

**South Ayrshire Council      Equality Impact Assessment Scoping**

**1. Proposal details**

Proposal Title YA01 - Learning Shop and associated staff	Lead Officer Margaret Burns
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**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this proposal? Please indicate whether these would be positive or negative impacts**

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	Low negative since the closure reduces awareness of learning support provision for adults	
People from different racial groups, ethnic or national origin.		
Women and/or men (boys and girls)		
People with disabilities		
People from particular age groups for example Older people, children and young people		
Lesbian, gay, bisexual and heterosexual people		
People who are proposing to undergo, are undergoing or have undergone a process to change sex		
Pregnant women and new mothers		
People who are married or in a civil partnership		
People who share a particular religion or belie		
Thematic Groups: Health, Human Rights, Rurality and Deprivation.		

**3. Do you have evidence or reason to believe that the proposal will support the Council to:**

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	Low negative since the closure reduces awareness of learning support provision for adults which will affect those in need of such support
Promote equality of opportunity between particular communities or groups	
Foster good relations between particular communities or groups	
Promote positive attitudes towards different communities or groups	
Increase participation of particular communities or groups in public life	
Improve the health and wellbeing of particular communities or groups	
Promote the human rights of particular communities or groups	
Tackle deprivation faced by particular communities or groups	Low negative since the closure reduces awareness of learning support provision for adults

**4. Summary Assessment**

<b>Is a full Equality Impact Assessment required?</b> (A full EIA must be carried out on all high and medium impact proposals)	<b>YES</b> <input checked="" type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
<b>Rationale for decision:</b>		

Signed : Claire Monaghan...Head of Service

Date: 28<sup>th</sup> January 2016

Copy to [equalities@south-ayrshire.gov.uk](mailto:equalities@south-ayrshire.gov.uk)

## SOUTH AYRSHIRE COUNCIL EQUALITY IMPACT ASSESSMENT

### Section One: Proposal Details\*

Name of Proposal	Learning Shop and associated staff
Lead Officer (Name/Position)	Margaret Burns
Proposal Development Team (Names/Positions)	Communities SMT
Critical friend (s)	

\*This could include strategy, project or application: see guidance attached.

What are the main <b>aims</b> of the proposal?	<ul style="list-style-type: none"> <li>• Identify options for delivering efficiencies following the recent Spending Review announcement.</li> <li>• Identify opportunities for maximising other more local premises in SIMD area</li> </ul>
What are the intended <b>outcomes</b> of the proposal	To streamline services and maximise other premises. This proposal will only change the location and focal point for Literacy learning.

### Section Two: What are the Likely Impacts of the Proposal?

Will the proposal impact upon the whole population of South Ayrshire or particular groups within the population (please specify)	Literacy/ESOL learners, including referrals from DWP/ ICT access, support and training for welfare reform and older people.
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Considering the following Protected Characteristics and themes, what likely impacts or issues does the proposal have for the group or community.

List any likely positive and/or negative impacts

Protected Characteristics	Positive and/or Negative Impacts
<b>Race:</b> Issues relating to people of any racial group, ethnic or national origin, including gypsy travellers and migrant workers	This proposal will only change the location and focal point for Literacy learning.
<b>Sex:</b> Issues specific to women or men	Should benefit Ayr North SIMD residents.
<b>Disability:</b> Issues relating to disabled people	Negative impact on travel for those whom the town centre is easier to get to by bus/train.
<b>Age:</b> Issues relating to a particular age group e.g. older people or children and young people	ICT access, support and training for older people.
<b>Religion or Belief:</b> issues relating to a person's religion or belief (including non-belief)	N/A
<b>Sexual Orientation:</b> Issues relating to a person's sexual orientation i.e. lesbian, gay, bi-sexual, heterosexual	N/A

<b>Marriage and Civil Partnership:</b> Issues relating to people who are married or are in a civil partnership.	N/A
<b>Gender Reassignment:</b> Issues relating to people who have proposed, started or completed a process to change his or her sex.	N/A
<b>Pregnancy and Maternity:</b> Issues relating to the condition of being pregnant or expecting a baby and the period after the birth.	N/A
<b>Multiple / Cross Cutting Equality Issues</b> Issues relating to multiple protected characteristics.	Likely impact on some learners who can cope less well with change and have to travel outwith the town centre.
<b>Equality and Diversity Themes Particularly Relevant to South Ayrshire Council</b>	
<b>Health</b> Issues and impacts affecting people's health	Likely impact on some learners who can cope less well with change.
<b>Human Rights:</b> Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections.	The proposals are consistent with the Council's policy of supporting Human Rights.
<b>Rurality</b> Impacts relating to living and working in a rural community	Some learners like the anonymity of the town centre location as they do not want others to know they have literacy issues. Also town centre has good transport links.
<b>Deprivation</b> Issues relating to poverty and social exclusion, and the disadvantage that results from it.	As above, there are likely to improved positive impacts for those living with issues of poverty and social exclusion as the proposed location will take service delivery to SIMD areas.

### Section Three: Evidence Used in Developing the Proposal

<p><b>Involvement and Consultation</b>          In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation?  <b>Who</b> did you involve, <b>when</b> and <b>how</b>?</p>	<p>Consultation has not taken place on the specific details of this proposal.</p>
<p><b>Data and Research</b>          In assessing the impact set out above what evidence has been collected from research or other data. Please specify <i>what</i> research was carried out or data collected, <i>when</i> and <i>how</i> this was done.</p>	<p>Performance data/area profiles including SIMD stats all considered along with budget spend.</p>
<p><b>Partners data and research</b>          In assessing the impact set out above what evidence has been provided by partners. Please specify partners</p>	<p>None</p>
<p><b>Gaps and Uncertainties</b>          Have you identified any gaps or uncertainties in your understanding of the issues or impacts that need to be explored further?</p>	<p>No</p>

**Section Four: Detailed Action Plan to address identified gaps in:****a) evidence and****b) to mitigate negative impacts**

No	Action	Lead Officer(s)	Timescale
1	The main negative impact is that learners and the public may see this as reduced provision, however only the location and focal point for Literacy learning will change. Learners will be signposted to Lochside Learning Centre.	Margaret Burns	Ongoing
2			
3			
4			
5			

**Note: Please add more rows as required.**

**Section Five - Performance monitoring and reporting**

Considering the proposal as a whole, including its equality and diversity implications:

When is the proposal intended to come into effect?	June 2016
When will the proposal be reviewed?	We will review on an on-going basis as part of our annual performance and monitoring.
Which Scrutiny Panel will have oversight of the proposal?	TBC

## Summary Equality Impact Assessment Implications & Mitigating Actions

**Name of Proposal:** ..... Learning Shop and associated staff

This proposal will assist or inhibit the Council's ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

<p><b>Eliminate discrimination</b> The proposal is fully inclusive for all protected characteristic and in particular address the inclusion of hard to reach groups such as ethnic minorities, albeit within a significantly reduced budget.</p>
<p><b>Advance equality of opportunity</b> The proposal offers the opportunity for a more local approach and maximises local learning centres.</p>
<p><b>Foster good relations</b> We will continue to foster good relations between our partners and communities through our on-going service delivery.</p>

<b>Summary of Action Plan to Mitigate Negative Impacts</b>	
<b>Actions</b>	<b>Timescale</b>
<p>We will relocate provision out to the local areas e.g. Lochside Learning Centre. A Literacy hub will continue to operate for partner and learner referrals/coordinate volunteer tutor and training/performance reporting and monitoring. This will be based at the JPC. We will engage our current learning shop users and partner organisation to assist us in the transition.</p>	<p><b>June 2016</b></p>

<p><b>Signed:</b> .....<b>Claire Monaghan</b>.....<b>Head of Service</b></p> <p><b>Date:</b>   <b>25/1/2016</b>.....</p>
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