

Merthyr Tydfil County Borough Council - Integrated Impact Assessment

(Includes Well-being of Future Generations, Protected Characteristics, Welsh Language, Socio-economic Disadvantage, Sustainability and Biodiversity, Consultation/Engagement and Data/Evidence)



Before completing this Integrated Impact Assessment (IIA), please refer to the corresponding **guidance document**, which provides essential background information.

An IIA MUST be completed for:

- Any Council / Cabinet report.
- Any strategic decisions being taken where due regard is required to reduce inequalities of outcome resulting from socio-economic disadvantage.
- Any project (i.e. something that has a start and end date and is different from day to day business).
- Where you are implementing significant change e.g. service provision.

This IIA helps to support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation. This IIA must be completed at the start of any project or proposal.

Title of Report / Project:	Merthyr Tydfil CBC Apprenticeship Programme *					
Officer completing IIA:	Beth Jones					
Lead Officer / Project Manager:	Hannah Brown					
Service:	Human Resources					
IIA completion date:	5 th January 2022					
Type of proposal: (please place an X in the relevant box)	<input type="checkbox"/>	Policy	<input type="checkbox"/>	Strategy	<input type="checkbox"/>	Plan
	<input type="checkbox"/>	Practice	<input type="checkbox"/>	Restructure	<input type="checkbox"/>	Procedure
	<input checked="" type="checkbox"/>	Other (please identify): Organisational Development				
Give a brief description of the proposal including the aims, and any links to relevant reports or documents:	The Merthyr Tydfil CBC Apprenticeship Programme has been offering apprenticeships for a number of years. This has been to both existing employees and recruiting new apprentices into the organization to help with succession and workforce planning in order to train new people to become qualified in their specialized area. In 2021, there were 7 new apprentices appointed into areas including Learning & Development, Carbon and Energy, Data, Building Control, Social Media and Parks. This report is an update on the programme.					

1. Merthyr Tydfil Well-being Objectives

Does your proposal help to deliver any of the Council's Well-being Objectives?

How does your proposal help to deliver any or all of the Council's Well-being Objectives?

Well-being Objectives	Does your proposal have a positive or negative impact on the Council's Well-being Objectives? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
Best Start to Life - Children and young people get the best start to life and are equipped with the skills they need to be successful learners and confident individuals.	X			The Apprenticeship Programme offers externally the opportunity for candidates to apply from all ages. It is advertised throughout the Borough and links within our Community, Schools and the Local College helps to increase and inform potential candidates from school age about the benefits of an Apprenticeship.	We will continue to liaise with Schools and Merthyr College to ensure that young people are aware of the opportunities available. We will also look to ensure that the Scheme supports children who are looked after by the Council.
Working Life - People feel supported to develop the skills required to meet the needs of businesses with a developing, safe infrastructure making Merthyr Tydfil an attractive destination.	X			By offering the Apprenticeship Programme, the Council demonstrates its commitment to developing skills both within its existing workforce as well as recruiting new employees. This can encourage existing staff on new development opportunities in order to increase their knowledge, skills and contribution to the Council's objectives. By recruiting new apprentices, the Council can look to embed a best practice approach to Succession and Workforce Planning.	We will look to encourage a wider range of Apprenticeships within the Council should the programme continue. We will seek to do this in departments where it can be difficult to recruit or it has been identified as a high ageing workforce.
Environmental Well-being - Communities protect, enhance and promote our environment and countryside.	X			Service areas of the Council responsible in these areas have benefitted from the Apprenticeship Programme as they have recruited in Carbon and Energy and Parks. This will increase awareness and learning in the community and potentially inspire others to pursue a career in this area. By	We will work to encourage a wider range of Apprenticeships in the areas where employees both existing and potential can become employed in departments where future 'green' jobs become available.

1. Merthyr Tydfil Well-being Objectives

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Well-being Objectives	Does your proposal have a positive or negative impact on the Council's Well-being Objectives? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
				hiring a Carbon and Energy apprentice, this will bring awareness to the Council's statutory duty as a Public Body by increasing its efforts through engagement activities and training staff in their responsibility in reducing Carbon emissions.	
Living Well - People are empowered to live independently within their communities, where they feel safe and enjoy good physical and mental health.	X			The Apprenticeship programme has employed specific posts in order to contribute to the opportunities within Merthyr Tydfil CBC. By working with the Aspire Apprenticeship Programme, this gives opportunities for Young People to enter into qualifications in areas such as STEAM in order to prepare them to enter into the workplace.	There has been instances where participants on the Aspire Programme did not show up for their placements. We will continue to work closely and monitor this by ensuring mentoring and support is available.

Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

Merthyr Tydfil CBC Apprenticeship Programme – Information Report

2. Sustainable Development Principles (The Five Ways of Working)

Does your proposal demonstrate you have met the sustainable development principles (five ways of working)?

The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposals improve the social, economic, environmental and cultural well-being, whilst also looking to the future, planning for the long term and ensuring that we do not compromise the ability of future generations to meet their own needs. Please consider the national well-being goals when completing this section.

Five Ways of Working	How does your proposal demonstrate you have met the five ways of working when developing the proposal?	Are there any additional actions to be taken to better contribute to the five ways of working and/or mitigate any negative impacts? How will you know when this has been achieved?
<p>Long Term - Thinking and planning for the long term, balancing short term and long term needs.</p>	<p>The Apprenticeship Programme serves a crucial part in creating opportunities for our workforce to develop. Long-term, this provides opportunities to look at our succession and workforce planning as the Council currently has an ageing workforce and with apprenticeships routes, this can provide an opportunity to train new staff by buddying them up with experienced workers.</p>	<p>To work with departments of the Council who may currently have, or expect to have in the future, skills shortages, hard to fill posts or an ageing workforce, to ensure that they offer apprenticeship opportunities.</p> <p>To anticipate future career trends and needs within the Merthyr Tydfil, and ensure that those departments which can offer relevant learning and skills development by providing job opportunities through apprenticeships.</p>
<p>Prevention - Preventing problems occurring or getting worse.</p>	<p>Obtaining an apprenticeship within the Council helps to give the experience and support for both existing and new employees at gaining skills development for career opportunities. It can encourage existing staff to re-train and this may result in career promotions or building upon skills and expertise. For new employees, it can provide them with a foundation to learn something new and be involved in a programme that develops their understanding of the workplace by tailoring their experience specifically to a department.</p> <p>For the Council, apprenticeships acts as a workforce development tool that supports succession planning and prevents problems such as an ageing workforce and loss of knowledge.</p>	<p>To work with departments of the Council who may currently have, or expect to have in the future, skills shortages, hard to fill posts or an ageing workforce, to ensure that they offer apprenticeship opportunities.</p> <p>To anticipate future career trends and needs within the Merthyr Tydfil, and ensure that those departments which can offer relevant learning and skills development by providing job opportunities through apprenticeships.</p>

<p>Integration - Impact on our well-being objectives, national well-being goals and the well-being objectives of other public bodies.</p>	<p>The Apprenticeship Programme has the flexibility and wide-ranging applicability to successfully integrate across the Council's well-being objectives. For example, if the scheme plays any role in supporting children who are looked after into gaining work experience, this will support both the Living Well, Working Life and Best Start to Life objective. Further integration could be gained across the Environmental Well-being objective if apprenticeships were provided in relevant areas of the Council.</p> <p>The Apprenticeship Programme helps to fulfil Merthyr Council's own Shared Vision and 'Prosperity for All' and its aim to increase the skills and employability of citizens in Wales.</p>	<p>To ensure that apprenticeships are planned and delivered in a way which will deliver high quality experiences across the Well-being objectives. There is a need to analyse how the apprenticeship programme and its placements within their respective departments can better span across the well-being objectives, and propose possible placements in new departments.</p>
<p>Collaboration - Acting in collaboration with others inside and outside the Council.</p>	<p>The programme has resulted in partnership working with other Councils to help shape the Apprenticeship Programme from the initial set up to the interview structure and courses offered.</p> <p>Partnering with local Colleges and training providers to ensure that the courses we offer are credible and correct for the apprenticeship pathway.</p>	<p>There is the possibility of widening the apprenticeship programme to include RCT, Bridgend, Cardiff, Swansea and Monmouthshire Councils in order to offer a rotational placement amongst the partner organisations. Further discussions and planning is required to scope this possibility.</p>
<p>Involvement - Involving people with an interest in achieving the well-being goals and who reflect the diversity of our communities.</p>	<p>Apprenticeships are offered externally so gives the opportunity to anyone living in the MTCBC area the chance to apply and work for the Council.</p>	<p>Continue to encourage and provide apprenticeship routes in different departments.</p>
<p>Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):</p> <p>Merthyr Tydfil CBC Apprenticeship Programme – Information Report</p>		

3. Protected Characteristics (including Welsh Language)

Does your proposal directly impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language as identified below?

The Public Sector Equality Duty requires the Council to have 'due regard' to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups. Please note that an individual may have more than one protected characteristic.

Protected Characteristics	Does your proposal have a positive or negative impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
Age - People of all ages.	X			The Apprenticeship Programme can be offered to anybody of any age 16+. Therefore young people with no work experience will have the opportunity to gain some. It also offers older people who may need experience to re-enter the job market or change career, can also obtain the necessary experience.	Ensure that the opportunity is widely publicised so that as many people as possible are aware.
Disability - People with disabilities/long term conditions.	X			Someone with a disability can obtain an Apprenticeship to gain valuable experience, confidence and skills.	Ensure sufficient promotion and publicity.
Gender Reassignment - People whose gender identity or gender expression is different to the sex they were assigned at birth.			X	The proposal does not affect this protected characteristic.	
Marriage and Civil Partnership - People who are married or in a civil partnership.			X	The proposal does not affect this protected characteristic.	

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	Positive	Negative	Neutral		
Pregnancy and Maternity - Women who are pregnant and/or on maternity leave.			X	The proposal does not affect this protected characteristic.	
Race - People from black, Asian and minority ethnic communities and different racial backgrounds.			X	The proposal does not affect this protected characteristic.	
Religion or Belief - People with different religions and beliefs including people with no beliefs.			X	The proposal does not affect this protected characteristic.	
Sex (Gender) - Women and men, girls and boys and those who self-identify their gender.			X	The proposal does not affect this protected characteristic.	
Sexual Orientation - Lesbian, gay, bisexual, heterosexual.			X	The proposal does not affect this protected characteristic.	

Welsh Language

The Welsh Language Wales Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language.

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Protected Characteristics	Does your proposal have a positive or negative impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
Welsh Language - Opportunities for people to use and promote the Welsh language, treating the Welsh language no less favourably than the English language, compliance with Welsh Language Standards, links with internal and external Welsh Language strategies.	X			The Apprenticeship Scheme has a requirement that all participants are Level 1 qualified. Throughout the process from interview to employment, bi-lingual materials and correspondence have been offered. In conjunction, all of the apprenticeship qualification routes by training providers or Colleges have offered the course to be conducted bi-lingually.	We will continue to ensure that our statutory duties for providing materials, correspondence and any qualification providers will be offered bi-lingually.

Sources of evidence to support the above (please use this information when completing the section ‘Data and Evidence’):

Merthyr Tydfil CBC Apprenticeship Programme – Information Report

4. Socio-economic Disadvantage (Strategic Decisions)

Does your proposal impact/deliver better outcomes for those who are experiencing socio-economic disadvantage?

The Socio-economic Duty places a responsibility on the Council to have 'due regard' to how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. This duty gives us an opportunity to do things differently and put tackling inequality at the heart of key decision-making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider: Single parents and vulnerable families, pensioners, carers, looked after children, single adult households, armed forces community, people with low literacy/numeracy, people who are homeless, people who have experienced the asylum system, students, people of all ages leaving a care setting, people living in the most deprived areas of Wales, people misusing substances, people involved in the criminal justice system, people who are not in education, employment or training. Please see the guidance document for more information.

Socio-economic Disadvantage	Does your proposal have a positive or negative impact on socio-economic disadvantage for service users, employees and/or the wider community? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? What steps will be taken to reduce inequalities of outcome? How will you know when this has been achieved?
	Positive	Negative	Neutral		
Low Income/Income Poverty - Unable to afford to maintain regular payments such as bills, food, clothing, transport, other essential items etc.			X	The proposal does not affect this factor.	
Low and/or No Wealth - Enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.			X	The proposal does not affect this factor.	

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Please consider: Single parents and vulnerable families, pensioners, carers, looked after children, single adult households, armed forces community, people with low literacy/numeracy, people who are homeless, people who have experienced the asylum system, students, people of all ages leaving a care setting, people living in the most deprived areas of Wales, people misusing substances, people involved in the criminal justice system, people who are not in education, employment or training. Please see the guidance document for more information.

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	Positive	Negative	Neutral		
Material Deprivation - Unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies etc.			X	The proposal does not affect this factor.	
Area Deprivation - Where you live e.g. rural areas, and where you work e.g. accessibility of public transport.	X			All apprenticeships are offered within the MTCBC area and are based at either our Civic Centre, Unit 5 offices or Cyfartha Park whereby the transport links include the train station and main bus routes.	We will continue to offer all apprenticeship routes within the MTCBC area.
Socio-economic Background - Social class i.e. parents' education, employment and income.			X	The proposal does not affect this factor.	

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Please consider: Single parents and vulnerable families, pensioners, carers, looked after children, single adult households, armed forces community, people with low literacy/numeracy, people who are homeless, people who have experienced the asylum system, students, people of all ages leaving a care setting, people living in the most deprived areas of Wales, people misusing substances, people involved in the criminal justice system, people who are not in education, employment or training. Please see the guidance document for more information.

Socio-economic Disadvantage	Does your proposal have a positive or negative impact on socio-economic disadvantage for service users, employees and/or the wider community? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? What steps will be taken to reduce inequalities of outcome? How will you know when this has been achieved?
	Positive	Negative	Neutral		
Socio-economic Disadvantage - What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged?	X			All apprenticeship routes are offered to internal and external employees through a variety of methods as long as it fits the needs of the Service to support the pathway. The qualifications can depend entirely on the route however they are being held through remote teaching and attendance at local Colleges.	We will continue to work with and monitor the progress of the apprentices by meeting with them every 6 weeks for updates on how their courses are progressing and offer any support they may need to continue and achieve i.e. digital skills, providing them with specialist equipment, literacy and numeracy

Sources of evidence to support the above (please use this information when completing the section ‘Data and Evidence’):

Merthyr Tydfil CBC Apprenticeship Programme – Information Report

5. Consultation and Engagement

What consultation and/or engagement has been undertaken to inform the development of the proposal?

There may be a legal requirement to consult in some instances, or a legitimate expectation that consultation will take place. Where it has been determined that consultation is required, the Gunning Principles must be adhered to.

- The proposals are still at a formative stage.
- There is sufficient information to give 'intelligent consideration'.
- There is adequate time for consideration and response.
- 'Conscientious consideration' must be given to the consultation responses before a decision is made.

Please consider: Protected Characteristic groups, those who are experiencing socio-economic disadvantage, communities and places of interest, other stakeholders, forums, community groups and community councils. Please see the guidance document for more information.

Consultation and Engagement	Has consultation and/or engagement been undertaken on the proposal? Please place an X in the relevant box.			Briefly describe any recent or planned consultation and/or engagement exercises, paying particular attention to evidencing the Gunning Principles. Please identify when the consultation and/or engagement took place or will take place, or why it is not required.	Who was consulted/engaged with? Was sufficient information provided to allow an informed decision on the proposal to be made? What were the key findings of the consultation and/or engagement? Have these findings been taken into account? Is further consultation and/or engagement required?
	Undertaken	Due to be undertaken	Not required		
Requirement for consultation and/or engagement to be undertaken, or a legitimate expectation that it will take place.	X			All apprenticeship routes have been consulted with Heads of Service and CMT/SLT in regards to which departments need for an Apprenticeship is most appropriate and priority sectors. As well as engaging with existing staff through upskilling through apprenticeship qualification routes i.e. NVQ Only in Business Admin, Customer Service and Management. We have also engaged with Training Providers and local Colleges in order to ensure that the qualification offered is the correct pathway.	Any future apprenticeships will continue to be consulted with external training providers and Heads of Services for the needs of the Council.

Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

Merthyr Tydfil CBC Apprenticeship Programme – Information Report

6. Data and Evidence

What data or other evidence has been used to inform the development of the proposal?

Evidence may include the outcome of previous consultation or engagement exercises, existing databases, pilot projects, review of customer complaints and compliments and other service user feedback, national and regional data, academic publications and reports, future trends, horizon scanning, business plans etc. Consider the sources of evidence from all of the sections in your explanation.

Data and Evidence	Has data and evidence been used in order to inform the proposal? Please place an X in the relevant box.		What data or other evidence has been used to inform the development of the proposal? What have been the key findings of this data and evidence? Has this data and evidence helped to inform the proposal?	How has the data and evidence helped to inform the proposal? If the data and evidence did not support the proposal, why was this? Have there been any gaps identified? If so, what steps will be taken to cover the identified gaps?
	Yes	No		
Data and evidence used in order to inform the proposal.	X		The report includes the number of apprenticeships that Merthyr has offered within 2021 – 2022 both for existing staff, Aspire Apprentices and the 7 Corporate Apprentice Programme.	We will continue to monitor the data of existing staff taking up apprenticeship qualifications and seek to increase their skills to develop. We will also continue to monitor the progress updates we receive from the training providers and Colleges for our Corporate Apprentices to ensure they're on track for completion. We will continue to Collaboratively work with our Aspire Apprentices to see if there's opportunities for cross Council working.

Sources of evidence to support the above:

Merthyr Tydfil CBC Apprenticeship Programme – Information Report

7. Biodiversity and resilience of Ecosystems

How does your proposal impact on Biodiversity and therefore the resilience of Ecosystems?

Under Section 6 of the Environment (Wales) Act 2016 we must seek to maintain and enhance Biodiversity within the proper exercise of our functions. In doing so, we must also seek to promote the resilience of Ecosystems.

Biodiversity and resilience of Ecosystems	What is the expected impact on Biodiversity? Please place an X in the relevant box.				Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to the maintenance and enhancement of Biodiversity? How do you know when this has been achieved?
	Maintained	Enhanced	Reduced	Neutral		
To maintain and enhance Biodiversity (and therefore promote the resilience of Ecosystems).				X	The proposal does not directly affect this.	

Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

8. Summary

As a result of completing this IIA, please identify below;

- The number of positive, negative or neutral scores for the Council's Well-being objectives, the sustainable development principles, protected characteristics including Welsh Language and Socio-economic disadvantage.
- If consultation and/or engagement has been undertaken, is due to take place or is not required.
- If data and evidence has been used in order to inform the proposal.
- If the proposal maintains, enhances or reduces the resilience of ecosystems.

The table below should then be included in the related Council/Cabinet report.

	Positive Impacts	Negative Impacts	Neutral/Not Applicable	
1. Merthyr Tydfil Well-being Objectives	4 of 4	0 of 4	0 of 4	
2. Sustainable Development Principles - How have you considered the five ways of working? <ul style="list-style-type: none"> • Long term • Prevention • Integration • Collaboration • Involvement 	5 of 5	0 of 5	0 of 5	
3. Protected Characteristics (including Welsh Language)	3 of 10	0 of 10	7 of 10	
4. Socio-economic Disadvantage	2 of 6	0 of 6	4 of 6	
5. Consultation and Engagement	Undertaken	Due to be Undertaken	Not Required	
	1 of 1	0 of 1	0 of 1	
6. Data and Evidence to inform the proposal	Yes		No	
	1 of 1		0 of 1	
7. Biodiversity and the resilience of Ecosystems	Maintained	Enhanced	Reduced	Neutral/Not Applicable
	0 of 1	0 of 1	0 of 1	1 of 1
Summary				
The main positive impacts are:	The main positive impacts are enabling existing and new employees of all ages to gain valuable and meaningful qualifications either to re-enter the workplace, upskill and promote career opportunities as well as hiring new employees to assist with workforce and succession planning areas i.e. skills shortages, difficult to fill posts or an ageing workforce.			

	The proposal positively complements and will help fulfil the Council's Well-being Objectives and the 5 Ways of Working.
The main negative impacts are:	No negative impacts have been identified.

9. Actions

Based on the summary of your positive and negative impacts identified in the Summary section above, will you need to make changes to your proposal to better contribute to positive impacts and/or mitigate any negative impacts?

Please identify any further actions you will need to undertake to better inform this proposal e.g. whether further consultation is required or more data and evidence is required to better inform the proposal.

What are you going to do?	Estimated completion date	Who will be responsible?	Timelines/Milestones e.g. 6 months/over a year, etc.	Progress

10. Version Control

The IIA should be used at the earliest stages of the development of the proposal and decision making process, and then honed and refined throughout to strengthen and shape the proposal. This section will act as an audit trail to evidence how the IIA has been developed over time.

Please use the table below to keep a record of this process so that we can demonstrate how we have delivered the sustainable development principles.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration

11. Monitoring and Review

The implementation and the impact of the proposal should be monitored and reviewed throughout the development of the proposal.

Please identify how the proposal will be monitored and reviewed as it progresses, including the implementation of any amendments identified.

How will the implementation and the impact of the proposal and any amendments be monitored?	By consultation with CMT, Heads of Service and with external parties i.e. Colleges, Training providers.
When will the proposal be reviewed? How frequently will this take place?	It will be reviewed 6 monthly.
Who is responsible for monitoring and reviewing the proposal?	HR, CMT and OD.

12. IIA Approval

IIA Approved by:	Fran Donnelly	Job Title:	Head of HR & OD	IIA Approval date:	
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