

# Equality Impact Assessment [version 2.12]



Title: WE WORK for Everyone Phase 3	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: People	Lead Officer name: Paul Gaunt
Service Area: Employment, Skills and Learning	Lead Officer role: Employment Support Manager

## Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](https://sharepoint.com).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) 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. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

In 2019 Bristol City Council secured £2.4m external investment from the European Social Fund (ESF). £1.3m from the West of England Combined Authority (WECA) to lead and deliver the WE Work for Everyone specialist employment support programme for Disabled people with Learning Difficulties and/or Autism in Bristol and across the wider West of England.

The first phase of the programme completed in December 2023 and engaged 1457 participants, of which 707 live in Bristol. Despite the impact of the Covid pandemic, 334 participants secured paid employment with support from our team of navigators and specialist job coaches, including 164 living in Bristol (137% of target). As a result of this first phase, a high proportion of participants improved their basic skills (128% of target) and over 400 previously economically inactive participants have gone onto supported job searching on leaving the programme.

In October 2023 we received confirmation of a 1-year extension funding grant of £850,000 from WECA as part of the regional UK Shared Prosperity Fund (UKSPF) allocation. We also secured a further £214,000 from the DfE Supported Internship Pilot Programme. From January 2024, WE Work for Everyone Phase 2 has been working with 320 people with Learning Difficulties and/or Autism to support them into paid employment across the WECA region, including 160 participants living in Bristol.

In May 2024, Bristol City Council contributed to a WECA business case which proposed to extend WE WORK for Everyone for a further two years through their Skills Investment Fund. This was approved and there is now an opportunity to draw down £1.7m of investment to enable us to work with 700 individuals with a Learning Difficulty and/or Autism across the West of England, (350 in Bristol). Underpinned by the principles of specialist employment support and supported internships from age 18+, 'WE Work for Everyone' can continue to improve employment outcomes through a dedicated individualised approach which will comprise intensive specialist support and an education and enterprise infrastructure, providing the depth and intensity of support many people with a Learning Difficulty need to help them work towards, find and retain paid employment.

The purpose of this Equalities Impact Assessment is to support the Committee Paper that has been submitted to the Committee for Economy and Skills recommending that it ...

1. Approves the proposal and authorises the Head of Service Employment, Skills and Lifelong Learning in consultation with the Committee Chair to negotiate with WECA and, if successful, to accept and spend funding of up to £1,835,500 (including procuring and awarding contracts) and lead on the regional implementation and delivery of the We Work for Everyone Phase 3 programme from January 2025 to March 2027.
2. Notes the Director of Adult Social Care and the Director of Education and Skills will support the implementation of the WE Work for Everyone Programme, in partnership with specialist providers and employers, to improve the employment outcomes of young people and adults with Learning Difficulties and Autism supported by the SEND and ASC teams.

The WE Work for Everyone Programme specifically targets Disabled people with learning difficulties to support them to move closer to or achieve and maintain paid employment, supported by a specialist employment support Navigator on a 1 to 1 basis. People with any kind of impairment – learning difficulty, neuro diversity, mental health issue physical or sensory -are disabled not by their impairments but by cultural, economic, political, and social barriers which cause inherent and institutionalised discrimination.

WE WORK for Everyone utilises local provision, driven by a single delivery model and underpinned by a single “Menu of Opportunity” – (access to a range of services delivered through specialist agencies and training organisations). The programme is a collaborative partnership between the Local Authority areas of Bristol, South Gloucestershire, Bath & North East Somerset and with the West of England Combined Authority, four local colleges and the Department for Work and Pensions.

The project will meet the objectives by improving and increasing the employment outcomes. It will promote social inclusion for people with learning difficulties through an individualised programme which will focus on their specific needs, and identify pathways (specific support, vocational and education opportunities, career planning, on the job coaching) to move them towards or into paid and sustainable employment. People with learning difficulties are far from the labour market and require more in-depth interventions to enable them to access paid employment. Through an individualised approach, this programme will increase participation in the labour market, improve social inclusion, self-esteem, social mobility, and the well-being of people with learning difficulties.

## 1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input type="checkbox"/> City partners / Stakeholder organisations	
Additional comments:		

## 1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If ‘No’ explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If ‘Yes’ complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>	[please select]
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The programme will enable Bristol City Council and partner providers to fulfil social mobility commitments within it’s Corporate Strategy by working with 700 individuals across the West of England, (350 living in Bristol), with

learning difficulties and / or autism to support them into paid employment. The Council's Employment Support Team will continue their joint delivery plan with the Adult Social Care Teams as well as the City's VCS organisations and employers. WE WORK for Everyone will result in participants enhancing their employment prospects and skills levels, increased income and a reduction in the dependency upon benefits and Council assistance.

## Step 2: What information do we have?

### 2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: [How we measure equality and diversity \(bristol.gov.uk\)](https://www.bristol.gov.uk/equality-diversity)

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<a href="#">2021 Census</a>	<p>53% of women work full time compared to 70% of men</p> <p>The proportion of men in manager, director and senior official roles is 12% compared to 8% women. The proportion of people in these senior roles varies according to ethnic origin – e.g. 4% people identifying as Black/Black British African compared to 12% Asian or Asian British Chinese and 11% White British</p> <p>18% of Disabled people 16-64 have no formal qualification compared to 9% of Non-Disabled people.</p> <p>Qualification levels vary significantly between different ethnic groups – for example: those people identifying as white gypsy or Irish traveller (27%), white Roma (22%), Bangladeshi (21%) and Black/Black British African (21%) have the highest reported 'no qualifications' and White Irish (63%), Asian/Asian British Chinese (59%), Indian (55%) report Level 4 qualifications and above.</p> <p>This data underlines the on-going critical need for positive action BCC's Employment, Skills and Learning Team's programmes and services. This includes the specialist employment support provided for people with learning difficulties so that people with protected characteristics</p>

	<p>who face a glass ceiling in employment can gain paid employment and development opportunities that lead to better work, improved skills/qualifications and access to higher level and higher paid roles.</p>
<p><a href="#">Stat Explore</a> and <a href="#">Nomis data 2023</a></p>	<p>There are consistently high and increasing numbers of universal credit claimants including those claiming unemployment benefits in Bristol's most deprived wards, including: Avonmouth and Lawrence Weston; Ashley; Easton; Eastville; Filwood; Hartcliffe and Withywood; Lawrence Hill.</p> <p>This data underlines the need for WE WORK for Everyone, (together with our other employment support programmes), to be targeted at employees who live in neighbourhoods with the highest levels of Universal Credit claimants</p>
<p>ONS Annual Population Survey 22/23</p>	<p>Employment gap analysis shows that Disabled people have a -30 gap. Other equalities groups with an employment gap include lone parents, Black, Asian and minoritised communities, 50-64 year olds, women and people living in lower employment areas.</p> <p>This data underlines the need for targeted and specialist employment support programmes for all the identified equalities groups that have an employment gap due to systemic discrimination.</p>
<p>BCC Adult Social Care Data (not publicly available)</p>	<p>Provides the programme with detailed information regarding potential clients who are known to Adult Social care including recommendations around their employment aspirations, the individual's needs for reasonable adjustments and the ability to record WE WORK outputs against their ASC record.</p>

## 2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input checked="" type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input checked="" type="checkbox"/> Race
<input checked="" type="checkbox"/> Religion or Belief	<input checked="" type="checkbox"/> Sex	<input checked="" type="checkbox"/> Sexual Orientation

## 2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

We currently collect varying levels of protected characteristic data across all of our Employment Support Team activities.

In preparing the partnership application we have also had access to Adult Social Care data through the BCC ASC teams.

We intend to work across all of our programmes to ensure that data is comprehensively and consistently collected, analysed and acted upon to ensure that our services are targeted at and delivered to protected characteristic groups that represent Bristol's population. This work will be started Q2 2024-25.

There are gaps in overall diversity data at a local and national level for some characteristics e.g. gender reassignment – especially where this has not historically been included in statutory reporting e.g. for sexual orientation. As council we rarely monitor marriage and civil partnership. There is a corporate approach to diversity monitoring for service users and our workforce, however the quality of available evidence across various council service areas is variable. No robust data on gender identity exists. Gaps in data will exist as it becomes out of date or is limited through self-reporting.

## 2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing a change process or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

The initial proposal to use West of England Combined Authority funds for this proposal was discussed and agreed with WECA and member authorities. This proposal has also been discussed and developed with lead managers and budget holders in the City Council who are currently responsible for services to improve employment outcomes for people with learning difficulties. It has been discussed with external bid partners: Bath & North East Somerset and South Gloucestershire; Further Education Colleges; the Department for Work and Pensions; Voluntary and Community Sector Providers, including specialist agencies with expertise in providing employment support to people with learning difficulties. In preparing our funding application we also talked to Disabled people with learning difficulties and their parents / carers as well as local employers.

## 2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

As part of the development of the Employment and Skills Plan for Bristol, we recently undertook wide number of consultations including surveys with funders, stakeholders, employers, VCS organisations and three Community Conversations in September 2023 with groups of individuals drawn from the very communities that we wish to engage. The Community Conversations were held in South, North and East / Central Bristol and were facilitated by the Community Development Team. Each had an average of 20 attendees at each session. The findings will be published in April 2024 in the Bristol Employment, Skills and LifeLong Learning Plan – 2024 – 2029. We will seek to continue these conversations and consultations on an annual basis, (in September each year), within the wider Employment, Skills and Learning Team in inform current and future work.

Furthermore we will maintain engagement through:

- Individuals participating in our service delivery, customer feedback forms and evaluations of each programme.
- Individuals and Communities – Though further annual Community conversations held in September each year
- We will continue to hold quarterly strategic meetings with a City Leaders Group comprising representation from agencies including DWP, the Probation Service, Public Health, the West of England Combined Authority, the City of Bristol College to focus on the emerging employment and skills related needs of the City.

## Step 3: Who might the proposal impact?

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 above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](https://sharepoint.com)

### 3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

<b>GENERAL COMMENTS</b> (highlight any potential issues that might impact all or many groups)	
The programme may have both positive and adverse impacts on various groups based on protected or relevant characteristics. Mitigations should be tailored to address the specific needs and challenges of different groups to ensure equity and inclusivity in the programme.	
<b>PROTECTED CHARACTERISTICS</b>	
<b>Age: Young People</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Young people may benefit from early intervention and support to enter or remain in the workforce, gaining valuable skills and experience. Adverse Impact: Young people might face challenges due to lack of experience or discrimination in the job market.
Mitigations:	Provide targeted mentorship and training opportunities tailored to the needs of young participants to address barriers to employment.

<b>Age: Older People</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Older individuals may bring extensive experience and knowledge to the workforce, contributing to workplace diversity and productivity. Adverse Impact: Older workers may face age discrimination or struggle to adapt to changing job requirements.
Mitigations:	Implement age-inclusive hiring practices and offer retraining programmes to help older workers update their skills.
<b>Disability</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: The programme can empower Disabled individuals by providing accommodations and support to access employment opportunities. Adverse Impact: Discrimination, inaccessible workplaces, and lack of understanding about disability-related needs may hinder participation and success.
Mitigations:	Ensure reasonable adjustments in programme delivery and working with employers, offer disability awareness training to employers, and advocate for inclusive workplace policies.
<b>Sex</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: The programme should promote gender equality in employment by addressing systemic barriers and biases. Adverse Impact: Gender discrimination in hiring and workplace harassment may impede the progress of individuals.
Mitigations:	Implement gender-sensitive policies, provide support for victims of discrimination or harassment, and offer training to combat unconscious bias.
<b>Sexual orientation</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: The programme should promote gender equality in employment by addressing systemic barriers and biases. Adverse Impact: Gender discrimination in hiring and workplace harassment may impede the progress of individuals
Mitigations:	Implement gender-sensitive policies, provide support for victims of discrimination or harassment, and offer training to combat unconscious bias.
<b>Pregnancy / Maternity</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Supporting pregnant individuals and new parents can facilitate their continued participation in the workforce. Adverse Impact: Discrimination, lack of accommodations, and societal stereotypes may lead to barriers in employment and advancement.
Mitigations:	Ensure maternity leave rights are protected, provide flexible work arrangements, and address biases against pregnant individuals.
<b>Gender reassignment</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Creating an inclusive environment can support individuals undergoing gender transition to feel respected and supported at work. Adverse Impact: Discrimination, lack of understanding, and harassment may create significant barriers to employment and retention.
Mitigations:	Provide training on transgender inclusion, offer support networks, and enforce anti-discrimination policies.
<b>Race</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Promoting racial diversity in the workforce can enhance creativity, innovation, and productivity. Adverse Impact: Systemic racism, unconscious bias, and discriminatory practices may limit opportunities for individuals from marginalized racial groups.
Mitigations:	Implement diversity initiatives, offer cultural competency training, and ensure equal access to resources and opportunities.
<b>Religion or Belief</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Accommodating religious beliefs and practices can create an inclusive environment where individuals feel respected and valued. Adverse Impact: Discrimination, lack of understanding, and hostile work environments may marginalise individuals based on their religious beliefs.

Mitigations:	Promote respect for diverse beliefs, and address harassment or discrimination based on religion.
<b>Marriage &amp; civil partnership</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Recognising and supporting diverse family structures can contribute to a more inclusive and supportive workplace culture. Adverse Impact: Discrimination or lack of recognition for non-traditional partnerships may create barriers for individuals.
Mitigations:	Ensure equal treatment for all types of partnerships, provide family-friendly policies, and address biases related to marital status
<b>OTHER RELEVANT CHARACTERISTICS</b>	
<b>Socio-Economic (deprivation)</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Providing support for individuals from deprived backgrounds can help address socio-economic inequalities and promote social mobility. Adverse Impact: Limited access to education, resources, and opportunities may perpetuate cycles of poverty and exclusion.
Mitigations:	Offer targeted support and resources for individuals from deprived areas, including access to education, training, and employment opportunities.
<b>Carers</b>	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Positive Impact: Recognising and supporting the needs of carers can enable them to balance work and caring responsibilities effectively. Adverse Impact: Lack of flexibility, understanding, and support may lead to difficulties in managing work and caring duties.
Mitigations:	Provide flexible working arrangements, caregiver support programs, and promote awareness of carer rights and needs in the workplace.
<b>Other groups</b> [Please add additional rows below to detail the impact for any other relevant groups as appropriate e.g. asylum seekers and refugees; care experienced; homelessness; armed forces personnel and veterans]	
Potential impacts:	<ul style="list-style-type: none"> <li>Positive impact: Individuals experiencing ill health and are unemployed through their condition can access support to break the cycle of by gaining skills and support to manage their health condition, gain or maintain employment, leading to improved financial and health well-being for themselves and their families.</li> <li>Potential issue: Persistent structural inequalities may limit the job opportunities available to participants with health conditions, exacerbating socioeconomic disparities.</li> </ul>
Mitigations:	Provide targeted support and resources for participants with health conditions, collaborate with community organisations to address systemic issues, and advocate for policies that promote economic inclusion.

### 3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](#) to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

Improving the employment of people with learning difficulties contributes to the Council's commitment to inclusive economic growth and social mobility. It also helps reduce the reliance of people with learning difficulties on public services and promotes their economic and social independence, health and wellbeing.



By implementing these recommendations, Bristol City Council can lead the way in relation to our employment practices – we can demonstrate proactively how we are taking positive action and **not** discriminating against Disabled people, and how our workforce is reflective of the communities we serve. We can also work with other employers to improve their access to specialist support and resources so that their workforce and business can benefit from the employment of people with learning difficulties. By implementing these recommendations, Bristol City Council can lead the way in relation to our employment practices – we can demonstrate proactively how we are taking positive action and **not** discriminating against Disabled people, and how our workforce is reflective of the communities we serve. We can also work with other employers to improve their access to specialist support and resources so that their workforce and business can benefit from the employment of people with learning difficulties.

## Step 4: Impact

### 4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

#### Summary of significant negative impacts and how they can be mitigated or justified:

When the decision to progress the programme is agreed, focus will move to refining and implementing delivery plan to achieve the strategic aims of the programme.

Consultation highlighted the need for better communication and ongoing community engagement with the programme. Therefore we will explore ways of making the programme more accessible through working with our stakeholders, delivery partners, employers, Adult Social Care teams / their commissioned providers the VCS and will further involve citizens in the development of the delivery plan and monitoring of its progress.

#### Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:

The WE WORK for Everyone programme will work with 700 unemployed individuals who have a learning difficulty and / or autism. By working with and supporting them to increase their skills and employment opportunities, it will lead to improved direct impacts of a greater quality of life and better standard of living together with the indirect outcomes of improved health and education.

### 4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
Work across the Employment Support Team's range of programmes to implement improvements in the collection and reporting of protected characteristic data	Support Manager / Programme Managers	April 2024
The actions and outcomes identified in the WE WORK for Everyone Programme implementation plan and any actions and outcomes identified in subsequent delivery plans will be monitored by the Programme's Steering Group, the DWP and the West of England Combined Authority through an established monitoring plan.	Programme Manager	Ongoing
Performance targets and monitoring against Equalities groups will feed into the quarterly formal review of the delivery plan and subsequent strategies	Programme Manager	Ongoing

Improvement / action required	Responsible Officer	Timescale
Participation in the annual Employment, Skills and Lifelong Learning Community Conversations to inform further development of the programme	Head of Service / Programme Manager	September annually

### 4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

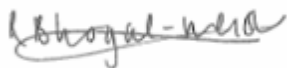
We will know that we have been successful when the programme achieves all it's key performance indicators for helping people with a learning difficulty into paid employment. Furthermore we would have also achieved the actions and improvements outlined above.

This will be monitored regularly and scrutinised through the programme's governance process

Furthermore, through monitoring and reporting against equalities data consistently across all Employment Support programmes and developing action plans where appropriate to ensure that our services are representative of all equalities groups within Bristol.

## Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director<sup>1</sup>.

<b>Equality and Inclusion Team Review:</b> <b><i>Reviewed by Equality and Inclusion Team</i></b>	<b>Director Sign-Off:</b> 
Date: 14.05.2024	Date: 23.05.2024

<sup>1</sup> Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.