

NB: We have merged 2 EIAs here

PROFORMA FOR A FULL EQUALITY IMPACT ASSESSMENT

APPENDIX THREE

Directorate:	Adult and Community Services	Function:	Cultural Services (History/Heritage services) function of acquiring material for permanent preservation and preparing it for access (Record Office, Museum and Archaeology)
Assessment by:	DW, MA, RH, MT, AB, PH	Related Policies:	<ul style="list-style-type: none"> ➤ Unit Business Plans for Cultural Services ➤ Further EIA: Access in Cultural Services ➤ ➤ ➤
Date:	February – October 2006	Related Procedures:	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤
Equality Impact Assessment Working Group	Names <ul style="list-style-type: none"> ➤ Debbie Wilton, Malcolm Atkin, Robin Hill, Maggie Tohill, Anita Blythe, Paul Hudson 	Role on Group <ul style="list-style-type: none"> ➤ All worked together jointly to write the EIA and assess the policy/function 	

Step and page in Toolkit	Description of Step	Checklist	Checklist
1 Pg 7	Identify all aims of the function/policy	<p>What do you want to achieve? This can be broken down into A) Collection and B) Preparing material for access</p> <p>A) COLLECTION</p> <ul style="list-style-type: none"> • Museum has a Collection Policy • Record Office has an Acquisition Policy • Archaeology have Collection criteria <p>The aims of all three:</p> <ul style="list-style-type: none"> • To reflect Worcestershire past and present physical and cultural, eg: life – people – rural and urban – institutions – landscape • Responding to national and regional policy – archaeology in particular • To guide potential donors to other places if appropriate, e.g. if there is a more relevant Record Office, local museum or archaeological service. <p>Record Office: The Policy says the Office aims to acquire relevant material that “reflects</p>	<p>How will you do that? A) COLLECTION All = We identify areas of strength and weakness. This is ongoing and may change over time, currently these are our perceptions of strength and weakness. Currently not proactively addressing this</p> <p>The Museum acquires principally through donations including bequests, occasional</p>

		<p>the broadest social, economic and ethnic range of the life and work of Worcestershire people and institutions, past and present” and states the long term responsibility to future residents of Worcestershire (We have material that is 800 years old).</p> <p>B) PREPARING FOR ACCESS Policy on preparing for access for all 3 = to make information/material secure for the long term, safe, documented and accessible (see also EIA on Access Policy)</p>	<p>purchases and short term loans. For most items people seek the museum out. However temporary loans are sought out. Currently not proactively addressing this</p> <p>Archaeology collects information in a range of forms rather than objects. A lot of this comes as a requirement of the planning process.</p> <p>The Record Office acquires through a combination of gift/loan and some regular donations as a statutory repository e.g. as a Diocesan RO or County Council archive. Most donations come from people approaching the RO.</p>
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B) PREPARING FOR ACCESS

- RO has a prioritisation scheme for cataloguing. Then catalogues using national standards – problem with not being able to conserve properly currently
- Museum documents using national standards – basic for everything. Backlog for full cataloguing.
- Archaeology input onto HER following national standards

<p>2 Pg 7 - 10</p>	<p>Consider the evidence</p> <p>Identify existing data/research sources you will need?</p>	<p>Existing Sources ➤ A) COLLECTION</p> <p>ALL = Specific information is not kept on donors in regard to race/ethnicity/sex/disability. Name, address and Anecdotal evidence as to who donors are and what sort of items/records are being donated is recorded.</p> <p>We have all visitor surveys that record who visits and annually a Record Office survey does ask about gender/ethnicity/disability. Although visits are the consideration of the EIA on Access, it is still an end result of the same process.</p> <p>We do know in the Record Office that we have made attempts in the past to reflect BME communities in collections, but these attempts have been ad hoc:</p> <ul style="list-style-type: none"> • Race Outreach evening in 1999 • Attempts to fill gaps in photograph collection - photographs of Worcester's first Asian mayor, Redditch's new Mosque and the multi-faith picnic organised by the Countryside Service. • Oral history – interviewed Earl Ferguson, the first Black JP in Worcestershire. • Worcestershire Record Office also advises groups who want to carry out their own projects. One such group was the Worcestershire Race Equality Council, who were about to start a project interviewing Worcestershire residents who had moved to the county from South Asia. • Events for Black History Month – Storytelling, food evening, and 2006 Redditch event 	<p>What does the evidence show you?</p> <p>Without more information it is difficult to make a meaningful comment. But work-force and visitor figures show under-representation from BME communities</p> <p>That some of our catalogues/guides may not be fully accessible</p>

		<p>➤ B) PREPARING FOR ACCESS</p> <p>ALL = Comments forms are available for people to comments on access issues.</p> <p>Cataloguing/documenting into different formats/languages/audio/web access = not yet fully for RO and can't choose different languages from web – can contact a number but not convert directly</p> <p>Annual Record Office survey shows that many have mobility and hearing problems who use our services</p>	
	<p>What new data or research, if any, do you need?</p>	<p>New Sources</p> <p>COLLECTION</p> <p>We all need more information on donors/depositors. Optional information on age, gender, race to be collected? Or mandatory?</p> <p>One option is for us to ask which weakness in our current Collections policy their deposit may be addressing and ask them to choose from a list.</p> <p>B PREPARING FOR ACCESS</p> <p>Need evidence of need for different ways to access the catalogues and guides before totally changing the way we do it</p>	
<p>3 Pg10-12</p>	<p>Assessing the likely Impact</p>	<p>The evidence shows us that we do need more evidence.</p> <p>Could some groups be affected differently? If so state which ones:</p> <ul style="list-style-type: none"> - Low income - BME communities 	<p>List the barriers to and opportunities to promoting equality and diversity?</p>

		<ul style="list-style-type: none"> - Visually impaired - Mobility impaired 	<p>Maybe the barrier is cultural and maybe collections are kept locally – can we support/advise on this? (see alternatives later) – barriers of trust too?/awareness?</p>
		<p>Negative impacts (if yes, state how) e.g.</p> <p>A COLLECTION</p> <ul style="list-style-type: none"> • Impact may be less collections from minority groups - Groups that do not feel engaged with (part of) Worcestershire will feel less so if they can't embrace their place in the county now and historically – identity and pride. • Eg: Asian Oral History compiled – RO needs to link to that and reference it, although not necessarily own it <p>B PREPARING MATERIAL FOR ACCESS</p> <ul style="list-style-type: none"> • Terminology – intellectual barriers to catalogues and official language – may be that people think you have to be intellectual academic to access the services (link to access EIA too). • Format for material – microfilm/fiche accessibility – could affect elderly/poor vision/mobility • Income differentials may prevent access to technology – groups affected may not just be low income earners but may also be elderly/urban social economic and racial influences (caveat = free access through libraries, but do people know that? – see their EIA policy) 	<p>Positive impacts (if no, could they be yes) e.g.</p> <p style="text-align: right;">➤</p> <p>But HER have been told by schools not to dumb down so we need evidence before changing.</p>

- Technology may not be suitable for the disabilities
- Even if digital access meant more groups reached currently catalogues/guides not fully available electronically
- HER – We encourage people to visit so that they gain best understanding – but this may be a plus because disabilities can be overcome through explanation at a visit; barrier is housebound/poor and can't afford to travel. Opening hours are office hours so if people work 9-9 Mon to Fri they would have difficulty to access it.
- RO need people to visit the searchroom to view the documents (although we do go out occasionally)
- Museum needs people to visit the Museum to see the objects (although do have mobile museum)

Results of negative impact:

- Not treating all rate-payers fairly and equally
- Not meeting the Council's Policy of Equal Opportunity for all
- Does it reinforce negative stereotypes? Does it damage relations?
- Not fulfilling the Community leadership role in engaging with our communities and being accessible – having an open door does not necessarily encourage everyone in – are we seen as inaccessible, unapproachable, irrelevant?
- Could any communities get an adverse outcome?
- Could any group be excluded from the benefits of the policy/function?
- WCC and all who visit Cultural Services can be adversely affected by not expanding our user-base, the workforce, the richness of our collections
- Losing history and recording the character of the County for future generations
- Is under-representation of ethnic minority Cultural Services professionals a result of ethnic minorities not having been engaged in archives/objects/archaeology, resulting in a depleted workforce?
- Our traditional user base narrows as the 'minority' populations grow

		<ul style="list-style-type: none"> • Not opening economic benefit of archives to all communities • Preventing children from learning a variety of history in schools by keeping just the records/objects produced by the dominant cultures – this has to have an impact on community relations and understanding. (NB: Westminster have shown the positive impact that can be gained by teachers and children when this situation is reversed with archives) 	
		<p>Could these be justified? If so, how?</p> <ul style="list-style-type: none"> ➤ The lack of systematic attempt to address the weaknesses in the collections can be partly explained by lack of outreach and education resources, and ad hoc attempts have been made. However, this does not <i>justify</i> the lack of a manageable sustainable programme of activity and the impact reasons above show that this is important. 	<p>What, if anything, could be done to improve positive impact or promote equality?</p> <ul style="list-style-type: none"> ➤ A manageable and sustainable programme of activity could be put in place to ensure the weaknesses in the collections are addressed.

		<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? Addressing the impacts listed above:</p> <p>A COLLECTION</p> <p>To try to ensure that manageable and sustainable action is taken to ensure that the collection's areas of weakness are addressed. The Acquisitions Policy will refer to an action plan, or the UBP, which will have specific actions.</p> <p>The proposals are split into 3 areas:</p> <ul style="list-style-type: none"> ➤ Collecting archives and objects ➤ Supporting Community Archives and Objects (in situ) ➤ Raising awareness to increase visits and therefore future deposits and greater representation <p>Managing all the proposals would be difficult to sustain and responses need to be balanced and reasonable so that we adapt as we can within our broader remits. It is important therefore to consult on the options below and decide which would be most</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

productive to progress.

1. Collecting - options

Initiative	Restraints	Mitigation	Impact
Identify BME groups that are unrepresented in the collection, and develop links with these communities and offer to store and make accessible their archives and objects	Outreach staff time. Cataloguing staff capacity – there is a backlog of a number of years in the archives Storage – new archive deposits are housed in space hired in Gloucester	Investigate contacting a number of BME organisations to see if they have a newsletter that we can subscribe to or regular minutes of meetings. Easier to catalogue that than a whole deposit.	Increased holdings of BME organisation information to develop more accurate representation of Worcestershire.
Promote through Modern Records Unit to Council staff which areas that reflect the County as a whole would be best to flag to the Record Office for preservation			More representative collections
Carry out Oral History with BME people in Worcestershire	Time – currently finishing a long term project on WWII memories. This may take the rest of 2006/7.	Link with others who are carrying out these projects and promote them. Need to link and work more closely	Capture the stories of BME people in Worcestershire for the future. Oral history is a great way of engaging

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 alternative ways of achieving the aims of your policy?
- Are you going to justify the policy, as originally proposed, because of the policy's

			<p>Time – any interview takes a lot of time in preparation, interview, and transcription. And so the current programme of activity is on hold from a staff position (although not necessarily for volunteers).</p>	<p>with others who are doing this work; Asian Oral History has happened and we have invited Dr Ahsaan to talk at our conference. An African Caribbean Black History oral history is planned.</p> <p>Have it as an option for future projects. Investigate linking up work with other groups, such as WREC, who had an Oral History project in 2005. Build contacts with BME volunteers into new volunteer policy when this is completed.</p>	<p>people of all ages.</p>	<p>importance on the grounds that it has nothing to do with equality?</p>
		<p>Ensure that BME subjects, events and places are recorded in the Worcestershire</p>	<p>Staff time – any extra time ordering & accessioning photos would have to be built in.</p>	<p>Set aside a sum for this in the RO budget.</p> <p>Encourage people to</p>	<p>Widen the representation of BME images in the collection.</p>	

Photographic Survey. Produce a checklist in conjunction with organisations, and order photos from newspapers or commission them.	Cost – photos from newspaper not too expensive in small numbers. Commissioning photos can be expensive. Copyright and Data Protection need to be thought through in advance.	let us copy photos either at special roadshows or via a competition asking people to take images.	

2. Supporting Community Archives and Objects

With problems of space and cataloguing time, and barriers of trust and cultural issues, and changes in ways that we think of archives, there is more focus on community archives and objects. This is where the community still holds on to their archives/objects, if there are happy to do this, but Record Offices/Museums offer advice on storing and organising them, and by knowing about them can direct people if they want to consult them. This is already acknowledged in the Acquisitions Policy, but more focus could be given to it. Archives 4 All, co-ordinated by the National Archives, is encouraging Record Offices to do this. Benefit is that we do not have to catalogue (big backlog) and store (outsource at Gloucester).

Initiative	Restraints	Mitigation	Impact
Promote the advisory role to community groups, via website, leaflets, talks and	Time to develop in full this advisory role. Reliant on making contacts and ensuring that the	Build this development work into UBP targets and promote the role widely.	Increase in knowledge about community archive collections and able to point

other promotion. Seek to include details of that within – create guidance on this and set boundaries	offer reaches the target audience.		visitors to these sources.
Museum – advising users to preserve their historic objects at home – create guidance on this			

3. Raising Awareness

One of the reasons that people deposit is that they know about the Record Office or Museum, perhaps using it already, so know that the services would be interested in material. This leads onto another EIA on the Access policy and out of the strict remit of the Acquisitions/Collections Policy, but since the promotion of Cultural Services plays an important role in developing the collection that it must be considered in order for this EIA to be meaningful.

The following are ideas that if implemented through the UBP could help towards ensuring that the Acquisitions Policy's aims are met by increasing our profile across Worcestershire people, and in time for them to think of us when they have relevant material to pass on. We should monitor how people heard about us when they deposit to see how effective this profile raising has been.

Initiative	Restraints	Mitigation	Impact
Ensure publicity makes us approachable/accessible/seen as owned by all communities: eye-catching leaflets that can	Time and cost, although leaflets are currently being	Produce as part of leaflet redesign and work with	Suitable leaflets available to distribute to non traditional users

		<p>usefully be distributed to all, that include general information about the Record Office/Museum/Archaeology and encouraging people to donate anything useful. These to include BME relevant images amongst those chosen.</p>	<p>redrafted.</p>	<p>Marketing Manager in CS to develop further.</p>	<p>including, but not exclusively, BME people.</p>	
		<p>Major event in Black History Month to kick start programme of activity. This has happened in the past but not for a couple of years.</p>	<p>Time in organising and running event. Need to ensure event is relevant to BME people. If it is run in partnership with another group then time would be needed to develop the partnership. Cost – Expenses if hiring venue, speaker and for publicity.</p>	<p>Contact groups, such as Windrush or Redditch Black History Group, to investigate events.</p>	<p>Increase profile of Black History in Worcestershire. An opportunity to highlight sources in WRO/Arch/Museum, or to encourage more donations. Raise profile with BME people.</p>	
		<p>Ensure that as part of Cultural</p>	<p>Staff time – 1</p>	<p>Include 1 or 2</p>	<p>Increase the</p>	

		<p>Services' outreach programme wider community events and venues are visited with exhibitions, not just family history & local history fairs.</p> <p>Idea – encourage a Who do you think you are? style collection of photos/scans or a photo competition – the results could culminate in a touring exhibition. Contact Annette Wright in adult ed re community centres/Horizon building contacts. Link with CAP360 (recent oral history projects). Schools?</p>	<p>or 2 people per event plus preparation time.</p> <p>Cost – any new displays that may need to be created.</p> <p>Suitability of a location or event.</p>	<p>events as part of a years programme and use new exhibition that is being developed.</p>	<p>services' profile, reaching people not already engaged with using archives. Getting contacts and distributing our leaflets.</p>	
		<p>When we seek volunteers ensure we include requests to BME groups too.</p>	<p>Currently a volunteer policy is being prepared. As with all volunteers, need to carefully match suitable people to job and provide support.</p>		<p>Potentially wider base of people involved with Cultural Services and able to be an advocate of the service.</p>	

B PREPARING FOR ACCESS

- Terminology: Layered approaches to cataloguing and documenting – Museum do do this anyway but question if it has been done to the right level; is it practical for the Record Office? We need to call records what they are but could we work better to add interpretation to that? – realistically would it be best to do this day forward rather than retrospectively? Reference books need to be made readily available. Opportunity in HER to interpret more and this has been planned in. Also what about linking up catalogues cross-domain in Cultural Services eg: link up the museum and archive catalogues
- Format microform material – accessible: research service but this costs (anecdotal evidence) – we can sometimes offer one to one help and we could look at promoting this more on notices on the film cabinets but we cannot always offer one to one help – arthritic people may need constant help – being a friend? Add into the volunteer policy? – should we recruit volunteers to help with
- The above also applies to catalogues (and the actual documents and information not being in large print)/other languages – we could look at putting catalogues etc in large print and suggesting bring a friend/use volunteers for interpretation when you visit. Ensure people are better prepared before they visit – know the quieter times/we can be ready....we can get volunteers in.....therefore amend publicity material and also influence user surveys to identify timings for this etc
- Technology access income barrier: ensure we also promote that there is free access in Record Office and libraries
- Technology access ability barrier: Promote training that is available through Libraries
- Technology: are our keyboards and screens suitable for disabilities? Investigate needs and costs for this
- Electronic access not fully for all collections and people have to come in: Take archives and objects out to communities – mobile museum and loan boxes – share these resources across the Cultural Services (precedent for this in food and

		drink exhibition) – where does the Mobile Museum visit? Challenge this?									
5 Pg 15-16	Consult Formally Identify existing consultation data that you need	Existing consultation sources: <ul style="list-style-type: none"> ➤ PSQG surveys ➤ Library and History Centre consultation happening at the moment ➤ Look at Consultation Toolkit 	What does this show you? ➤								
	What new consultation, if any do you need to undertake?	<p>We need to consult to see if</p> <ul style="list-style-type: none"> a) our impacts are genuine and b) which of the suggested alternatives above (in step 4) are viable and/or acceptable. <p>Need to log this on Consultation Toolkit</p> <p>Original consultation</p> <p>Who and what want to find out</p> <table border="1" data-bbox="658 1050 1868 1305"> <thead> <tr> <th>Who?</th> <th>What do we want to know?</th> </tr> </thead> <tbody> <tr> <td>Existing users and Friends organisations</td> <td>Physical access issues and barriers to technology – trialling new services eg: online catalogue</td> </tr> <tr> <td>Existing Depositors</td> <td>Quality of catalogues</td> </tr> <tr> <td>BME communities – Race Groups with a cultural interest</td> <td>Awareness and issues of trust and community archives and objects – what do</td> </tr> </tbody> </table>	Who?	What do we want to know?	Existing users and Friends organisations	Physical access issues and barriers to technology – trialling new services eg: online catalogue	Existing Depositors	Quality of catalogues	BME communities – Race Groups with a cultural interest	Awareness and issues of trust and community archives and objects – what do	
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			<p>they think of our suggestions for improvement above (in step 4) and do they have alternatives?</p> <table border="1"> <tr> <td data-bbox="663 363 1263 507">Disability groups – mobility, dexterity and visual impairment</td> <td data-bbox="1263 363 1877 507">Physical access issues and barriers to technology - what do they think of our suggestions for improvement above (in step 4) and do they have alternatives?</td> </tr> <tr> <td data-bbox="663 507 1263 612">Schools and youth groups</td> <td data-bbox="1263 507 1877 612">Intellectual access – are our catalogues and finding aids using terminology we understand</td> </tr> <tr> <td data-bbox="663 612 1263 651">Customer Service Centre</td> <td data-bbox="1263 612 1877 651">Intellectual access issues and low income</td> </tr> <tr> <td data-bbox="663 651 1263 689">Adult learners through KK's service</td> <td data-bbox="1263 651 1877 689">Intellectual access issues and low income</td> </tr> <tr> <td data-bbox="663 689 1263 727">Use readers at home service</td> <td data-bbox="1263 689 1877 727">Physically coming to see the collections</td> </tr> <tr> <td data-bbox="663 727 1263 766">Age Concern*</td> <td data-bbox="1263 727 1877 766">Physically coming to see the collections</td> </tr> <tr> <td data-bbox="663 766 1263 804">U3a</td> <td data-bbox="1263 766 1877 804">Physically coming to see the collections</td> </tr> <tr> <td data-bbox="663 804 1263 842">Staff</td> <td data-bbox="1263 804 1877 842">Intellectual access issues</td> </tr> </table> <p>How ➤ This is being compiled by the ACE Group and we will progress it from there</p>	Disability groups – mobility, dexterity and visual impairment	Physical access issues and barriers to technology - what do they think of our suggestions for improvement above (in step 4) and do they have alternatives?	Schools and youth groups	Intellectual access – are our catalogues and finding aids using terminology we understand	Customer Service Centre	Intellectual access issues and low income	Adult learners through KK's service	Intellectual access issues and low income	Use readers at home service	Physically coming to see the collections	Age Concern*	Physically coming to see the collections	U3a	Physically coming to see the collections	Staff	Intellectual access issues	
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6 Pg 17-18	Decision and recommendation	<p>What is your decision/recommendation?</p> <p>Will you be taking immediate action? Yes/No</p> <p>Have you developed equality objectives and targets? What are they?</p> <p>Have you attached a timescale to your targets?</p>		Who will sign this off?																

		<p>Have the equality objectives and 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/No</p> <p>How often will they be monitored and by whom?</p> <p>➤</p>	
<p>7 Pg 18-19</p>	<p>Make the monitoring arrangements</p>	<p>What monitoring arrangements are in place?</p> <p>➤</p> <p>How will you publish results of monitoring?</p> <p>➤</p>	<p>Who will monitor?</p> <p>➤</p>

<p>8 Pg 20-21</p>	<p>Publish assessment results</p>	<p>How will you publish? ➤</p> <p>Has a summary report been prepared? Yes/No</p>	<p>Has a copy been given to your Directorate Equalities Lead? Yes/No</p>
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Signed (Completing Officer).....

Dated.....

Signed (Lead Officer)

Dated.....