add in summary comments if needed: Click here to enter text.			
<input type="checkbox"/> <b>Race</b>	Number of people asked: Click here to enter text.	Number of people affected: Click here to enter text.	How are they affected? Click here to enter text.	Financial impact? Click here to enter text.
	Add in summary comments if needed: Click here to enter text.			
<input type="checkbox"/> <b>Religion or belief</b>	Number of people asked: Click here to enter text.	Number of people affected: Click here to enter text.	How are they affected? Click here to enter text.	Financial impact? Click here to enter text.
	Add in summary comments if needed: Click here to enter text.			
<input type="checkbox"/> <b>Sex (Gender)</b>	Number of people asked: Click here to enter text.	Number of people affected: Click here to enter text.	How are they affected? Click here to enter text.	Financial impact? Click here to enter text.
	Add in summary comments if needed: Click here to enter text.			
<input type="checkbox"/> <b>Sexual Orientation</b>	Number of people asked: Click here to enter text.	Number of people affected: Click here to enter text.	How are they affected? Click here to enter text.	Financial impact? Click here to enter text.
	Add in summary comments if needed: Click here to enter text.			
<p>Give details of any consultation undertaken. <b>Add resulting actions to the Equality Impact Assessment Action Plan (<a href="#">Section 3</a>)</b></p> <p>Click here to enter text.</p>				

### Section 3: Equality Impact Assessment Action Plan

<b>PTAP theme it relates to:</b> <small>Select one from the drop down:</small>	<b>Protected group it impacts:</b>	<b>Impact Assessment Details:</b>	<b>Mitigating Action(s) identified:</b>	<b>Outcome(s) required:</b>	<b>Financial/resource implications (if applicable):</b>	<b>Target Date:</b>	<b>Person responsible for identified action(s)</b>
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.

## Section 4: Signatory approvals

<b>Executive Leadership Sponsor responsible for Impact Assessment:</b>	Tom Bousfield		
<b>Signed</b>		<b>Date</b>	12/02/2024



Please retain this final version as it may be required for audit purposes.

## Section 5:

### Supporting Evidence

Please attach any supporting evidence such as consultation documents here.  
[Click here to enter text.](#)