

People Impact Assessment (PIA)

Policy/activity or service area to be assessed:	Apprenticeship Policy	Person completing assessment:	
Reason for this assessment: (new policy / review etc)	POLICY REVIEW	Date of assessment:	13/09/2022

A PIA involves analysing the effect, or potential effect, of the way we do our business upon groups that share protected characteristics as defined in the Equality Act 2010. This requires us to look at the equality data which we capture or have access to and to consider the outcome of our community engagement. We need to assess whether our policies and practices show ‘due regard’ for the three aims (see below) of the Public Sector Equality Duty (PSED). The analysis should highlight effects that *increase* equality, *decrease* equality or have *no impact* upon equality across the protected characteristics. Its purpose is not just to paint a picture, but to *identify practical steps* to improve our performance by:

- (a) Eliminating any unlawful discrimination,**
- (b) Advancing equality of opportunity and**
- (c) Fostering good relations between different groups.**

1. Briefly describe the purpose, aims and objectives of the policy/activity: ¹	<p>Staffordshire Fire and Rescue Service’s engagement with Apprenticeship programmes offers a way of unlocking talent within existing staff and our local communities whilst ensuring that we have a workforce equipped with the skills needed for today and tomorrow.</p> <p>This Policy establishes the direction for development of Apprenticeships across our organisation in support of the Service’s objectives.</p> <p>The roles and responsibilities of strategic partners and stakeholder organisations involved with Apprenticeship scheme are detailed within this policy in support of this agenda.</p> <p>We will use Apprenticeships to offer a comprehensive programme of learning on which to build a skilled and flexible workforce. Apprenticeship frameworks and the new Trailblazer Standards identify a relevant mix of nationally recognised qualifications or learning outcomes that combine work-based learning and vocational education so that individuals can gain the skills knowledge and behaviours to become successful in their chosen careers. Apprenticeships</p>
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	appeal to a wide range of people but are of particular interest to young people wishing to start a career, older people wishing to change their career choice, existing employees looking for a change in direction, enhanced development or upskilling. Funding is made available from the Education Skills Funding Agency (ESFA) to enhance options to access training and learning opportunities. In addition, funding is available to support individuals who live in areas of social deprivation to be better able to access programmes and also individuals who possess a care plan.
2. Who is the policy/activity aimed at: (communities, staff, partners etc)	This policy applies to all apprentices in the Service and provides employment and training information. It also provides guidance for all Managers regarding apprenticeships, opportunities for recruiting a new employee, restructuring or reviewing an existing team or as a development opportunity for existing employees. It must not be used to replace roles that have been deleted and apprentices should not be used to replace existing employees.
3. Who is responsible for the policy/activity: (Directorate/Department/individual)	OPERATIONS / L&D / Group Manager

Equality Statement

Clearly explain and provide supporting evidence to show how the policy/activity satisfies the three aims of the Public Sector Equality Duty (PSED) and **DOES NOT** cause or have the potential to cause a **NEGATIVE** (detrimental) effect:

The attraction, selection, development and assessment is carried out in the same manner, for Apprentices as it is for all operational and non-operational staff and falls within the parameters of the Service's Human Resource Policies and Procedures as employees of the Service.

A review and amendment to this Apprenticeship Policy is required as the funding formula for Apprenticeships in England changed in May 2017. As such a decision was made by the Service to complete the existing apprentices at that time under their Apprentice Training Agency Agreement (ATA) and all new Apprentices be engaged as employees, using the vacancy control system to provide a business case for new Apprentices; and the TNA process to upskill and

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develop existing staff. The most significant change, therefore, is the change of Apprentice status to employed status for the duration of the Apprentice programme.

Eliminating any unlawful discrimination

The Apprenticeship Service is funding further work to attract more women to start apprenticeships of all types as well as trying to increase the number of Apprenticeship starts coming from Black Asian and Minority Ethnic (BAME) backgrounds. The Government has provided additional support and funding in an attempt to realize their aspirational goals regarding apprenticeships. As such the Service will ensure we too take full advantage of these opportunities. Equally age – in the provisions for younger learners will attract additional funding. As the Apprenticeship model ceases to be age restricted it is also able to support older people getting back in to work or retraining in a different area of work. This transitional measure will help adjust away from age-linked funding rates. More funding has been made available to support care leavers and holders of an education, health and care plan. Additional funding is accessible for apprentices from a disadvantaged background whose postcode is in the most deprived areas, the Service serves locations that are inclusive of some of these areas of England and will therefore ensure that consideration is within our recruitment activity. Additional support has been made for English and Maths and Learning support costs which can be accessed for support as a result of conditions such as dyslexia, learning difficulties or disabilities.

Advancing Equality of Opportunity

This funding change has provided a vehicle to advance equality of opportunity, removing age restrictions for funding. Apprenticeships are at the heart of the Government's drive to give people of all ages the skills that employers need to grow and compete. The Service is fully committed to taking advantage of this opportunity as it is mirrored by the Service's desire to as accessible as possible, to all people, from all backgrounds. In addition Apprenticeship standards ensure that people with additional needs have the support they need to compete for an apprenticeship and help people to overcome any additional barriers they might have to starting Apprenticeships. The change in funding arrangements is intended to move to an employer-led market. A clear example of this is to allow the employer to be placed in the driving seat – allowing us to create apprenticeships that meet our needs through employer-designed standards (As is the case with the Firefighter trailblazer). Support requirements are being identified at an early stage but more development for trainers is required to help identify neurodiversity and provide alternative/additional support.

Fostering Good relations between different groups

The Service has a disproportionality ageing workforce. This is particularly the case in whole time firefighters and non-operational roles somewhat. The Apprenticeship process will be considered and monitored in an attempt to maximise recruitment diversity. As such as we work towards a more diverse

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workforce, inclusive of economic deprivation indicators, we will be able to provide the benefits of a diverse workforce in our internal culture and external engagement and service delivery.

Where the policy/activity **DOES** or has the **POTENTIAL TO** have a **NEGATIVE** (detrimental) effect indicate which of the Protected Characteristics **MUST** be considered:

Describe the NEGATIVE (detrimental) effect and provide supporting evidence for your rationale *	
Age	Mitigated needs monitoring
Disability	Mitigated needs monitoring
Gender reassignment	No current evidence available
Marriage or civil partnership	N
Pregnancy or maternity	Mitigated needs monitoring
Religion or belief	Needs monitoring
Race	Mitigated needs monitoring
Sex	Mitigated needs monitoring
Sexual orientation	Needs monitoring
Socio-economic disadvantage 2	mitigated

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* **NOTE:** Where any **NEGATIVE** (detrimental) effects are likely to occur:

- (a) For the policy/activity to continue corrective actions/amendments **MUST** be taken to prevent/minimise unlawful discrimination
- (b) An action plan **MUST** be completed (next section)
- (c) Where a negative (detrimental) effect can not be avoided, continuation of the policy/activity (with or without amendment) **MUST** be justified

Action plan

This action plan **MUST** accompany the policy/activity and be used continually to assess any negative (detrimental) effects resulting from the delivery of or amendments to the policy/activity based on customer feedback and evaluation.

Negative/detrimental effect	Action needed to prevent/minimise it	By who	By when	Complete (tick)
Minimum age for ops Firefighters	H&S Regulations prevent Young people from being exposed to excessive heat, noise, dust and shift work. Control measures put in place to ensure no one under the age of 18 is exposed.	HR recruitment		✓
Stereotypes	Apprenticeship Service and SFRS working to create iconoclasts, inclusive of a diversity of sex, race, belief systems, sexual orientation, age and disability, to support inclusive cultures and perceptions.	E&D, L&D, NAS, FireWatch	Annual returns	
Monitoring	Workforce profile monitoring to evidence dynamic shift.	E&D, L&D, NAS, FireWatch	Annual returns	
Disability	The Service is required to take all steps to ensure reasonable adjustments are in place to remove barriers to entry and within the workplace. Apprenticeship Service offers additional support to the Service if additional support is	HR, L&D, E&D, NAS, Line	Annual returns	

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	identified at the recruitment stage and throughout the Apprenticeship.	Managers, OH		
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All Completed PIA's should be submitted to E&D team for approval.

Signed: _____ (E&D)

Name: _____

Date: _____

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