

Equality Impact Assessment Template – Stage Two

Name of item being assessed:	Budget Proposals 16/17 Phase Two: West Berkshire Museum
Version and release date of item (if applicable):	V1
Owner of item being assessed:	Paul James
Name of assessor:	Paul James
Date of assessment:	09/03/2016
Date Stage 1 EIA completed:	05/02/2016

STEP 1 – Scoping the Equality Impact Assessment

1. What data, research and other evidence or information is available which will be relevant to this Equality Analysis? Please tick all that apply.

Service Targets		Performance Targets	
User Satisfaction	X	Service Take-up	
Workforce Monitoring		Press Coverage	
Complaints & Comments		Census Data	
Information from Trade Union		Community Intelligence	
Previous Equality Impact Analysis		Staff Survey	
Other (please specify) Phase 2 budget proposals consultation responses			x

2. Please provide details on how you have used the available evidence, information you have selected as part of your Impact Assessment?

We have reviewed the data from the Museum's customer feedback survey in Sept/Oct 2015 for information that is relevant to the proposal and its impacts.

We have taken the views of all respondents into account and determined whether:

- the responses indicate that the proposal should not proceed.
- reasonable amendments could be made to the proposal
- any mitigation could be proposed to alleviate some of the impact of the proposal
- there are any equalities issues which have emerged as a result of the consultation, which need to be considered

3. If you have identified any gaps in relation to the above question, please detail what additional research or data is required to fill these gaps? Have you considered commissioning new data or research? If 'No' please proceed to Step 2.

As a result we have identified the following concerns which are relevant to Equalities:

- Age – concerns about the impact on children and older people who benefit from the museum’s learning & participation programme.

STEP 2 – Involvement and Consultation

1. Please use the table below to outline any previous involvement or consultation with the appropriate target groups of people who are most likely to be affected or interested in this policy, strategy, function or service

Target Groups	Describe what you did, with a brief summary of the responses gained and links to relevant documents, as well as any actions
Age – relates to all ages	<ul style="list-style-type: none"> • In the customer feedback survey (Sept/Oct 2015) about 60% of all users were families and children. Prior to the museum closing for refurbishment (2009) it is estimated that about 40% of all users were families and children. • The proposal will reduce the Museum’s Learning & Participation (L&P) programme by 40% so there will be a negative impact for this group. • However, 60% of the current L&P programme will continue so there will still be access to learning events and activities about local history and heritage.
Disability - applies to a range of people that have a condition (physical or mental) which has a significant and long-term adverse effect on their ability to carry out ‘normal’ day-to-day activities. This protection also applies to people that have been diagnosed with a progressive illness such as HIV or cancer.	There should be no greater impact on this group than on any other.
Gender reassignment - definition has been expanded to include people who chose to live in the opposite gender to the gender assigned to them at birth by removing the previously legal requirement for them to undergo medical supervision.	There should be no greater impact on this group than on any other.
Marriage and Civil partnership – .protects employees who are married or in a civil partnership against discrimination. Single people are not protected.	There should be no greater impact on this group than on any other.
Pregnancy and Maternity - protects against discrimination.	There should be no greater impact on this group than on any other.

With regard to employment, the woman is protected during the period of her pregnancy and any statutory maternity leave to which she is entitled. It is also unlawful to discriminate against women breastfeeding in a public place	
Race - includes colour, caste, ethnic / national origin or nationality.	There should be no greater impact on this group than on any other.
Religion and Belief - covers any religion, religious or non-religious beliefs. Also includes philosophical belief or non-belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.	There should be no greater impact on this group than on any other.
Sex - applies to male or female.	There should be no greater impact on this group than on any other.
Sexual Orientation - protects lesbian, gay, bi-sexual and heterosexual people.	There should be no greater impact on this group than on any other.

2. Who are the main stakeholders and what are their requirements?

Respondents expressed a desire for access to local history and heritage events and activities, as a resource for schools, young people and families. Older people expressed a desire to access volunteering opportunities.

3. Amongst the identified groups in the previous question, what does your information tell you about the potential take-up of resulting services?

The museum attracted 8000 visitors in its last year of operation before the closure (2009). In the first year of its opening after the refurbishment it attracted 28000 visitors (3.5 times more). Visitor numbers are still growing. Interest in the learning & development programme has grown along with general visitor numbers and we estimate that over 1000 school age children participated in a learning activity at the museum or in an outreach session in their school.

STEP 3 – Assessing Impact and Strengthening the Policy

What will be done to improve access to and take-up of, or understanding of the policy, strategy, function or service? (these are the measures you will take to mitigate against adverse impact)

We believe the most likely outcome of the proposal will be a reduction of 40% in the learning and participation programme either at the museum or outreach in schools.

We will continue to provide the service in a reduced form and opening hours will not be affected. Therefore we will maintain access to a (reduced) programme of learning and participation activities for people of all ages and particularly for children, young people and schools.

STEP 4 – Procurement and Partnerships

Is this project due to be carried out wholly or partly by contractors? *No*

If 'yes', have you done any work to include equality considerations into the contract already? Specifically you should set out how you will make sure that any partner you work with complies with equality legislation.

N/A

STEP 5 – Making a Decision

Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the Council's strategic outcomes?

We have considered the views of respondents and considered the impact of the proposal in relation to equality. We have considered whether the proposal could lead to actual or potential discrimination, and have considered whether the mitigation we have proposed is sufficient.

We believe that the mitigation measures that we have proposed demonstrate that we have met the authority's responsibilities in relation to equality.

STEP 6 – Monitoring, Evaluating and Reviewing

Before finalising your action plan, you must identify how you will monitor the policy/function or the proposals following the Equality Impact Assessment and include any changes of proposals you are making.

What structures are in place to monitor and review the impact and effectiveness of the new policy, strategy, function or service?

We will measure impacts in our annual customer satisfaction survey and in the annual review of the Museum business plan.

STEP 7 – Action Plan

Any actions identified as an outcome of going through Steps 1-6 should be mapped against the headings within the Action Plan. You should also summarise actions taken to mitigate against adverse impact.

	Actions	Target Date	Responsible post holder & directorate
Involvement & consultation	Friends of the Museum quarterly meeting	Quarterly	Paul James, Culture Manager
	Learning Advisory Panel	Every 4 months	Clare Bromley, Learning & Participation Officer
Data collection	Annual customer satisfaction survey	Autumn 2016	Paul James, Culture Manager
Monitoring, evaluation and reviewing	Annual Review of Business Plan	January 2017	Paul James, Culture Manager

STEP 8 – Sign Off

The policy, strategy or function has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

Assessor		
Name: Paul James	Job Title: Culture Manager	Date: 09/03/2016

Service Director or Senior Officer (sign off)		
Name: Steve Broughton	Job Title: Head of Culture & Environmental Protection	Date: 09/03/2016

Please email a copy of the EIA to Rachel Craggs, Principal Policy Officer (Equality & Diversity): Rachel.craggs@westberks.gov.uk