

Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts, and provides us with evidence that we have met our legal duties.

For support to complete your FEIA, please contact the [Connected Communities Team](#)

What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

Equity	Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)?
	Will the gap between those with more, and those with less be reduced?
	Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?
Priority	Have the needs of the most disadvantaged and vulnerable across the city been given priority?
	Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?
Inclusion	Will the voices of all those affected by your decision be heard?
	Are people able to participate in and shape a service, as well as receiving it?
	Have you considered the impact of your decision on the relationship between communities, and the spaces they share?
Communication	Are decisions being made transparently and consistently?
	How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?

Part 1: Identification

Name of person completing the FEIA	Adam Wassell
Role of person completing the FEIA	Senior Project Manager, Regeneration
Date of completion	24/05/2022
Head of Service who has approved this FEIA	Tracey Brooks, Head of Regeneration and Economic Development

1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- New project proposals affecting staff, communities or access to the built environment
- Public events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other *please explain in the box below:*

2. Please describe the overall aims, objectives and intended outcomes of your decision

The submission of a Levelling Up Funding bid for the delivery of a National Technology Institute in Newport City Centre which will ‘level-up’ the technical skills offer in Newport and the wider region, as well as complement the Newport Knowledge Quarter concept. It aims to encourage new investment from the private and higher education sector in the development of Newport’s high growth sectors (initially identified as data and cyber). Establishing this landmark facility will also support the broader realisation of the Cardiff Capital Region’s Skills Partnership ambitions and through partnership working, will also realise the regional pan-national ambitions of the Western Gateway partnership.

If approved, up to £20m of investment will be used to create a new NIT in a central location and will stimulate city centre footfall, create jobs, and establish a complementary use in respect to the further education providers (the Newport Knowledge Quarter) on the Riverside (University of South Wales, Coleg Gwent). It will be targeted not only at those leaving secondary education, but all those of working age (16-64), in employment or not.

3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.

- As the NTI’s services will be offered City wide, the entire population of Newport stands to benefit from the provision the education provider will offer.
- Employers and businesses stand to benefit from the skilled workforce created as a result of this intervention. Such businesses are located throughout Newport and also the wide region.
- Higher and Further education providers will have a role to play- principally this will be Coleg Gwent, the University of South Wales (USW), and Cardiff University. Two of these providers- Coleg Gwent and USW- are already involved in the Newport Knowledge Quarter, but qualifications and awards will need to be certified by an existing provider so there will need to be an established partnership.
- Aside from individuals progressing from secondary education into further education, and employers making referrals, there will also be a broad group of stakeholders who may look to refer clients through to the courses offered e.g. Jobcentre Plus

- There are also a range of partners included in discussions at this stage. This includes industry specialists, employers, FE/HE representatives, the MP for Newport West, and Senedd members.

The Council will work with partners to assess what the potential take-up could be of this programme, but the initial ambition is to deliver courses lasting two-four years with an intake of each year in the region of 500- 1500.

Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

Stakeholder engagement has taken place with industry specialists, employers, FE/HE representatives, representatives of the Newport Economic Network, Right Skills Board and Regional Skills Partnership, and the MP for Newport West, and Senedd member and these responses will be included as part of the submission made to UK Government for funding.

2. What do you know about the views or experiences of people who may be affected by your decision?

It has been confirmed that there is a skills and qualification gap within the existing tertiary offer. Industry and business is changing at pace and the traditional offer is not meeting the future needs of employers and affecting their ability to grow and flex.

Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council’s [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>If the bid is successful, the institution established will offer opportunities for all working age individuals to upskill, in line with employer-led skills requirements. Courses will be available to all working age people with a range of different routes in.</i></p> <p><i>It should be noted that part of the rationale behind establishing this provider is to enable individuals to reskill from industries with transferable skills not only at the start of their careers, but also part way through as technology and industry changes.</i></p>

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>The proposal will involve the repurposing of an existing accessible building in the City Centre-with design accessibility as a core component. Courses offered through the NTI can also be offered virtually. A full specification for the build is not required as part of submission to the levelling up fund but individuals with disabilities will be engaged in the final design and layout process.</i></p> <p><i>As the skills to be delivered through the NTI will include digital skills, it should be acknowledged that its delivery will open up new employment opportunities to disabled individuals.</i></p>
Gender Reassignment/ Transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><i>The bid itself will not make explicit reference to gender identity and suitable facilities will inform the design of the scheme and training programmes if the bid for funding is successful.</i></p>
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><i>Not a relevant consideration.</i></p>
Pregnancy or maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>Courses through the NTI would be shorter than traditional routes and could be offered virtually, ensuring pregnant individuals can pause or continue to attend courses. Reskilling opportunities are considered to be a positive outcome for pregnant women or those on maternity leave who may be seeking different or more flexible careers.</i></p>
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>Newport is a city of diverse communities whom both work in the city and operate successful businesses. Specific consideration will need to be given in how these communities are engaged and encouraged to take-up the skills and training development on offer.</i></p>

Protected characteristic	Impact:			Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to: 1. Promote equal opportunity across different groups 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
				<i>If a funding award is successful, a community panel will be established to provide feedback on the plans, with a focus on how the NTI can engage individuals of minority ethnic backgrounds. This will contribute to ensuring the diversity of Newport's highly skilled workforce.</i>
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Religion and accommodation of those who need appropriate access will be incorporated into the design of the NTI and the inclusion of support mechanisms including prayer rooms has been identified on the accommodation schedule.</i>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>The NTI has been proposed with accessibility to all backgrounds a primary consideration, as it has been acknowledged that some sectors continue to face persistent issues with encouraging women to take up careers in STEM and digital/cyber sectors. This will be a central foundation for the NTI if funding is secured.</i>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>It is not considered that the proposal will have an impact on anyone different because of their sexual orientation.</i>

2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

	Impact:			
	Positive	Negative	Neither	
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>If the application for funding is successful, it will lead to a further education provider in the centre of Newport City Centre. Serving as a landmark tenant, it is reasonable to expect it will generate national/international attention, elevating awareness of Wales and its culture.</i></p> <p><i>Although the decision to apply for levelling up funding will not specifically raise awareness of the Welsh language, the proposal itself will allow for the delivery of skills development through the medium of Welsh, and will ensure the skills requirements of businesses can be met whilst also ensuring proactive use of the Welsh language.</i></p>

1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport.

This will be developed as part of the development of the course delivery model and course content offer. The current bid relates to the capital bid and the delivery of the physical facility.

3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

<p>Long term</p> 	<p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p>	<p><i>The levelling up fund submission is being made to address the skills and qualifications demand in the STEM, cyber and data sectors. For the community of Newport, by locating this in the City, the Council can support the creation of long-term, high value jobs for residents. An ongoing supply of home-grown skilled professionals will also attract further businesses to Newport, ensuring ongoing economic prosperity.</i></p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p><i>The skills shortages in the STEM, cyber and data industries are well documented, and Newport's ability to continue to grow these sectors will be dependent on addressing this deficit. By putting resources into the provision of skills to the residents of the City (with a focus on reskilling those who are considering a career move) the sector can continue to grow.</i></p>
<p>Integration</p> 	<p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p>	<p><u>Wales' Well-being Goals</u></p> <ul style="list-style-type: none"> <i>A prosperous Wales- specific skills provision will ensure new, sustainable jobs are created and retained in Wales, driving local prosperity</i> <i>A resilient Wales- by supporting the growth of the cyber, digital and tech sector through skills development, Newport, the Cardiff Capital Region, the Western Gateway- and Wales- can ensure its population possesses the necessary skills to contribute to the workforce</i>

		<ul style="list-style-type: none"> • <i>A healthier Wales- the NTI will stimulate further footfall and activity in the City Centre, encouraging a broad range of individuals to use the City Centre on a regular basis</i> • <i>A more equal Wales- reskilling will occur across the City within a broad cross-sector of communities, ensuring individuals from all backgrounds can take advantage of these new, high-value jobs.</i> • <i>A Wales of more cohesive communities- the NTI will ensure the workforce of the cyber, digital and tech sectors in Wales are diverse in their composition, thereby encouraging community cohesion.</i> • <i>A Wales of vibrant culture and thriving Welsh Language- the NTI will ensure Welsh speakers and residents are able to fill role vacancies, highlighting the importance of the language and increasing opportunities for its usage</i> • <i>A globally responsible Wales- a workforce that can respond to skills requirements will see more of these businesses come into the City, and increase opportunities for the local authority to influence their activities</i> <p>1. To improve skills, educational outcomes and employment opportunities The opportunity to improve skills provision across the City will provide residents with greater access to employment and will allow businesses to grow and expand.</p> <p>2. To promote economic growth and regeneration whilst protecting the environment The proposal will grow confidence in potential investors that Newport city centre is an ideal location for their business and that the future training and skills needs of their business can be accommodated.</p>
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		<p>3. To enable people to be healthy, independent and resilient The flexibility of the NTI offer will promote improved physical and mental health and wellbeing as it will give people the ability to reskill and learn in a more modern way.</p> <p>4. To build cohesive and sustainable communities Cohesive communities where more people from various backgrounds are supported into developing more and varied skills to improve their opportunities of employment.</p>
<p>Collaboration </p>	<p><i>Working together to deliver objectives.</i></p>	<p><i>The Council is looking to prepare this proposal in collaboration with both the private sector and the education sector. If the funding application is successful, the roles of both will prove crucial in its successful delivery.</i></p>
<p>Involvement </p>	<p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>	<p><i>Those stakeholders involved in preparing the bid for submission will subsequently be involved if funding is awarded- this is a broad cross section of individuals and letters of support will be submitted to provide further evidence for the bid. This includes:</i></p> <ul style="list-style-type: none"> - <i>Local businesses</i> - <i>The MP for Newport West, Senedd members for Newport</i> - <i>Representatives from higher and further education</i> - <i>Representatives from the private sector</i> <p><i>The involvement of all these individuals will be key, as the Council will not be the sole driver for the project if funding is awarded.</i></p>

4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **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 provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)

- Socio-economic Background – for example, parents’ education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

Negative Impact		Positive Impact	
N1	Negative impact – mild	P1	Positive impact – mild
N2	Negative impact – moderate	P2	Positive impact – moderate
N3	Negative impact – significant	P3	Positive impact – significant
N4	Potential for negative impact (but unsure)	P4	Potential for positive impact (but unsure)

Areas of inequality that may arise from socio-economic disadvantage – definitions							
Education :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society							
Work : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation							
Living Standards : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.							
Justice, Personal Security and Community Safety : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law							
Health : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life							
Participation : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself							
Groups							
	Areas of inequality						
	Living Standards	Work	Health	Education	Justice and community safety	Participation	Physical Environment
Children living in poverty	P4	P2	P4	P2	P1	P2	P4
Low income households without dependent children	P2	P3	P2	P3	P1	P3	P4
Unemployed young people	P2	P3	P2	P3	P1	P3	P4
Long term unemployed	P2	P3	P2	P3	P1	P3	P4
Homeless households	P3	P3	P2	P3	P2	P3	P4
Refugees, migrants and asylum seekers	P2	P3	P2	P3	P1	P3	P4

Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA	P2	P3	P2	P3	P2	P3	P4
People on Universal Credit / income related benefits	P2	P3	P2	P3	P1	P3	P4
Adults with no qualifications or low qualifications	P2	P3	P2	P3	P1	P3	P4
People living in low quality housing or in Houses of Multiple Occupation	P2	P3	P2	P3	P2	P3	P4

1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?

The reskilling of residents to take on new job roles serves as an opportunity for all, regardless of level of experience. There is also the added benefit of job roles in cyber and tech being available as work from home positions, ensuring better accessibility for those who may have previously struggled to enter the workforce. The focus is on developing these skills within Newport across a whole range of backgrounds and individuals and for this reason it is felt this proposal is supporting those experiencing inequality from socio-economic disadvantage.

The Cardiff Capital Region's Skills Partnership seeks to "Strengthen the post-16 further education offer in priority sectors through increased specialisation to meet the demand from employers across the City Region", and the UK Government (through its "Plan for Jobs") has delivered a series of programmes to support jobseekers back into work e.g. the Kickstarts programme. The NTI brings together these two objectives- the need to meet employers skills requirements and bring people back into work- with the benefits of such action being realised for the people of Newport.

2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.

As previously mentioned, the application for funding has been informed by the views of a broad cross section of stakeholders. If the funding application is successful a broader programme of engagement for the delivery phase (including direct engagement with those affected by socio-economic disadvantage) will be engaged.

3. Does this decision contribute to a cumulative impact?

The proposal contributes to the delivery of ongoing targets set out in the Council's Corporate Plan:

- The proposal helps to realise the Council's ongoing regeneration ambitions in the City Centre (**Thriving City**), stimulating local prosperity and improving the quality of the public environment.
- The skills provision made available by the proposal will contribute directly to realizing the objective around **Resilient Communities**, ensuring a broad cross section of residents across a range of diverse backgrounds can benefit from the new jobs being created through the growth of Newport's cyber and data sector.
- The increase of tertiary education capacity to meet the needs of Newport's future economic and social changes (**Aspirational People**).

Whilst it should be acknowledged that not all residents will undertake this training, it will provide a platform for a number of those socio-economically disadvantaged to benefit from Newport's local economic prosperity, in a way that does not marginalise other groups.

Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, and how you will monitor potential impact. Further guidance on how to complete your action plan can be found [here](#).

IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
SOCIO-ECONOMIC IMPACTS			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner

SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner

Once your FEIA is complete, please forward to nccequality@newport.gov.uk