Equality Impact Assessment (EIA)

Relocation of Village Learning Store Provision

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **Relocation of Village Learning Store Provision**

Assessment team leader name: **Ann-Marie Caseley**

Date of assessment: **14th August 2007**

Department responsible: **Children + Young People's**   Service Area: **Derby Adult Learning**

Other members of assessment team:

Name	Position	Area of expertise	Comments
Mig Holder	Programme Co-ordinator	Adult Learning	
Kit Salt	Programme Organiser	Adult Learning	
Angelina Lighting	Learner	Village Learning Store	
Cath Harcula	Head of Service	Adult Learning	

Question	Response/ findings
What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?	This Equality Impact Assessment is about the closure of the Village Learning Store (VLS) and the relocation of the provision. The VLS was a Derby Adult Learning Centre which provided identified learning opportunities to people living within the Austin and Village area. This provision responds to DCC priorities for area and neighbourhood development. The VLS provided a central point for people in the area to get information and learn.
Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements	Implemented by the Adult Learning Service team based at the VLS. The Team consists of NRF Project Manager (until Oct 2007), Programme Organiser, and Skills for Life Co-ordinators, Link workers, and Administrator.
Question	**Response/ findings**
Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?	All learners at the Village Learning Store Local Community Groups Tutors, support workers and Crèche workers The VLS Team
What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?	The VLS was closed due to a redevelopment, and required the relocation of the provision in other local community venues. The relocation aims to maintain and develop the learning opportunities provided, and develop a drop-in centre for people to get information and advice with regard to their learning.
Question	**Response/ findings**

What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice. What did they tell you?	Ofsted Inspection Report 2007 for the Adult Learning Service acknowledged DALS focuses its activity on the wards in the city that have been classified as areas of high socio-economic deprivation. DCC meets the needs of learners, the community and employers well. It targets provision at those areas in most need, and maintains productive partnerships throughout the city which benefit learners. Neighbourhood Renewal Fund Interim and Quarterly Progress Reports show how the provision has met the identified needs.
Identifying potential equality issues and factors	
Question	**Response/ findings**
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	We are at the beginning of the process, so the Equality Impact of the change is not known at this stage.
Question	**Response/ findings**
Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?	Evidence on the effect the relocation of VLS provision will have on groups of learners can only be identified after enrolments have taken place.
Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?	No evidence or perception?
Question	**Response/ findings**

Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?	Relocation of crèche from on site to different building will affect parents, predominantly women, crèche and class times may clash. Parents may arrive late and leave early. Some may find it stressful being in a different building.
	There will be a wider range of venues to go to learn which may be familiar to the local community. Moving from VLS that was accessible to all ages means intergenerational learning is lost. Learners who are speakers of other languages may find it difficult finding their way to new venues.
	Lack of access to information due to the drop-in centre being on a different site to the class.
	Some of the older venues may not be so accessible for people with a disability, i.e. Normanton Junior School.
	The use of Church Halls may be an issue for some learners with a different religious background.
What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?	The service keep records of every learner enrolled on a course. Data is inputted into AQUA which is the Adult Learning Services Management Information System. This data is kept by the Service and is accessible to staff.
	All courses are evaluated. The managers evaluate the impact of teaching and learning through the OTL process.
	Improvements and complaints are collected to inform the service of complaints or future planning of provision.
Question	**Response/ findings**

Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?	Equalities statements are displayed at main Centres and included in the Learner Handbook. Equalities Audits monitor the Services compliance with the policies, and these take place 2 times a year. Improvements and complaints made by learners in 07/08 will identify some effects of the changes.
Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?	Will not be aware of effect until after enrolments and start of courses. Our Service provides learning which aims to have a positive effect on all groups within the community. Our highest priority is for learners below level 2, many of whom come from one of the six strands.

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
using both quantitative and qualitative data
making sure that where possible there is information that allows all perspectives to be considered
identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	All courses are evaluated. Improvements and Complaints process informs the various areas of the Service.	Learners Learners and local community	All complaints are considered against the six strands.	Improvements and Complaints are not always inputted centrally, so makes it difficult to establish trends.
Consultation and community involvement	Current learners informed about the relocation. Consult service users and focus groups when planning provision.	VLS Staff	Provision takes on the needs of users from the six strands.	Only collect information from those who participate, not the whole community.

Performance information including Best Value	Quarterly Reports on enrolments, retention and achievement.	Learner enrolments	Establish take-up by four strands and can identify under representation of these groups in this area.	Only age, gender, disability and ethnicity information is available through AQUA System.
Take up and usage data	The Learning Skills Council (LSC) requires the Service to monitor enrolments by target groups. Information is collected and used in programme planning and targeting groups.	Data input into AQUA	Information on age, gender, race and disability is obtainable.	Need to identify with LSC regarding incorporating Religion and Sexual Orientation monitoring into data collection from 2007/ 08.
Comparative information or data where no local information	Comparative data year on year regarding number of learners from the different strands.	AQUA	Compare our Service with national benchmarks because there is no other similar local provider.	Will not cover the six strands for the year, and provides information on gender, broad ethnic groups and broad disability groups only.
Census, national or regional statistics	Census 2001			

Access audits or assessments such as DDA assessments	All new learning venues and information centre need to be accessible or reasonable adjustments in place.	VLS Staff and Learner Support Team	Fully accessible buildings may increase attendance rates of disabled and other groups of learners.	Access needs to encompass wider access needs, e.g. arrangements for prayer facilities.
Workforce profile	Not expecting any change of workforce, just venues.			
Where service delivered under procurement arrangements – workforce profile for deliverers	N/A			
Monitoring and scrutiny outcomes	Need to report to and consult the Diversity Forums: • Minority Communities • Disabled People's • Gender Diversity	Adult Learning Service	Impact of VLS Closure and relocation of provision will be part of the overall picture.	

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Monitoring take up of courses at various venues in the Austin and Sunnyhill area	Need to compare enrolments with 05/06, 06/07 and 07/08.	Not available until July 2008		
	Complaints and feedback from learners will identify effects of changes.	Not available until July 2008		
AQUA to collect information for LSC purposes	Need to begin recording religion and sexual orientation information.			
	Determined by LSC and Information Authority.			
Monitor alternative crèche and childcare provision	Crèche's off site from learning. Travelling crèche – set up and pack away.	Not available until after use of provision		

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Relocation of the provision in venues which are accessible in the Village and Sunnyhill area to ensure continuity of provision
Specific	Yes.
Measurable	Yes. Comparison of enrolment data 05/06, 06/07 and 07/08.
Achievable	Yes.
Relevant	Yes. In the Austin and Sunnyhill area.
Timed	Yes. Annual reporting.

Objective/Target:	Relocation of all information and enrolment sessions to new Village Learning Store Drop-In Centre to ensure continuity of information
Specific	Yes.
Measurable	Yes. Comparison of enrolment data 05/06, 06/07 and 07/08. Complaints data.
Achievable	Yes.
Relevant	Yes.
Timed	Yes. Identified Sept 07 and achieved July

Objective/Target:	Incorporate Religion and Sexual Orientation monitoring into AQUA.
Specific	Yes. Needs consideration from LSC and Information Authority.
Measurable	Yes. For all enrolments from date of change
Achievable	Only if requested by LSC, and determined by Information Authority.
Relevant	Yes. For Impact Assessing and be in line with new and emerging legislation.
Timed	Yes. In line for new laws and Impact Assessing.

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2007/8	2007/8	2008/9		
Relocation of provision to viable venues	*Establishment of practice Sept 07* *Risk assess buildings to ensure suitability Sept 07*	*380 Enrolments*	*370 Enrolments*	*350 Enrolments*	*Cath Harcula*	*Annually*