

WELSH GOVERNMENT INTEGRATED IMPACT ASSESSMENT

Title of proposal:	Updated Minority Ethnic Legal Scheme AY2023/24 Unless included in this document please presume no change from the original IIA (2022)
Official(s) completing the Integrated Impact Assessment (name(s) and name of team):	(ITE Team, PLPL Division)
Department:	Education
Head of Division/SRO (name):	Kevin Palmer
Cabinet Secretary/Minister responsible:	Minister for Education and Welsh Language
Start Date:	June 2023

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SECTION 1. WHAT ACTION IS THE WELSH GOVERNMENT CONSIDERING AND WHY?

This impact assessment is intended to update the existing impact assessment for the Minority Ethnic incentive legal scheme AY22/23. Two changes are required to be made to the legal scheme for AY23/24 based on a recent review of the first year of the scheme's operation. These changes are the inclusion of two additional ethnicities eligible for the incentive scheme:

- White: Jewish
- Other ethnic group: Kurdish.

Information regarding the rationale for this can be found here:

ETHNIC MINORITY ITE INCENTIVE SCHEME

Summary of 2022/23 scheme to support the implementation of the scheme for academic year 2023/24

As part of this change process, we are reviewing the original integrated impact assessment (IIA).

Where, on reviewing the original impact assessment for AY2022/23, we consider that the impacts must be reassessed **this will be captured in this document**. Where sections are blank / omitted this is because the original IIA has been reviewed and we consider that no changes are required; the content of the original IIA (attached above) should be considered current and applicable for the legal scheme for AY2023/24 for those sections.

On reviewing the total IIA and on completion of this update (16/06/23) it is considered that the IIA does not need to be republished due to the sections that are published have not changed.

2.3 Equality

The assessment is available at **annex B** below.

SECTION 7. RECORD OF FULL IMPACT ASSESSMENTS REQUIRED

You have now decided which areas need a more detailed impact assessment. Please list them below.

Impact Assessment	Yes/No	If yes, you should
Children's rights	Yes – See Original IIA	Complete the Children's Rights Impact Assessment below
Equality	Yes* - update d	Complete the Equality Impact Assessment below
Socio-economic Duty	Yes – See Original IIA	Complete the Socio-economic Duty Assessment below
Rural Proofing	Yes – See Original IIA	Complete the Error! Reference source not found. below
Health	No	Refer to the Integrated Impact Assessment Guidance
Privacy	Yes – See Original IIA	Complete the No change from the original IIA (2022) below
Welsh Language	Yes – See Original IIA	Complete the Welsh Language Impact Assessment below

Economic / RIA	No	Refer to the Integrated Impact Assessment Guidance
Justice	No	Complete the Justice System Impact Identification form on the intranet
Biodiversity	Yes* – See Original IIA	Complete the Error! Reference source not found. below
Climate Change	No	Refer to the Integrated Impact Assessment Guidance
Strategic Environmental Assessment	No	Refer to the Integrated Impact Assessment Guidance
Habitat Regulations Assessment	No	Refer to the Integrated Impact Assessment Guidance
Environmental Impact Assessment	No	Refer to the Integrated Impact Assessment Guidance

* Mandatory for all proposals in order to meet statutory obligations.

You should undertake the impact assessments identified (engaging with the internal expert advisors and other experts as necessary) before moving on to Section 8. Conclusion.

SECTION 8. CONCLUSION

No change is required to this section following review of the updated EQIA and the original IIA. Please refer to the original IIA.

SECTION 9. DECLARATION

Declaration

I am satisfied that the impact of the proposed action has been adequately assessed and recorded.

Name of Senior Responsible Officer / Deputy Director:

Kevin Palmer

Department: PLPL Division

Date: 10/07/2023

A. EQUALITY IMPACT ASSESSMENT

1. Describe and explain the impact of the proposal on people with protected characteristics as described in the Equality Act 2010.

No change from the original IIA (2022)

Record of Impacts by protected characteristic:

Protected characteristic or group	What are the positive or negative impacts of the proposal?	Reasons for your decision (including evidence)	How will you mitigate Impacts?
Age (think about different age groups)	No change from the original IIA (2022)		
Disability (consider the social model of disability ¹ and the way in which your proposal could inadvertently cause, or could be used to proactively remove, the	No change from the original IIA (2022)		

¹ Welsh Government uses the social model of disability. We understand that disabled people are not disabled by their impairments but by barriers that they encounter in society. Ensuring that your proposal removes barriers, rather than creating them, is the best way to improve equality for disabled people. For more information, go to the intranet and search 'social model'.

barriers that disable people with different types of impairments)			
Gender Reassignment (the act of transitioning and Transgender people)	No change from the original IIA (2022)		
Pregnancy and maternity	No change from the original IIA (2022)		
Race (include different ethnic minorities, Gypsies and Travellers and Migrants, Asylum seekers and Refugees)	Positive impact for ethnic minorities (see original IIA for more detail). A further assessment following one year of operational delivery of the scheme has identified two additional ethnic minorities that should be included in the minority ethnic legal scheme. The inclusion of these two ethnicities and the impact will be considered here: Jewish and Kurdish ethnicities. A positive impact for the additional cohorts included under the scheme. The proposals no longer completely align with the HESA data collection arrangements completely (previously self-	The change has been made due to enquiries from actual Jewish and Kurdish students. These students did not identify as Black, Asian, Mixed, or Other: White categories nor the Arab category. The incentive scheme continues to be available to those studying ITE and as such operate within, and be subject to, existing ITE requirements and regulations which are placed on ITE providers and ITE students. Providers will be aware of their statutory responsibilities in relation to age, religion and belief (or no religion or belief), disability, gender, sexual orientation and racial equality. They need to ensure that their	n/a

	identification as falling into an eligible category need only occur once during the process with the ITE Partnership) creating a very minimal additional burden for the ITE Partnership and eligible student teachers however – except for the two new data fields for these two ethnicities there are no changes to the criteria which continue to align with HESA. It could therefore be argued to only affect students under these two new groups and no others so this impact should be weighed against the clear positive impact of being eligible for the incentive. The administration of the second payment will only be made to those receiving the first again removing the admin burden on early career teachers. This is no change from the current position. There continues to be no impact for non-ethnic minorities as not accessing this incentive would be no change from the current position. There continues to be no impact on either white or ethnic minorities accessing the other incentive schemes, ITE programmes (education) or employment.	admission policy promotes equality of opportunity and does not discriminate against any group of potential applicants. Higher education institutions (HEIs) have legal requirements to monitor and publish data as part of the public sector equality duty (PSED) of the Equality Act 2010. HEIs have a statutory obligation to submit certain data to the Higher Education Statistical Agency (HESA). Currently higher education institutions are required to return data on staff and students' sex, race/ethnicity, disability and age as part of their annual staff and student records, and from 2017/18 religion or belief for the student record.	
Religion, belief and non-belief	The inclusion of Jewish in the legal scheme for AY2023/34 is not intended to cause a positive or negative impact with	See column to the left. The incentive scheme continues to be available to those studying ITE and as	

	regards to the religious belief or non-belief of eligible or non-eligible student teachers. Jewish for the purposes of the incentive scheme is intended to reflect the Jewish ethnic minority community. The Office for National Statistics notes that there is no consensus on what constitutes an ethnic group, and membership is something that is self-defined and subjectively meaningful to the person concerned. Since ethnicity is a multifaceted and changing phenomenon, various possible ways of measuring ethnic groups are available and have been used over time. These include common ancestry and elements of culture, identity, religion, language and physical appearance. What seems to be generally accepted, however, is that ethnicity includes all these aspects, and others, in combination." As such and for the purposes of the scheme belief and practise under the Jewish religion is not considered to be a requirement for eligibility for the incentive. The Jewish community is a multifaceted combination of the aspects noted in the quote above and this would include atheist / secular Jews. We therefore consider that there continues to be no impact with regards to the	such operate within, and be subject to, existing ITE requirements and regulations which are placed on ITE providers and ITE students. Providers will be aware of their statutory responsibilities in relation to age, religion and belief (or no religion or belief), disability, gender, sexual orientation and racial equality. They need to ensure that their admission policy promotes equality of opportunity and does not discriminate against any group of potential applicants. Higher education institutions (HEIs) have legal requirements to monitor and publish data as part of the public sector equality duty (PSED) of the Equality Act 2010. HEIs have a statutory obligation to submit certain data to the Higher Education Statistical Agency (HESA). Currently higher education institutions are required to return data on staff and students' sex, race/ethnicity, disability and age as part of their annual staff and student records, and from 2017/18 religion or belief for the student record.	
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	scheme against this protected characteristic		
Sex / Gender	No change from the original IIA (2022)		
Sexual orientation (Lesbian, Gay and Bisexual)	No change from the original IIA (2022)		
Marriage and civil partnership	No change from the original IIA (2022)		
Children and young people up to the age of 18	No change from the original IIA (2022)		
Low-income households	No change from the original IIA (2022)		

Human Rights and UN Conventions

No change from the original IIA (2022)

EU/EEA and Swiss Citizens' Rights

No change from the original IIA (2022)