

# Race and Equality Impact Assessment Process

## Step 1

Identify the Policy, Strategy, Service or plan that you would like to impact assess, e.g. it could be;

- A Recruitment Policy
- The Community Strategy
- A Home Care Service
- A Service Improvement Plan

<b>Name of the Policy, Strategy, Service, or Plan:</b>	<b>HCC Museums Service Plan</b>
<b>Date Impact Assessment Completed:</b>	<b>1<sup>st</sup> April 2006</b>

<b>Question</b>	<b>Answer</b>
<b>1) What are the main aims &amp; objectives of the Policy/ Strategy/ Service/ or Plan?</b>	To guide the activities of HCC Museums Service during the financial year 2006-07
<b>2) Who implements the Policy/ Strategy/ Service/ or Plan?</b> <i>E.g.</i> <ul style="list-style-type: none"> <li>▪ <i>Staff</i></li> <li>▪ <i>Managers</i></li> <li>▪ <i>Contractors</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Managers</li> <li>• Partners</li> </ul>
<b>3) Who will be (is) affected by the Policy/ Strategy/ Service/ or Plan, and the way it is delivered?</b> <i>E.g.</i> <ul style="list-style-type: none"> <li>▪ <i>Staff</i></li> <li>▪ <i>Service Users/ Carers</i></li> <li>▪ <i>Partner Agencies (e.g. Health, other Local Authorities, Probation, Community &amp; Voluntary groups, etc)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Service users</li> <li>• Partner agencies</li> <li>• Funding bodies</li> <li>• Other HCC departments</li> </ul>

Question	Answer
<p><b>4) Are there other organisations involved in delivering the Policy/ Strategy/ Service/ or Plan?</b>  <i>E.g.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Others council departments</i></li> <li>▪ <i>External Organisations</i></li> <li>▪ <i>Contractors</i></li> <li>▪ <i>Partner Agencies (as above)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ District Councils</li> <li>▪ Lymington Museum Trust</li> <li>▪ Museums, Libraries &amp; Archives Council</li> <li>▪ MLA SE</li> <li>▪ Partner museums x 4</li> </ul>
<p><b>5) What are the key performance indicators/ measures for this Policy/ Strategy/ Service/ or Plan?</b>  <i>E.g. are there any;</i></p> <ul style="list-style-type: none"> <li>▪ <i>BVPI's,</i></li> <li>▪ <i>National targets</i></li> <li>▪ <i>Locally agreed targets</i></li> <li>▪ <i>Statutory requirements</i></li> <li>▪ <i>Service standards, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ BVPIs 170a, 170b,170c</li> <li>▪ Service standard: full accreditation</li> <li>▪ National targets (required by DCMS): % increase in contacts with school-age children, visits by priority groups, total no. of visits</li> </ul>

## Step 2

### Collecting and Analysing Data

What information do you already collect, or can easily be obtained, to help you with this assessment?

Question	Answer
<p><b>1) What evidence do you already have about the equality impact of this Policy Strategy/ Service/ or Plan?</b>  <i>E.g.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Do you collect information about the gender, ethnicity, etc, of your service users?</i></li> <li>▪ <i>Do you have records of compliments/complaints from service users?</i></li> <li>▪ <i>Do user satisfaction surveys give any evidence of higher or lower take-up by particular groups?</i></li> <li>▪ <i>Is there any indication that this policy/ service creates problems for specific groups?</i></li> <li>▪ <i>Do other departments hold evidence that could be useful to you?</i></li> </ul>	<p>1. Gender &amp; ethnicity: information collected via biennial departmental MORI survey  Socio-economic identity of visitors: via MORI survey above and also annual exit survey at Milestones (soon to be quarterly) and postcode surveys on all sites</p> <p>2. Records of compliments and complaints are kept centrally.</p> <p>3. User survey at Milestones in 2005 shows take-up from priority groups (C2DE) @ 31% (up from 29% in 2004, national average = 23%).6% disabled visitors.</p> <p>4. User base is biased towards males, 35-64 age &amp; ABC1 social groups, but</p>

Question	Answer
<ul style="list-style-type: none"> <li>▪ <i>What other evidence have you got that could be useful?</i></li> </ul>	<p>29% of all visitors to all HCC museums are from groups C2DE. Take up by younger visitors increasing.</p> <p>5. An Observation Plus survey was carried out on all HCC Community Museums in July 2005, using questionnaires and follow-up telephone calls</p>
<p><b>2) Where can this evidence be found?</b> E.g.</p> <ul style="list-style-type: none"> <li>▪ <i>Is it on a data base (e.g. SAP) or in a paper format?</i></li> <li>▪ <i>Is it readily available or do you need to request a report?</i></li> <li>▪ <i>Can you obtain it from national sources (e.g. Census 2001)?</i></li> </ul>	<p>The evidence of the quarterly MORI surveys of SE museums is shortly to be posted on the MLA website (<a href="http://www.mla.gov.uk">www.mla.gov.uk</a>). The internal Hampshire data is to be found on the <a href="http://www.hantsnet.gov.uk">www.hantsnet.gov.uk</a> website. Other information is held by the Museums Service in electronic and paper format.</p>
<p><b>3) How frequently is this data collected?</b> E.g.</p> <ul style="list-style-type: none"> <li>▪ <i>On an annual basis – or ongoing?</i></li> <li>▪ <i>Is it accurate or out-of-date?</i></li> <li>▪ <i>Does further data collection need to be carried out as part of this process?</i></li> </ul>	<p>Data is collected at different times; e.g. visitor numbers are collected and analysed daily; satisfaction surveys are carried out annually and site-specific surveys will shortly be carried out quarterly. The process and purpose of data collection is constantly under review.</p>
<p><b>4) Have there been any (internal or external) demographic changes or trends locally which need to be taken in to account?</b> E.g.</p> <ul style="list-style-type: none"> <li>▪ <i>Has there been an influx of people from a particular ethnic group into your service area? (e.g. travellers/ asylum seekers/ armed forces personnel from abroad)</i></li> <li>▪ <i>Do you have national/ local data which could affect the future of your service? (e.g. ageing population statistics)</i></li> </ul>	<p>There have been no significant demographic changes within the boundaries of the service area.</p>

Question	Answer
<ul style="list-style-type: none"> <li>▪ <i>Have you relocated/ or has the area your service covers changed its boundaries? (e.g. this could affect the ethnic composition of the population you are serving)</i></li> </ul>	
<p><b>5) Is there enough data from recent consultation to give you the information you require?</b></p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Do you carry out user satisfaction surveys?</i></li> <li>▪ <i>Do you send out consultation questionnaires?</i></li> <li>▪ <i>Do you interview any of your service users face-to-face, or over the telephone?</i></li> <li>▪ <i>Do you collect equalities monitoring data as part of any of these processes? (e.g. gender, ethnicity, disability, etc)</i></li> </ul> <p><b><i>(If no consultation is taking place please see Appendix 1)</i></b></p>	<p>Yes. See above for 2005 Observation Plus survey etc. Data collection is increasing in frequency and sophistication all the time. There is evidence of consumer resistance to continual surveys.</p>
<p><b>6) Does the service have on-going dialogue with relevant interest or user groups?</b></p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Are there any user forums?</i></li> <li>▪ <i>Do you hold any focus groups?</i></li> <li>▪ <i>Are there any annual meetings/ newsletters?</i></li> <li>▪ <i>Do you hold any community workshops/ or surgeries/</i></li> <li>▪ <i>Do you hold any service open days/ exhibitions/ or promotional events?</i></li> <li>▪ <i>Are there any other things that you do to keep in touch with user groups?</i></li> </ul> <p><b><i>(If there is no ongoing dialogue with service users taking place please see Appendix 1)</i></b></p>	<p>Each Community Museum and the Museums Service HQ has a Friends Group through whom consultation is carried out. The Museums Service has also instituted a bi-annual Newsletter as a forum for exchange of information with volunteers and Friends Groups (Friends United!). Consultations are carried out with a variety of user groups before any major development – e.g. consultation via focus groups on the Basing House development (Spring 2006). Chilcomb House has service open days, and the service attends outside events (e.g. Game Fair, Country Park fairs) and is trialling a mobile museum</p>

<b>Question</b>	<b>Answer</b>
	bus to reach out-of-the way locations.

### Step 3

#### **Assessing the Likely Impact on Equalities**

Based on the data that you have collected and analysed in stage 2 you are now able to ask the 3 impact assessment questions.

- If your answer is “**yes**” please provide evidence – and then complete the action plan below.
- if your answer if “**no**” please provide evidence – and complete the final summary report form on page 9.
- If your answer is “**don’t know**” please go back to stage 2. You will need to collect further evidence. Once you have more data you will be in a position to answer the 3 questions below.

**(Remember - if you have completed steps 1 and 2 prior to step 3 it will save you time in the longer term.)**

Question	Answer	
	Yes No Don't Know	Provide Evidence (quantitative or qualitative)
<p><b>1) Is it likely that the Policy/ Strategy/ Service/ or Plan will discriminate unlawfully?</b></p> <p><i>(If you are unfamiliar with the legal framework for equalities please follow the link below which will take you to the equality and diversity website: <a href="http://hantsnet2000.hants.gov.uk/TC/equalities/internallaw.html">http://hantsnet2000.hants.gov.uk/TC/equalities/internallaw.html</a> )</i></p>	No	

Question	Answer	
	Yes No Don't Know	Provide Evidence (quantitative or qualitative)
<p><b>2) Are some groups likely to be excluded from the benefits of the Policy/ Strategy/ Service/ Plan?</b></p> <p><i>Things that may exclude people are:</i></p> <ul style="list-style-type: none"> <li>▪ Physical access</li> <li>▪ Transport links</li> <li>▪ Language difficulties, etc.</li> </ul> <p><i>Refer to the data that you collected in stage 2 to provide evidence for your answer.</i></p> <p><i>Example: A new “Asian Women’s” session was set up at a local swimming pool – as there was evidence of low take-up from this group at general swimming sessions. All other groups of people are excluded from these special sessions – so the answer to this questions is “yes”.</i></p>	Yes	<p>In some historic buildings within the museums service portfolio there is no lift, which hinders disabled people from going upstairs, but various provisions are made so that they can get some impression of what is shown upstairs, via videos or illustrated catalogues. Museums do not provide information in a range of languages, because it would not be practical to do so. Plans are in hand to provide toilets for the disabled where they do not already exist in museums.</p>
<p><b>3) Will any group be denied fair and equal access as a result of this Policy/ Strategy/ Service/ or Plan?</b></p> <p><i>Think about whether your Policy/ Strategy/ Service/ or Plan contains any criteria that could deny fair and equal access to certain groups - consider age, race, gender, religious observance, disability, sexuality, etc.</i></p> <p><i>Example: A new “Asian Women’s” swimming session has been introduced – however, because the swimming pool is open to the general public at all other times then no group will be denied fair and equal access as a result of this new service. So the answer to this questions is “no”.</i></p>	No, other than restrictions on some disabled access.	

If you have answered “**yes**” to any of these questions please complete the action plan below

## Action Plan - Steps 4-7

Step 4 - Consider alternatives way to deliver the policy, strategy or service

Step 5 - Consult with relevant user groups

Step 6 - Make a decision on what should be done

Step 7 - Arrange a review date – to monitor the effectiveness of the actions taken

Question	Answer
<p><b>1) What action/s needs to be taken?</b></p> <p><b>If no action is to be taken please state the case and provide evidence for why exclusion is acceptable in this circumstance and then move on to number 7).</b></p> <p><i>(For example; with the case of the Asian Women's swimming sessions, there was evidence to show that these women were not accessing mainstream sessions so positive action was taken to address the needs of this particular group. However other people still had access to the overall swimming service – so this is acceptable).</i></p>	<p>Plans are in hand to put a lift in the Red House Museum as part of a re-development plan in 2007/8, and in the Curtis &amp; Willis Museums in 2008/9. A new toilet for the disabled will be installed in the Allen Gallery in Alton in 2007. A lift was installed in Westbury manor Museum, Fareham in 2006.</p>
<p><b>2) What is the proposed timescale for the above action?</b></p>	<p><b>Date:</b> 2007-09</p>
<p><b>3a) Who needs to be involved?</b></p>	<p><b>Names: Museum staff, PBRs</b></p>
<p><b>3b) Which senior staff member is signing off this action?</b></p>	<p><b>Name: Caroline Dudley</b></p>
<p><b>4) Who needs to be consulted?</b> <i>(e.g. service users/ stakeholders)</i></p>	<p>Heritage Lottery Fund, English Heritage, PBRs, District Council planning departments, funding partners.</p>
<p><b>5) How will this consultation take place?</b></p>	<p>As part of the planning and fundraising process.</p>
<p><b>6) When will this consultation take place?</b></p>	<p><b>Date:</b> <b>2006 - 2009</b></p>

<b>7) Has the outcome of the consultation affected your original action/s (see 1) above)?</b> <i>(If yes please state how your action/s will now differ)</i>	<b>On-going</b>
<b>8) What is the review date?</b> <i>(a review is needed to check that the new arrangements are working and the policy, strategy, service or plan is no longer discriminating )</i>	<b>Date: 2010</b>

**Now please complete the final summary report below (Stage 8).**

# Race and Equality Impact Assessment

## Summary Report – Stage 8

<b>Department:</b> HCC Museums Service	<b>Date :</b> 01.04.06
<b>Completing Officer's Name:</b> Caroline Dudley	
<b>Signature:</b>	
<b>Policy, Strategy, Service or Plan that was Impact Assessed:</b>  HCC Museums Service Plan 2006/07	
<b>Summary of findings:</b> (Full report attached)  Access provision for disabled visitors is still not adequate.	
<b>Summary of Recommendations:</b> (Action plan/s attached)  A programme of improvements to facilities for disabled visitors is in progress, subject to funding being available.	

**The completed impact assessment needs to be published.**  
Please send this to the relevant person in your department to ensure that it is up-loaded onto your departmental website.

## Appendix 1- Guidance on Consultation

If no recent and reliable consultation results exist you will need to ask these questions

<b>Question</b>	<b>Answer</b>
<b>a. Who do you need to speak with to obtain this data?</b>	
<b>b. Which groups or individuals have legitimate interests?</b> <i>E.g.</i> <ul style="list-style-type: none"> <li>▪ <i>Service Users</i></li> <li>▪ <i>Key Stakeholders</i></li> <li>▪ <i>Members of the community</i></li> <li>▪ <i>Partner Agencies</i></li> </ul>	
<b>c. How do you ensure these groups/individuals are included in the consultation?</b>	
<b>d. Which type of methods should you use to consult?</b> <i>E.g.</i> <ul style="list-style-type: none"> <li>▪ <i>Questionnaires</i></li> <li>▪ <i>Internet polling</i></li> <li>▪ <i>Focus Groups</i></li> <li>▪ <i>Telephone interviews</i></li> <li>▪ <i>Face-to-face interviews</i></li> <li>▪ <i>Public Workshops</i></li> <li>▪ <i>Public Meetings</i></li> <li>▪ <i>Drop-in sessions/ surgeries</i></li> <li>▪ <i>Text messaging</i></li> <li>▪ <i>Compliments/ Complaints forms</i></li> </ul>	
<b>e. How do you ensure that the consultation process is accessible?</b> <i>E.g.</i> <ul style="list-style-type: none"> <li>▪ <i>Think about consultation venues, are they approachable and accessible?</i></li> <li>▪ <i>Think about the timing of consultation events – will they be excluding certain groups?</i></li> <li>▪ <i>Are questionnaires available in alternative formats? (large print, Braille, audio-tape)</i></li> </ul>	
<b>f. What resources are available to support this process?</b> <i>E.g. Staff time/ financial resources.</i>	

