

Equality & Human Rights Impact Assessment (EHRIA)

This Equality and Human Rights Impact Assessment (EHRIA) will enable you to assess the **new, proposed or significantly changed** policy/ practice/ procedure/ function/ service** for equality and human rights implications.

Undertaking this assessment will help you to identify whether or not this policy/ practice/ procedure/ function/ service** may have an adverse impact on a particular community or group of people. It will ultimately ensure that as an Authority we do not discriminate and we are able to promote equality, diversity and human rights.

Before completing this form please refer to the EHRIA [guidance](#), for further information about undertaking and completing the assessment. For further advice and guidance, please contact your [Departmental Equalities Group](#) or equality@leics.gov.uk

***Please note: The term 'policy' will be used throughout this assessment as shorthand for policy, practice, procedure, function or service.*

Key Details	
Name of policy being assessed:	Termination of Graduate Leader Support Funding
Department and section:	Early Learning and childcare 0-5 Service
Name of lead officer/ job title and others completing this assessment:	Sue Wilson (CYPS) Nikki Walters Service Manager
Contact telephone numbers:	0116 3058337
Name of officer/s responsible for implementing this policy:	Early Learning Childcare 0-5 Service
Date EHRIA assessment started:	January 2016
Date EHRIA assessment completed:	26.04.16

Section 1: Defining the policy

Section 1: Defining the policy

You should begin this assessment by defining and outlining the scope of this policy. You should consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights, as outlined in Leicestershire County Council's Equality Strategy.

<p>1</p>	<p>What is new or changed in this policy? <i>What has changed and why?</i></p> <p>Currently the 0-5 Learning service makes a contribution towards the Early Years Workforce graduate leader support fund in line with previous government workforce strategies. The programme originated as the Transformation Fund (TF) in 2006 aiming to increase quality through raising workforce qualification levels, specifically supporting progression towards creating and sustaining sufficient graduate Early Years Professionals (EYP's) to lead the Early Years Foundation Stage (EYFS) in the Private, Voluntary and Independent (PVI) childcare sector. The Graduate Leader Fund ceased on 31st March 2011. -However this funding stream is no longer ring-fenced and the 0-5 Learning Service needs to make considerable financial savings in line with the Councils Medium Term Financial Strategy (MTFS) January 2016.. From 1st April 2012 the sector has been aware that funding is only committed for that specific financial year only. In December 2014 the sector was informed that all funding for Higher Education qualifications would cease on 31st March 2015 but would remain committed to supporting those PVI Provider practitioners who were already on the pathway so that the majority were able to complete the course. The last group of targeted practitioners to be financed was January 2015.</p>
<p>2</p>	<p>Does this relate to any other policy within your department, the Council or with other partner organisations? <i>If yes, please reference the relevant policy or EHRIA. If unknown, further investigation may be required.</i></p> <p>This policy no longer relates to any statutory duties or government targets.</p> <p>However the 0-5 learning service works closely with universities and further education providers to promote opportunities to practitioners to ensure that Leicestershire has highly qualified staff. It is the practitioners responsibility to take out student loans to complete the level 5 and level 6 course which continue to be offered.</p>
<p>3</p>	<p>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</p> <p>Currently 75% of PVI settings in Leicestershire employ staff with a relevant level 5 qualification or higher, which the funding has helped to support the qualifications of staff</p> <p>The removal of the graduated leader support fund affects 25 practitioners who are currently partway through their study in the Early Years private, voluntary and independent workforce. The funding available from the LA was a contribution towards the cost of the university fees and practitioners needed to access student loans to finance the remaining costs.</p> <p>PVI Provider Practitioners working with children from more deprived areas were targeted to access the training in order to improve outcomes for children.</p> <p>As the funding and contribution to course fees ceases, practitioners will be supported</p>

	to access courses with relevant advice from the 0-5 service, the LA will also host open evenings with further education providers and universities, but practitioners will need to access student loans to finance the full cost of the course. This may result in less of the early years workforce wishing to commit to further higher level training in the future, but will not impact on those children who are eligible, to access their free entitlement to early education		
4	Will this policy meet the Equality Act 2010 requirements to have due regard to the need to meet any of the following aspects? (Please tick and explain how)		
		Yes	No
		How?	
	Eliminate unlawful discrimination, harassment and victimisation		No
	Advance equality of opportunity between different groups		No
	Foster good relations between different groups		No

Section 2: Equality and Human Rights Impact Assessment (EHRIA) Screening

Section 2: Equality and Human Rights Impact Assessment Screening
 The purpose of this section of the assessment is to help you decide if a full EHRIA is required.

If you have already identified that a full EHRIA is needed for this policy/ practice/ procedure/ function/ service, either via service planning processes or other means, then please go straight to [Section 3](#) on Page 7 of this document.

Section 2			
A: Research and Consultation			
5.	Have the target groups been consulted about the following?	Yes	No*
	a) their current needs and aspirations and what is important to them;		No
	b) any potential impact of this change on them (positive and negative, intended and unintended);		No
			No

	c) potential barriers they may face		
6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?	Yes Face to face conversations with those most affected, by having to fund their final year	
7.	Have other stakeholder groups/ secondary groups (e.g. carers of service users) been explored in terms of potential unintended impacts?		No
8.	*If you answered 'no' to the question above, please use the space below to outline what consultation you are planning to undertake, or why you do not consider it to be necessary.		
	In December 2014 the 0-5 Learning service communicated its intentions to cease funding these places from 31 st March 2015, to all those affected. The Service have communicated with universities and further education colleges to inform them of their intention. The service continues to offer advice and signpost practitioners to where they can access student loans.		

Section 2

B: Monitoring Impact

9.	Are there systems set up to:	Yes	No
	a) monitor impact (positive and negative, intended and unintended) for different groups;	Monitoring quality of workforce through local authority audits and Ofsted reports	
	b) enable open feedback and suggestions from different communities	EYT networks and business forums and retention and recruitment of EY staff	

Note: If no to Question 8, you will need to ensure that monitoring systems are established to check for impact on the protected characteristics.

Section 2

C: Potential Impact

10.

Use the table below to specify if any individuals or community groups who identify with any of the '[protected characteristics](#)' may potentially be affected by this policy and describe any positive and negative impacts, including any barriers.

	Yes	No	Comments
Age		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies. As students of any age can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on age.
Disability		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies. As students with disability can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on disability
Gender Reassignment		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies. As students of any gender reassignment can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on gender reassignment.
Marriage and Civil Partnership		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies. As students marrying or with civil partnership can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on marriage and civil partnership

Pregnancy and Maternity		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies As students pregnant or on maternity leave can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on pregnancy and maternity
Race		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies As students of any race can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on race
Religion or Belief		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies As students of any religion or belief can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on religion or belief age.
Sex		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies As students of any sex can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on sex
Sexual Orientation		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies As students of any sexual orientation can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on sexual orientation
Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum	Yes		Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies

	seeker and refugee communities, looked after children, deprived or disadvantaged communities			and As students of other groups can access this alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on other groups
	Community Cohesion		No	Although the LA no longer contributes to the foundation degree, the workforce can access a student loan to fund their studies. This alternative source of funding, termination of the Workforce Graduate Leader Support Fund (WGLSF) will have a neutral impact on community cohesion
11.	<p>Are the human rights of individuals <u>potentially</u> affected by this proposal? Could there be an impact on human rights for any of the protected characteristics? (Please tick)</p> <p>Explain why you consider that any particular article in the Human Rights Act may apply to your policy/ practice/ function or procedure and how the human rights of individuals are likely to be affected below: [NB. Include positive and negative impacts as well as barriers in benefiting from the above proposal]</p>			
		Yes	No	Comments
Part 1: The Convention- Rights and Freedoms				
	Article 2: Right to life		X	
	Article 3: Right not to be tortured or treated in an inhuman or degrading way		X	
	Article 4: Right not to be subjected to slavery/ forced labour		X	
	Article 5: Right to liberty and security		X	
	Article 6: Right to a fair trial		X	
	Article 7: No punishment without law		X	
	Article 8: Right to respect for private and family life		X	
	Article 9: Right to freedom of thought, conscience and religion		X	
	Article 10: Right to freedom of expression		X	
	Article 11: Right to freedom of assembly and association		X	

	Article 12: Right to marry		X	
	Article 14: Right not to be discriminated against		X	
Part 2: The First Protocol				
	Article 1: Protection of property/ peaceful enjoyment		X	
	Article 2: Right to education	X		The graduation leader support fund has enabled the Early years workforce to train to a higher level to support younger children to improve their outcomes
	Article 3: Right to free elections		X	
Section 2				
D: Decision				
12.	Is there evidence or any other reason to suggest that:	Yes	No	Unknown
	a) this policy could have a different affect or adverse impact on any section of the community;		No	
	b) any section of the community may face barriers in benefiting from the proposal		No	
13.	Based on the answers to the questions above, what is the likely impact of this policy			
	No Impact <input type="checkbox"/>	Positive Impact <input type="checkbox"/>	Neutral Impact <input checked="" type="checkbox"/>	Negative Impact or Impact Unknown <input type="checkbox"/>
	Students are encouraged to take their own student loans. The service continue to support them with promoting access to higher level qualifications and liaising with universities.			
Note: If the decision is 'Negative Impact' or 'Impact Not Known' an EHRIA Report is required.				
14.	Is an EHRIA report required?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Section 2: Completion of EHRIA Screening

Upon completion of the screening section of this assessment, you should have identified whether an EHRIA Report is required for further investigation of the impacts of this policy.

Option 1: If you identified that an EHRIA Report is required, continue to [Section 3](#) on Page 7 of this document to complete.

Option 2: If there are no equality, diversity or human rights impacts identified and an EHRIA report is not required, continue to [Section 4](#) on Page 14 of this document to complete.

Section 3: Equality and Human Rights Impact Assessment (EHRIA) Report

Section 3: Equality and Human Rights Impact Assessment Report

This part of the assessment will help you to think thoroughly about the impact of this policy and to critically examine whether it is likely to have a positive or negative impact on different groups within our diverse community. It is also to identify any barriers that may detrimentally affect under-represented communities or groups, who may be disadvantaged by the way in which we carry out our business.

Using the information gathered either within the EHRIA Screening or independently of this process, this EHRIA Report should be used to consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights as outlined in Leicestershire County Council's Equality Strategy.

Section 3

A: Research and Consultation

When considering the target groups it is important to think about whether new data needs to be collected or whether there is any existing research that can be utilised.

- 15.** Based on the gaps identified either in the EHRIA Screening or independently of this process, how have you now explored the following and what does this information/data tell you about each of the diverse groups?
- a) current needs and aspirations and what is important to individuals and community groups (including human rights);
 - b) likely impacts (positive and negative, intended and unintended) to individuals and community groups (including human rights);

	c) likely barriers that individuals and community groups may face (including human rights)
16.	Is any further research, data collection or evidence required to fill any gaps in your understanding of the potential or known affects of the policy on target groups?
When considering who is affected by this proposed policy, it is important to think about consulting with and involving a range of service users, staff or other stakeholders who may be affected as part of the proposal.	
17.	Based on the gaps identified either in the EHRIA Screening or independently of this process, <u>how</u> have you further consulted with those affected on the likely impact and <u>what</u> does this consultation tell you about each of the diverse groups?
18.	Is any further consultation required to fill any gaps in your understanding of the potential or known effects of the policy on target groups?

Section 3

B: Recognised Impact

19.	Based on any evidence and findings, use the table below to specify if any individuals or community groups who identify with any 'protected characteristics' are <u>likely</u> be affected by this policy. Describe any positive and negative impacts,
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including what barriers these individuals or groups may face.	
	Comments
Age	
Disability	
Gender Reassignment	
Marriage and Civil Partnership	
Pregnancy and Maternity	
Race	
Religion or Belief	
Sex	
Sexual Orientation	
Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	
Community Cohesion	

20.	Based on any evidence and findings, use the table below to specify if any particular Articles in the Human Rights Act are <u>likely</u> apply to your policy. Are the human rights of any individuals or community groups affected by this proposal? Is
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there an impact on human rights for any of the protected characteristics?	
	Comments
Part 1: The Convention- Rights and Freedoms	
Article 2: Right to life	
Article 3: Right not to be tortured or treated in an inhuman or degrading way	
Article 4: Right not to be subjected to slavery/ forced labour	
Article 5: Right to liberty and security	
Article 6: Right to a fair trial	
Article 7: No punishment without law	
Article 8: Right to respect for private and family life	
Article 9: Right to freedom of thought, conscience and religion	
Article 10: Right to freedom of expression	
Article 11: Right to freedom of assembly and association	
Article 12: Right to marry	
Article 14: Right not to be discriminated against	
Part 2: The First Protocol	
Article 1: Protection of property/ peaceful enjoyment	
Article 2: Right to education	
Article 3: Right to free elections	
Section 3	
C: Mitigating and Assessing the Impact	
Taking into account the research, data, consultation and information you have reviewed and/or carried out as part of this EHRIA, it is now essential to assess the impact of the policy.	

21.	If you consider there to be actual or potential adverse impact or discrimination, please outline this below. State whether it is justifiable or legitimate and give reasons.
<p>N.B.</p> <p>i) If you have identified adverse impact or discrimination that is <u>illegal</u>, you are required to take action to remedy this immediately.</p> <p>ii) If you have identified adverse impact or discrimination that is <u>justifiable or legitimate</u>, you will need to consider what actions can be taken to mitigate its effect on those groups of people.</p>	
22.	<p>Where there are potential barriers, negative impacts identified and/or barriers or impacts are unknown, please outline how you propose to minimise all negative impact or discrimination.</p> <ul style="list-style-type: none"> a) include any relevant research and consultations findings which highlight the best way in which to minimise negative impact or discrimination b) consider what barriers you can remove, whether reasonable adjustments may be necessary, and how any unmet needs that you have identified can be addressed c) if you are not addressing any negative impacts (including human rights) or potential barriers identified for a particular group, please explain why
<p>Section 3 D: Making a decision</p>	
23.	Summarise your findings and give an overview as to whether the policy will meet Leicestershire County Council's responsibilities in relation to equality, diversity, community cohesion and human rights.

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Section 3	
E: Monitoring, evaluation & review of your policy	
24.	Are there processes in place to review the findings of this EHRIA and make appropriate changes? In particular, how will you monitor potential barriers and any positive/ negative impact?
25.	How will the recommendations of this assessment be built into wider planning and review processes? <i>e.g. policy reviews, annual plans and use of performance management systems</i>

**Section 3:
F: Equality and human rights improvement plan**

Please list all the equality objectives, actions and targets that result from the Equality and Human Rights Impact Assessment (EHRIA) (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

Equality Objective	Action	Target	Officer Responsible	By when

Section 4: Sign off and scrutiny

Upon completion, the Lead Officer completing this assessment is required to sign the document in the section below.

It is required that this Equality and Human Rights Impact Assessment (EHRIA) is scrutinised by your [Departmental Equalities Group](#) and signed off by the Chair of the Group.

Once scrutiny and sign off has taken place, a depersonalised version of this EHRIA should be published on Leicestershire County Council's website. Please send a copy of this form to louisa.jordan@leics.gov.uk, Members Secretariat, in the Chief Executive's department for publishing.

Section 4

A: Sign Off and Scrutiny

Confirm, as appropriate, which elements of the EHRIA have been completed and are required for sign off and scrutiny.

Equality and Human Rights Assessment Screening

Equality and Human Rights Assessment Report

1st Authorised Signature (EHRIA Lead Officer):



Michelle Reynolds

Date: ...28.04.2016

2nd Authorised Signature (DEG Chair):



Date: 29.04.16