

PROFORMA FOR A FULL EQUALITY IMPACT ASSESSMENT

APPENDIX THREE

Directorate:	Cultural Services	Function:	Access to Services
Assessment by:	Helen Large and Sharon Duggan.	Related Policies:	<ul style="list-style-type: none"> ➤ Opening Hours ➤ Locations ➤ Public Transport ➤ Information provision ➤
Date:	13 October 2006	Related Procedures:	<ul style="list-style-type: none"> ➤ N/A
Equality Impact Assessment Working Group	<p>Names</p> <ul style="list-style-type: none"> ➤ Helen Large ➤ Sharon Duggan ➤ Emma Wild ➤ Lisa Snook ➤ Sue Pope ➤ Rachel Robinson 	<p>Role on Group</p> <ul style="list-style-type: none"> ➤ Helen Large and Sharon Duggan to take the lead with the support of Emma Wild. ➤ Lisa Snook, Sue Pope and Rachel Robinson to provide specific information and evidence to support the Assessment. 	

Step and page in Toolkit	Description of Step	Checklist	Checklist
<p>1 Pg 7</p>	<p>Identify all aims of the function/policy</p>	<p>What do you want to achieve?</p> <p>To ensure everyone has access to our services.</p> <p>This is not limited to Worcestershire we want to attract visitors and users from outside of Worcestershire.</p> <p>It should be noted at the outset that this is a massive area and this document cannot hope to cover every eventuality and applicable area.</p>	<p>How will you do that?</p> <p>Look at the reach of all three areas. Not just physical location, but the outreach work as well.</p> <ul style="list-style-type: none"> ○ Opening Hours ○ Locations ○ Information provision <p>Records, Museum and Registration.</p> <p>Basic accessibility checklist.</p>
<p>2 Pg 7 - 10</p>	<p>Consider the evidence</p>	<p>Existing Sources</p>	<p>Devon have done a lot of work. What does the evidence show you?</p>

	<p>Identify existing data/research sources you will need?</p>	<p>Records</p> <p>2 <u>public</u> offices (city centre and County <u>Council Hall</u>)</p> <p>Outreach History fairs – can't take original documents out – this is more of an awareness raising exercise. Special interest groups. Website All over the county. Static locations, served by 6 days a week. Monday and Friday open until 7pm. (NOT OPEN LATE ENOUGH)</p> <p>Access by Cars (96%) and bus <u>(county Hall). More people travel to WLHC by foot or public transport as there is no parking and no dedicated parking for those with disabled badges.</u></p> <p>Museum</p> <p>Opening hours – 6 days a week – 11 months of the year. Closed on</p>	<p>Opening hours survey 2004 – biggest response from customers already using the Record Office.</p> <p>Staff feel the opening hours should be extended. <u>Alteration of opening hours (eg one later night per week rather than two slightly later nights) may be more beneficial</u></p> <p>Their hours did link into library opening hours, but this isn't based on any evidence other than officer instinct. <u>But library hours have since been altered.</u></p> <p>An average stay is <u>4-5</u> 2-3 hours. Not attracting new users.</p> <p>The History Centre does have more footfall and shorter visits, especially for the PC's.</p> <p>Opening hours recently reviewed and Museum now opens on a Saturday which it has never done before.</p>
--	---	---	--

		<p>Monday's.</p> <p>7 day opening suggested – especially for children.</p> <p>Location – static location but they have Museum on the Move. Shared with Warwickshire.</p> <p>12 weeks of the year.</p> <p>Events forward planner to ensure it's around for major events.</p> <p>Goes to schools, residential homes.</p> <p>Needs to go to more events.</p> <p>Would be nice to get it out to different locations like supermarkets.</p> <p>Sponsorship – could this help to fund outreach work.</p> <p>Registration</p> <p>Consultation through ask me, newspaper, surveys on opening hours. (70 response) Stakeholder consultation.</p>	
--	--	--	--

		<p>Changed their opening hours and moved to single status.</p> <p>Open 5 days a week – Monday to Friday. Some offices are now appointment only.</p> <p>Worcester Office and Hospital Office is also open in a Saturday – although this isn't proving to be that popular.</p> <p>Still work to be done of the opening hours – 6 months there needs to be a news consultation exercise.</p> <p>Locations – across the County. Pershore, Droitwich and Tenbury are now appointment only.</p> <p>Leaflets – on the website. Ethnic Access Panel. Nothing Braille. Wedding Guide available on audio tape.</p>	
	<p>What new data or research, if any, do you need?</p>	<p>New Sources</p> <ul style="list-style-type: none"> ○ Consultation on opening hours. ○ More effective joined up 	

		<p>consultation.</p> <ul style="list-style-type: none"> ○ We don't have enough information from the non-users. ○ Use the Accessible Formats Guidelines. 	
<p>3 Pg10-12</p>	<p>Assessing the likely Impact</p>	<p>Could some groups be affected differently? If so state which ones</p> <p>Records</p> <p>Physical location People who work – esp. manual. Access to the Internet. Gender split half and half. 16 – 24 years need to be attracted. Almost 100% white and 95% white at the History Centre.</p> <p>Reflecting diversity in the work place.</p> <p>Positive Action Trainee – overview of the Museum and Record Office.</p> <p>Physical access is difficult for older users. Moving to a central location in the future.</p>	<p>List the barriers to and opportunities to promoting equality and diversity?</p> <p>Records</p> <p>Better use of the website an electronic communication methods.</p> <p>Linking up more of our service – PC's in libraries.</p> <p>Lack of relevant of information. Raising awareness of depositing documents – this would increase the relevance.</p> <p>If documents are not in English, they cannot be catalogued <u>easily</u>-</p>

		<p>Museum</p> <p>Static location. Only visitors from Worcester and North of there. Not accessible to none car users. School children and over 50's. Families come for event days. Collections not relevant unless you're white. Bishops Palace may put off because of religious differences.</p> <p>Registration</p> <p>Non-English speakers – registering deaths. Civil partnerships – heterosexual couples requesting a gap between the two ceremonies. Location – research required on where people find the ideal location for registration.</p>	<p>Need someone face to face – to translate. (List of staff who are able to speak a different language).</p>
		<p>Negative impacts (if yes, state how) e.g.</p> <ul style="list-style-type: none"> ➤ Is there any unlawful discrimination? <p>Records – yes – not been on</p>	<p>Positive impacts (if no, could they be yes) e.g.</p> <ul style="list-style-type: none"> ➤ Does it promote equality of access or opportunity? ➤ Dies the policy/function

		<p>diversity training. <u>– some staff may have been on this training, but certainly not all.</u></p> <p>Museum – yes – not been on diversity training. Registration - no</p> <p>➤ Could any communities get an adverse outcome? Records - yes Museum - yes Registration - no</p> <p>➤ Could any group be excluded from the benefits of the policy/function?</p> <p>Yes from Museum location. Yes from staff not reflecting the population.</p> <p>Learning difficulties relating to cataloguing. (see Kathy Kirk)</p> <p>Barriers for the Record Office – signing in – how can we overcome this.</p> <p>Uniforms – reducing barriers and accessibility to staff – easily</p>	<p>address existing differential outcomes?</p> <p>➤ Does it challenge negative stereotypes? ➤ Does it give real choices?</p> <p>Positives:</p> <p>Museum extended opening hours.</p> <p>Museum on the Move</p> <p>History and wedding fairs.</p> <p>Registration staff have had Diversity training.</p> <p>We reflect diversity in our printed materials.</p> <p>Museum has a new lift to able better access.</p> <p>Maintained availability of offices in Tenbury, Droitwich and Pershore on an appointment basis.</p> <p>Use Access panel – but needs to be strictly enforced. This will be aided by the Accessible formats directory.</p>
--	--	---	---

		<p>recognisable. Coupled with name badges.</p> <p>Developing a challenging culture i.e. challenging bad practice and things that we've "always" done.</p> <ul style="list-style-type: none"> ➤ Does it reinforce negative stereotypes? ➤ Are there any trends? ➤ Does it damage relations? 	
		<p>Could these be justified? If so, how?</p> <ul style="list-style-type: none"> ➤ Uniforms – no budget but staff need to be wearing name badges. ➤ Signing into Record Office due to reduce theft of irreplaceable documents – but does need to be reviewed. ➤ Location of Museum. 	<p>What, if anything, could be done to improve positive impact or promote equality?</p> <ul style="list-style-type: none"> ➤ Mandatory Diversity training. ➤ Disability awareness training. ➤ Accessible formats directory can be followed. ➤ Annual review of opening hours.

		<p>What are the reasons for adverse impact? Is it illegal? Is it unavoidable? State why?</p>	
<p>4 Pg 12-14</p>	<p>Consider the alternatives</p>	<p>What would make it possible to reduce or eliminate adverse impact?</p> <p>Records</p> <p>Physical – relatively accessible. Are things we can work on: (to add in later) <u>Work currently taking place (Nov 2006) on ramp at the front of the County Hall building to make it more accessible and to improve toilet facilities.</u> <u>New bus routes (eg 32A from St Peters) will hopefully improve access for non car owners.</u> <u>Labelling of finding aids etc being updated to improve access for visually impaired users.</u></p>	<p>What action do you intend to take?</p> <ul style="list-style-type: none"> ➤ Are you going to make changes that satisfy concerns raised? ➤ Are you going to consider ways of putting the proposed policy into practice which remove or reduce potential for effecting equality groups adversely and that take into account the results of any investigations the council may have carried out into institutional barriers to equality of opportunity and equal treatment? ➤ Are you going to find

		<p>Opening hours – not enough staff to accommodate additional later hours. <u>Survey 2004 resulted in hours not being altered but this will be looked at again in light of the new building</u> Looking at changed when they move to the new building.</p> <p>Younger people – marketing and awareness. Relocation will help with this and raise the profile.</p> <p>Keep trying to forge links with secondary schools, <u>higher and further education institutions.</u></p> <p>Awareness raising on collection donation.</p> <p><u>Volunteers from minority communities</u></p> <p>Museum</p> <p>Seasonal opening hours. Annualised hours for staff. Sponsorship for Museum on the Move to increase usage. Forging community links – big day to bring groups together, then a rolling programme of exhibitions and then a donated item. Promote it as a historic location rather</p>	<p>alternative ways of achieving the aims of your policy?</p> <ul style="list-style-type: none"> ➤ Are you going to justify the policy, as originally proposed, because of the policy's importance on the grounds that it has nothing to do with equality? <p>Records</p> <p>INSERT</p> <p>Museum</p> <p>To be considered by the Museum Manager.</p> <p>Registration</p> <p>Accessible formats. Review of office locations.</p> <p>Cultural Services</p> <p>Presentation Standards – help improve staff approachability. Property Services to work on physical</p>
--	--	---	--

		<p>than the home of the Bishop. (he is moving anyway – no longer an issue)</p> <p>Registration</p> <p>Language directory. Location of offices – research. Being accessible. Major review at 6 months. Meeting needs and conditions of Registrar General.</p> <p>Cultural Services</p> <p>Diversity training. Accessible Formats Directory. Staff uniforms and making staff approachable. Physical barriers. Wider piece of consultation on opening hours. Benchmarking with similar authorities.</p>	<p>barriers.</p> <p>General recommendations to CSMT.</p>
<p>5 Pg 15-16</p>	<p>Consult Formally</p>	<p>Existing consultation sources:</p>	<p>Identify existing consultation data that you need</p> <p>Groups we want to consult with?</p> <p>Citizens panel as a starting points. Students on related University</p>

			<p>Courses. (Records) Stakeholders and recent users. (Registration)</p> <p>What do we want to find out? Opening hours. Locations - outreach Why students on related courses don't use the Record Office? Awareness raising for the Museum and the Record Office.</p> <p>Are we open when you need us to be open and because we have specific locations – what can we do to be more available in your areas? Outreach etc?</p> <p>What does this show you? ➤</p>
--	--	--	---

	<p>What new consultation, if any do you need to undertake?</p>	<p>Original consultation Opening hours consultation.</p>	<p>All areas will continue to consult on opening hours and will undertake appropriate to their own industry standards as part of Ask Me.</p> <p>This applies to both users and non-users.</p>
<p>6 Pg 17-18</p>	<p>Decision and recommendation</p>	<p>What is your decision/recommendation?</p> <p>To ensure that all CS staff go on mandatory Diversity training.</p> <p>Will you be taking immediate action? Yes</p> <p>Have you developed equality objectives and targets? Yes What are they? (TBA)</p> <p>Have you attached a timescale to your targets?</p> <p>Training to be completed by June 2007 and thereafter as part of corporate induction.</p> <p>Have the equality objectives and</p>	<p>Who will sign this off?</p> <p>CSMT.</p>

		<p>targets been included in your service plan?</p> <p>Have these objectives and targets been incorporate into your monitoring and performance management system?</p> <p>Yes</p> <p>How often will they be monitored and by whom?</p> <ul style="list-style-type: none"> ➤ As part of business planning process. 	
<p>7 Pg 18-19</p>	<p>Make the monitoring arrangements</p>	<p>What monitoring arrangements are in place?</p> <ul style="list-style-type: none"> ➤ Reviewed by CSMT . <p>How will you publish results of monitoring?</p> <ul style="list-style-type: none"> ➤ SID ➤ Press releases on any changes in the public interest. (e.g. opening hours). 	<p>Who will monitor?</p> <ul style="list-style-type: none"> ➤ CSMT

8 Pg 20-21	Publish assessment results	How will you publish? ➤ As above. Has a summary report been prepared? No	Has a copy been given to your Directorate Equalities Lead? Yes

Signed (Completing Officer).....

Dated.....

Signed (Lead Officer)

Dated.....