



Environmental Impact Assessment [version 1.0]

Proposal title:	
Project stage and type: <input type="checkbox"/> Initial Idea Mandate <input type="checkbox"/> Outline Business Case <input type="checkbox"/> Full Business Case	
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Changing <input type="checkbox"/> Already exists / review
Directorate: Children and Education	Lead Officer name: Jane Taylor
Service Area: Employment, Skills and Lifelong Learning	Lead Officer role: Head of Service

Step 1: What do we want to do?

The purpose of this Environmental Impact Assessment is to help you develop your proposal in a way that is compliant with the council's policies and supports the council's strategic objectives under the [One City Climate Strategy](#), the [One City Ecological Emergency Strategy](#) and the latest [Corporate Strategy](#).

This assessment should be started at the beginning of the project proposal process by someone with a good knowledge of the project, the service area that will deliver it, and sufficient influence over the proposal to make changes as needed.

It is good practice to take a team approach to completing the Environmental Impact Assessment. See further [guidance](#) on completing this document. Please email environmental.performance@bristol.gov.uk early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Please use plain English, avoiding jargon and acronyms.

The Employment, Skills and Learning (ESL) Service has a mission to unlock potential and change lives. The team co-ordinates, delivers and supports quality targeted and specialist services that reaches and supports over 10,000 residents. Integrated teams include: Bristol WORKS, Post 16, Apprenticeships, Employment Support, Adult and Community Learning. The whole team works 'bottom up' with residents, community groups, providers and employers to develop innovative solutions together.

To comply with our Ofsted and funder requirements, ESL is required to have in place a coherent plan that outlines the rationale for the service, the local context, a strong evidence base and clear delivery priorities. The Employment and Skills Positioning Statement 2015-2020 was followed by the Bristol Economic Recovery and Renewal Plan which was produced in response to the Covid 19 pandemic in 2020. This is now being updated with two key documents – an Employment, Skills and Lifelong Learning Plan and a wider Inclusive and Sustainable Economic Growth Plan.

The aim of the ESL plan is to

- Set a clear direction and work priorities for ESL for the next 5 years
- Provide a clear picture of the ESL Service role and services so other teams and organisations have a better understanding of our offer and how they can link up and align
- Help us set out a compelling case that can help the Council and ESL team attract inward investment to meet the needs of our local residents, employers and partners
- Improve the Council's readiness for Ofsted inspection, anticipated in Spring 2024.

An internal ESL Plan working group has been set up to oversee the development of the plan and to achieve close alignment and integration with other BCC strategies and policies. An intensive process of research and consultation will inform the plan, with key findings included in three technical appendix documents:

- i) Evidence baseline report – data and information relevant to employment, skills and lifelong learning
- ii) Strategy and policy review, including relevant strategies and drivers that underpin the local employment and skills eco-system
- iii) Consultation feedback report, including detailed feedback from stakeholder conversations

We are using this evidence to produce a draft plan and to take this through the decision pathway for approval at Bristol Cabinet in March 2024. The purpose of this Environmental Impact Assessment is to help inform the draft plan and to be included for information with the Cabinet report.

1.2 Will the proposal have an environmental impact?

Could the proposal have either a positive or negative effects for the environment now or in the future? If 'No' explain why you are sure there will be no environmental impact, then skip steps 2-3 and request review by sending this form to environmental.performance@bristol.gov.uk

If 'Yes' complete the rest of this assessment.

Yes No [please select]

Overall it is intended that the ESL Plan will have a positive effect for the environment over the next 5 years, with mitigating actions in place to address any potential harmful effects. This plan covers an integrated offer of careers advice, employment support, adult learning and skills services targeted at young people and adults facing the greatest inequality in education and employment. Our offer includes courses and projects designed to provide an inclusive career pathway into clean energy jobs, it also includes opportunities to promote and support healthier and more sustainable behaviours with our service users, staff and partners. Our ESL Plan Working Group has included Emily White, Climate Change Senior Officer, who has provided expert input and feedback on the draft plan.

1.3 If the proposal is part of an options appraisal, has the environmental impact of each option been assessed and included in the recommendation-making process?

If 'Yes' please ensure that the details of the environmental impacts of each option are made clear in the pros and cons section of the [project management options appraisal document](#).

Yes No Not applicable [please select]

If 'No' explain why environmental impacts have not been considered as part of the options appraisal process.

Step 2: What kinds of environmental impacts might the project have?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered. See detailed [guidance documents](#) for advice on identifying potential impacts.

Does the proposal create any benefits for the environment, or have any adverse impacts?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our corporate environmental objectives and the wider [One City Climate and Ecological Emergency strategies](#).

Consider how the proposal creates environmental impacts in the following categories, both now and in the future. Reasonable efforts should be made to quantify stated benefit or adverse impacts wherever possible.

Where the proposal is likely to have a beneficial impact, consider what actions would enhance those impacts. Where the proposal is likely to have a harmful impact, consider whether actions would mitigate these impacts.

Enhancements or mitigation actions are only required when there is a likely impact identified. Remember that where enhancements or mitigation actions are listed, they should be assigned to staff and appropriately resourced.

GENERAL COMMENTS (highlight any potential issues that might impact all or many categories)			
<ul style="list-style-type: none"> The ESL Service has a strong commitment to achieving a just shift to clean energy and environmental sustainability. Managers and team members are well informed and are passionate about saving the planet from climate change and environmental degradation. ESL resources are a powerful lever for change – both in our delivery model and also the content of our programmes. The ESL Service model, if successful, is likely to achieve both positive and negative environmental impacts. This assessment has provided an invaluable framework to identify the benefits/enhancing actions and risks/mitigating actions. 			
<p>ENV1 Carbon neutral: Emissions of climate changing gases</p> <p>BCC has committed to achieving net zero emissions for its direct activities by 2025, and to support the city in achieving net zero by 2030.</p> <p>Will the proposal involve transport, or the use of energy in buildings? Will the proposal involve the purchase of goods or services? If the answer is yes to either of these questions, there will be a carbon impact.</p> <p>Consider the scale and timeframe of the impact, particularly if the proposal will lead to ongoing emissions beyond the 2025 and 2030 target dates.</p> <p>Further guidance</p> <p><input type="checkbox"/> No impact</p>	<p>Benefits</p>	<ol style="list-style-type: none"> The ESL service is committed to raising awareness of clean energy challenges and opportunities within the community and with business. The service is able to address the disproportionate impact of climate change and transition to clean energy on more vulnerable residents. The service is providing opportunities for people to train and retrain so they can work in the clean energy sector. The service encourages increased healthier and sustainable behaviours with services users, team members, and partners. 	
	<p>Enhancing actions</p>	<ol style="list-style-type: none"> Through Bristol WORKS support young people to find out about and consider future clean energy careers and post 16 pathways. Through Building Bristol, support all major developments to develop an inclusive employment and skills plan to support a just transition to green jobs (e.g. City Leap). Through On Site Bristol support locally based construction companies to create and fill apprenticeship positions which include opportunities to learn about new green skills and technologies e.g. installation of heat pumps. Deliver the Innovate UK Mission Net Zero Skills and Supply Chain project in three neighbourhoods so that residents and businesses have increased knowledge of clean energy challenges and opportunities for inclusive skills and career pathways. Ensure all ESL service users and staff are supported to learn about Bristol’s climate change emergency and how they can implement small changes to help the city achieve net zero. 	
	<p>Persistence of effects: <input checked="" type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input checked="" type="checkbox"/> 5+ years</p>		
	<p>Adverse impacts</p>	<p>Potential increase in transport related fuel consumption by service users and staff as they travel across Bristol to access or deliver ESL services.</p>	

	Mitigating actions	Encourage services users and staff to use public transport, cycle and walk to sites providing ESL services (e.g. careers coaching; community learning; apprenticeship training etc).
Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input checked="" type="checkbox"/> 5+ years		
<p>ENV2 Ecological recovery: Wildlife and habitats BCC has committed to 30% of its land being managed for nature and to halve its use of pesticides by 2030.</p> <p>Consider how your proposal can support increased space for nature, reduced use of pesticides, reduce pollution to waterways, and reduce consumption of products that undermine ecosystems around the world.</p> <p>If your proposal will directly lead to a reduction in habitat within Bristol, then consider how your proposed mitigation can lead to a biodiversity net gain. Be sure to refer to quantifiable changes wherever possible.</p> <p>Further guidance</p> <p><input type="checkbox"/> No impact</p>	Benefits	1. The ESL service encourages increased healthier and sustainable behaviours with services users, team members, and partners.
Enhancing actions	1. Provide young people and adults with learning and skills opportunities to engage with nature, make healthy choices and be more physically active – e.g. through gardening and community green spaces programmes.	
Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input checked="" type="checkbox"/> 5+ years		
Adverse impacts		
Mitigating actions		
Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input type="checkbox"/> 5+ years		
<p>ENV3 A cleaner, low-waste city: Consumption of resources and generation of waste</p> <p>Consider what resources will be used as a result of the proposal, how they can be minimised or swapped for less impactful ones, where they will be sourced from, and what will happen to any waste generated</p>	Benefits	The ESL service is actively engaged in resource recycling e.g. laptops.
Enhancing actions	<p>Continue to seek funding and donations to recycle and distribute laptops to address digital poverty in Bristol.</p> <p>Consider whether the developing circular economy may need access to specialist skills that are not currently common in the local workforce.</p>	
Persistence of effects: <input type="checkbox"/> 1 year or less <input checked="" type="checkbox"/> 1 – 5 years <input type="checkbox"/> 5+ years		
Adverse impacts	Potential generation of waste as a result of the delivery of ESL services (e.g. production of flyers and handouts for clients/learners).	

<p>Further guidance</p> <p><input type="checkbox"/> No impact</p>	<p>Mitigating actions</p>	<p>Ensure that all ESL teams shift to using digital information/teaching and learning materials, and also recycle materials where they can (e.g. paper/plastics/glass etc)</p>
<p>Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input type="checkbox"/> 5+ years</p>		
<p>ENV4 Climate resilience: Bristol’s resilience to the effects of climate change</p> <p>Bristol’s climate is already changing, and increasingly frequent instances of extreme weather will become more likely over time.</p> <p>Consider how the proposal will perform during periods of extreme weather (particularly heat and flooding).</p> <p>Consider if the proposal will reduce or increase risk to people and assets during extreme weather events.</p> <p>Further guidance</p> <p><input type="checkbox"/> No impact</p>	<p>Benefits</p>	<p>Ensure that the ESL Business impact assessment and business continuity plan includes detailed remedial actions in relation to maintaining services in the event of extreme weather events.</p>
<p>Enhancing actions</p> <p>Build on proven agile delivery models developed through the Covid pandemic including a shift to online and blended/hybrid delivery methods.</p> <p>Carry out venue assessment checks includes building susceptibility to overheating/cold and potential impact on services users.</p>		
<p>Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input checked="" type="checkbox"/> 5+ years</p>		
<p>Adverse impacts</p>		
<p>Mitigating actions</p>		
<p>Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input type="checkbox"/> 5+ years</p>		
<p>Statutory duty: Prevention of Pollution to air, water, or land</p> <p>Consider how the proposal will change the likelihood of pollution occurring to air, water, or land and what steps will be taken to prevent pollution occurring.</p>	<p>Benefits</p>	
<p>Enhancing actions</p>		
<p>Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input type="checkbox"/> 5+ years</p>		
<p>Adverse impacts</p>		

Further guidance <input checked="" type="checkbox"/> No impact	Mitigating actions	
	Persistence of effects: <input type="checkbox"/> 1 year or less <input type="checkbox"/> 1 – 5 years <input type="checkbox"/> 5+ years	

Step 3: Action Plan

Use this section summarise and assign responsibility for any actions you have identified to improve data, enhance beneficial, or mitigate negative impacts. Actions identified in section two can be grouped together if named responsibility is under the same person.

This action plan should be updated at each stage of the project. Please be aware that the Sustainable City and Climate Change Service may use this action plan as an audit checklist during the project’s implementation or operation.

Enhancing / mitigating action required	Responsible Officer	Timescale
Through Bristol WORKS support young people to find out about and consider future clean energy careers and post 16 pathways	Rachael Williams	On-going (2024-2029)
Through Building Bristol, support all major developments to develop an inclusive employment and skills plan to support a just transition to green jobs (e.g. City Leap)	Donna Woodland	On-going (2024-2029)
Through On Site Bristol support locally based construction companies to create and fill apprenticeship positions which include opportunities to learn about new green skills and technologies e.g. installation of heat pumps	Ian Moore	On-going (2024-2029)
Deliver the Innovate UK Mission Net Zero Skills and Supply Chain project in three neighbourhoods so that residents and businesses have increased knowledge of clean energy challenges and opportunities for inclusive skills and career pathways	Darren Perkins	Starts Feb 2024 – March 2026
Ensure all service users and staff are supported to learn about Bristol’s climate change emergency and how they can implement small changes to help the city achieve net zero	Jane Taylor (ESL Managers)	On-going (2024-2029)
Encourage ESL services users and staff to use public transport, cycle and walk to sites providing ESL services (e.g. careers coaching; community learning; apprenticeship training etc)	Jane Taylor (ESL Managers)	On-going (2024-2029)
Provide young people and adults with learning and skills opportunities to engage with nature, make healthy choices and be more physically active – e.g. through gardening and community green spaces programmes	Jane Taylor (ESL Managers)	On-going (2024-2029)
Continue to seek funding and donations to recycle and distribute laptops to address digital poverty in Bristol	Jane Taylor (ESL Managers)	On-going (2024-2029)
Consider whether the developing circular economy may need access to specialist skills that are not currently common in the local workforce.	Jane Taylor (ESL Managers)	On-going (2024-2029)
Ensure that all ESL teams shift to using more sustainable digital information/teaching and learning materials, and also recycle materials where they can (e.g. paper/plastics/glass etc)	Jane Taylor (ESL Managers)	On-going (2024-2029)

Enhancing / mitigating action required	Responsible Officer	Timescale
Build on proven agile delivery models developed through the Covid pandemic including a shift to online and blended/hybrid delivery methods	Jane Taylor (ESL Managers)	On-going (2024-2029)
Carry out venue assessment checks includes building susceptibility to overheating/cold and potential impact on services users	Jane Taylor (ESL Managers)	On-going (2024-2029)

Step 4: Review

The Sustainable City and Climate Change Service need at least five working days to comment and feedback on your impact assessment. Assessments should only be marked as reviewed when they provide sufficient information for decision-makers on the environmental impact of the proposal.

Please seek feedback and review by emailing environmental.performance@bristol.gov.uk before final submission of your decision pathway documentation¹.

Where impacts identified in this assessment are deemed significant, they will be summarised here by the Sustainable City and Climate Change Service and must be included in the ‘evidence base’ section of the decision pathway cover sheet.

Summary of significant beneficial impacts and opportunities to support the Climate, Ecological and Corporate Strategies (ENV1,2,3,4):
Summary of significant adverse impacts and how they can be mitigated:

Environmental Performance Team Reviewer: Giles Liddell (Environmental Performance Co-ordinator)	Submitting author: Jane Taylor
Date: 31/01/2024	Date: 02/02/2024

¹ Review by the Sustainable City and Climate Change Service confirms there is sufficient analysis for decision makers to consider the likely environmental impacts at this stage. This is not an endorsement or approval of the proposal.