

Equality Impact Assessment

Did you use the EIA Screening Tool? (Delete as applicable)

Yes

1. Explaining the matter being assessed

Is this a:

- A new service or function

Summarise the strategy, policy, service(s), or function(s) being assessed. Describe current status followed by any changes that stakeholders would experience.

Skills Bootcamps are designed to support residents to develop the skills required to progress in suitable jobs, with a particular focus on sectors of the economy where there are skills gaps.

Surrey County council has bid for £2.3m of Bootcamp funding for 2024-25, with Bootcamps to be delivered by further education colleges and independent training providers, working closely with employers to support residents to gain skills for target sectors and progress into/within jobs.

This is the first time Surrey County Council has bid for funding to commission Skills Bootcamps for local residents. It is important to ensure equal access to these by residents.

How does your service proposal support the outcomes in [the Community Vision for Surrey 2030](#)?

“Everyone benefits from education, skills and employment opportunities that help them succeed in life” and “Businesses in Surrey thrive”.

Are there any specific geographies in Surrey where this will make an impact?

(Delete the ones that don't apply)

- County-wide

Assessment team – A key principle for completing impact assessments is that they should not be done in isolation. Consultation with affected groups and stakeholders needs to be built in from the start, to enrich the assessment and develop relevant mitigation.

Detail here who you have involved with completing this EIA. For each include:

- Name: Luke McCarthy
- Organisation: Surrey County Council
- Role on the assessment team: Project manager

- Name: Jack Kennedy

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- Organisation: Surrey County Council
- Role on the assessment team: Manager

- Name: Stephanie Lawal
- Organisation: Surrey County Council
- Role on the assessment team: Project support (NGDP)

We plan to consult with the following as we further develop the work:

- Employers
- Colleges/training providers
- Potential participants

2. Service Users / Residents

Who may be affected by this activity?

There are 9 protected characteristics (Equality Act 2010) to consider in your proposal. These are:

1. **Age including younger and older people**
2. **Disability**
3. Gender reassignment
4. Pregnancy and maternity
5. **Race including ethnic or national origins, colour or nationality**
6. Religion or belief including lack of belief
7. **Sex**
8. Sexual orientation
9. Marriage/civil partnerships

Though not included in the Equality Act 2010, Surrey County Council recognises that there are other vulnerable groups which significantly contribute to inequality across the county and therefore they should also be considered within EIAs. If relevant, you will need to include information on the following vulnerable groups (Please **refer to the EIA guidance** if you are unclear as to what this is).

- Members/Ex members of armed forces and relevant family members (in line with the Armed Forces Act 2021 and [Statutory Guidance on the Armed Forces Covenant Duty](#))
- Adult and young carers*
- Those experiencing digital exclusion*
- Those experiencing domestic abuse*
- **Those with education/training (literacy) needs**
- Those experiencing homelessness*
- Looked after children/Care leavers*
- Those living in rural/urban areas
- **Those experiencing socioeconomic disadvantage***
- Out of work young people)*
- Adults with learning disabilities and/or autism*
- People with drug or alcohol use issues*
- People on probation
- People in prison

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- Migrants, refugees, asylum seekers
- Sex workers
- Children with Special educational needs and disabilities*
- Adults with long term health conditions, disabilities (including SMI) and/or sensory impairment(s)*
- Older People in care homes*
- Gypsy, Roma and Traveller communities*
- Other (describe below)

(*as identified in the Surrey COVID Community Impact Assessment and the Surrey Health and Well-being Strategy)

(Those highlighted in bold above are the protected characteristics who may have challenges in equitable access to Skills Bootcamps, and which are specifically covered below.)

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Age including younger and older people

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Potential barriers for younger people:

- Those aged under 19 not eligible (Department for Education restriction)
- May not be aware of what sectors, roles or courses are suitable for them.
- May not have relevant experience of how to search for/apply for jobs or of the 'world of work' (e.g. office etiquette).

Older people

- May lack digital literacy
- Many older people (especially 50+) became Economically Inactive as a result of Covid, and are not currently actively looking for work.
- May face discrimination from some potential employers, particularly in relation to entry-level roles

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

Younger people:

- Those aged under 19 interested in similar training will be signposted to relevant courses at local colleges and/or apprenticeships.
- Ensure wraparound coaching/mentoring support delivered as part of Skills Bootcamps is of sufficient quality to meet young people's needs.
- Ensure businesses involved with Bootcamp delivery are made aware of young people's needs.

Older people:

- Include both in person and online Bootcamps (Council and providers).
- Ensure providers can support digital access where required (Council and providers).
- Include targeted promotion to older people as part of comms campaign, including working via relevant partner organisations (Council).
- Ensure businesses involved with Bootcamp delivery are made aware of the value which older people can bring to their business (Council and providers).

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

The focus on supporting older people to return to the labour market aligns with other Council initiatives aligned with No One Left Behind.

Any negative impacts that cannot be mitigated?

Negative employer perceptions of older people are likely embedded, so it is unlikely that these can be fully addressed within this project.

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Disability

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Details on the service users/residents that could be affected. What information (data) do you have about them? How might they be impacted in a positive or negative way? (try to be as specific as possible)

- May have physical barriers to accessing the training
- May lack digital literacy
- May have language barriers
- May experience discrimination from potential employers

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

- Ensure training providers have the facilities to meet different physical and needs people may have in accessing Skills Bootcamps (Council)
- Ensure businesses involved with Bootcamp delivery are made aware of different individuals' needs and how best to aid them (Council and providers)
- Include both in person and online Bootcamps (Council and providers) to aid accessibility.
- Ensure providers can support digital access where required (Council and providers).
- Include targeted promotion to people with disabilities as part of communications campaign, including working via relevant partner organisations (Council).

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- Providers complete needs assessment for individuals with disabilities to ensure they have the access they require to take part in the skills bootcamp.
- The focus on supporting disabled people to receive the skill training to aid them to join the labour market aligns with other Council initiatives aligned with No One Left Behind.

Any negative impacts that cannot be mitigated?

Potential discrimination or perceptions from employers towards people with disabilities which may not be fully addressed in the bootcamp project.

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Race including ethnic or national origins, colour or nationality

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

- Some race groups may not be aware of what sectors, roles or courses are available and are suitable for them.
- May face discrimination from some potential employers based on their race.
- Some race groups may have language and cultural barriers to receiving the training
- May not have relevant or adequate experience of how to search for/apply for jobs or of the 'world of work' (e.g. office etiquette) if a person from a race group is an immigrant or is new to the UK.
- May have language barriers

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

- Include targeted promotion to people of all race groups as part of a comms campaign, including working via relevant partner organisations (Council) enhancing awareness to the varied opportunities the Skills Bootcamp can provide.
- Ensure wraparound coaching/mentoring support delivered as part of Skills Bootcamps is of sufficient quality to meet people's needs of varying cultures and races.
- Ensure businesses involved with Bootcamp delivery are made aware of the value which people from culturally diverse backgrounds and races can bring to their business (Council and providers).
- Include English language support for residents who require it for the Skills Bootcamp.

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- The focus on supporting people of all race groups to receive the skill training to aid them to join the labour market aligns with other Council initiatives aligned with No One Left Behind.
- Providers complete needs assessment for individuals from different races and cultural backgrounds to ensure they have the needs they require to take part in the skills bootcamp.

Any negative impacts that cannot be mitigated?

- May not be enough funding and planning resources to aid those with language and other cultural barriers or race barriers such as English tutors and translators.
- Potential negative employer perceptions of people from different cultures and immigrants that are potentially embedded, so it is unlikely that these can be fully addressed within this project.

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Sex

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

- Some professions may be dominated by a particular gender and there may be a lack of awareness of the accessibility to that sector to another gender.
- Some may face discrimination based on their sex from potential employers such as women in work who may need to take maternity leave.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

- Include targeted promotion to women to apply for the Skills Bootcamp in sectors that are less represented by women as part of comms campaign, including working via relevant partner organisations (Council).
- Ensure businesses involved with Bootcamp delivery are made aware of the value which either gender can bring to their business (Council and providers).

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- The focus on supporting less represented genders in their respective sectors to receive the skill training to aid them to join the labour market aligns with other Council initiatives aligned with No One Left Behind.

Any negative impacts that cannot be mitigated?

Identify negative impacts that can't be mitigated and explain why, together with evidence.

- Potential negative employer perceptions of genders in sectors that are not typically represented, that are potentially embedded, so it is unlikely that these can be fully addressed within this project.
- Potential discrimination or perceptions from employers towards a particular gender which may not be fully addressed in the bootcamp project.

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Those with education/training (literacy) needs

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

- May lack literacy skills to participate in the bootcamp training
- May lack digital literacy
- May have language barriers
- May experience discrimination from potential employers

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

- Ensure procurement processes ensure providers have the rights support available for those with education/training (literacy) needs and how best to aid them (Council)
- Include both in person and online Bootcamps (Council and providers) to aid individuals who require assistance in person
- Ensure providers can support digital access where required (Council and providers).
- Ensure wraparound coaching/mentoring support delivered as part of Skills Bootcamps is of sufficient quality to meet people's needs of varying literacy levels
- Include English language support for residents who require it for the Skills Bootcamp.

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What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- The focus on supporting individuals with literacy needs to receive the skill training to aid them to join the labour market aligns with other Council initiatives aligned with No One Left Behind.

Any negative impacts that cannot be mitigated?

- May not be enough funding and planning resources to aid those with literacy needs such as English tutors and translators
- Potential negative employer perceptions of people from with literacy needs that are potentially embedded, so it is unlikely that these can be fully addressed within this project
- Potential discrimination or perceptions from employers towards people with literacy needs that may not be fully addressed in the bootcamp project.

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Those experiencing socioeconomic disadvantage

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

- May not be aware of what sectors, roles or courses are suitable for them.
- May not have relevant experience of how to search for/apply for jobs or of the 'world of work' (e.g. office etiquette).
- May not have access to digital equipment and may lack digital literacy
- May face discrimination from some potential employers based on their socioeconomic background, particularly in relation to entry-level roles
- May not have relevant or adequate experience of how to search for/apply for jobs or of the 'world of work' (e.g. office etiquette) if a person is experiencing socioeconomic disadvantage
- May not have same level of support or connections from family and friends to access suitable opportunities

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

- Include targeted promotion to people of all people of all backgrounds as part of a comms campaign, including working via relevant partner organisations (Council) enhancing awareness to the varied opportunities the Skills Bootcamp can provide.
- Ensure wraparound coaching/mentoring support delivered as part of Skills Bootcamps is of sufficient quality to meet people's needs of varying socioeconomic backgrounds, including ensuring sufficient connections with suitable industry professionals

What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decision makers need to be aware of?

- The focus on supporting individuals experiencing socioeconomic disadvantage to receive the skill training to aid them to join the labour market aligns with other Council initiatives aligned with No One Left Behind.

Any negative impacts that cannot be mitigated?

- May not be enough funding and planning resources to provide the right level of support
- May not be able to overcome the lack of networks/connections faced by those from disadvantaged backgrounds

3. Staff

N/A

4. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation below.

- **Outcome One: No major change to the policy/service/function required.** This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken
- **Outcome Two: Adjust the policy/service/function** to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
- **Outcome Three: Continue the policy/service/function** despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are:
 - Sufficient plans to stop or minimise the negative impact
 - Mitigating actions for any remaining negative impacts plans to monitor the actual impact.
- **Outcome Four: Stop and rethink the policy** when the EIA shows actual or potential unlawful discrimination. (For guidance on what is unlawful discrimination, refer to the [Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act](#) concerning employment, goods and services and equal pay).

Recommended outcome:

Outcome 2 is recommended: **Adjust the policy/service/function** to remove barriers identified by the EIA or better advance equality

Explanation:

The actions outlined above and the plans already in place ensure equality of opportunity for range of Surrey residents.

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5. Action plan and monitoring arrangements

Insert your action plan here, based on the mitigations recommended.

Involve you Assessment Team in monitoring progress against the actions above.

Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
1	Nov 2023	Include consideration of providers' Equality policies and practice within Procurement	Procurement partner (Claire Sibley)	Dec 2023		
2	Nov 2023	Ensure sufficient quality and quantity of wraparound support to meet the needs of all participants	Economy Lead (Luke McCarthy)	Dec 2023		
3	Dec 2023	Include targeted comms campaigns for key groups identified in EIA	Strategic marketing manager (Tim Ridgway)	Feb 2024		

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6a. Version control

Version Number	Purpose/Change	Author	Date
1	Initial drafting, including for Cabinet authorisation to procure	Luke McCarthy	13 th Oct 2023
2	Updated to include addition to SCC priority groups	Luke McCarthy/Stephanie Lawal	15 th Nov 2023

The above provides historical data about each update made to the Equality Impact Assessment.

Please include the name of the author, date and notes about changes made – so that you can refer to what changes have been made throughout this iterative process.

For further information, please see the EIA Guidance document on version control.

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6b. Approval

Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

Approved by	Date approved
Head of Service	
Executive Director	
Cabinet Member	
Directorate Equality Group/ EDI Group (If Applicable) (arrangements will differ depending on your Directorate. Please enquire with your Head of Service or the CSP Team if unsure)	

Publish:

It is recommended that all EIAs are published on Surrey County Council's website.

Please send approved EIAs to: equalityimpactassessments@surreycc.gov.uk

EIA author:

6c. EIA Team

Name	Job Title	Organisation	Team Role

If you would like this information in large print, Braille, on CD or in another language please contact us on:

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