

Equality (Impact) Assessment Form



Organisation or Department	Heritage, Libraries and Arts
Service Area / Section	Heritage Services (combined History Shop and Wigan Pier)

Section	Date Started	Reviewing officers:	Name (alphabetic order)	Job Title	Date Completed
Part A	14/09/07	Lead officer(s)	Webb, Yvonne Aitken, Stewart	Collections Dept. Manager Artistic Director	17/09/97 20/09/97
		Others on the review team	Butler, Philip Marsh, Lynne Marsh, Linda	Visitor Services Manager Heritage Assistant Assistant Manager	
Part B		Lead officer(s)	Webb, Yvonne	Collections Dept Manager	28/02/08
		Others on the review team	Marsh, Linda	Assistant Manager	
Part C		Lead officer(s)	"	"	
		Others on the review team	"	"	
Part D		Lead officer(s)	"	"	
		Others on the review team	"	"	
Part E		Lead officer(s)			
		Others on the review team			

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Part A: Assessing Relevance and Prioritising Areas

List functions and policies	For which of the following parts of the general duty, in the areas of gender, disability and race does it apply?			Are there other groups that need to be considered	Priority
	Disability	Gender	Race	Please state which groups below:	

Go to part B

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Part B: Assessment of services and policies

How is your service organised?

	Answer and evidence to show this	Action Points
1. Purpose of the service	To engage people in their own & Wigan's heritage through creative management and use of archives, collections & heritage resources. Key objectives - Improve understanding & learning, Increase use & awareness, Relevant archives, collections & resources, Increase local identity & pride	No action required
2. List policies included in this assessment	As listed in part A	Acquisitions- Assess how we collect to reflect different social groups within the Borough
3. Please list your stakeholders and customers	WLCT, Wigan Council, Heritage Network & sub groups, Volunteers, Internal & external customers, EBP, ACE, Groundwork, CYPs and Partner groups	No action required
4. Considering the type of service you provide and who your customers are, please outline how your service intends to communicate with different groups of people e.g. pictorial representations, tapes etc. Please ensure that priority is given to making services accessible rather than making information about services accessible. You should consider issues such as literacy, language and disability. Please refer to the Council's guidance on Plain	Note this area being reviewed at corporate level, guidelines to follow. Past Forward publication available in tape format Learning Link publication available via the web Lifts available at Trencherfield Mill & Leigh Archive, planned for History Shop Loop systems at History Shop & Trencherfield Mill Staff trained in Plain English, large print available. Activities tailored to specific needs Access to Nat. Interpretation service Exhibition labels assessed for language	Awareness of Corporate policies & procedures

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English, Corporate standards and the Council's Translation and interpretation policy.		
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Part B: Assessment of services and policies

Working in partnership working, procurement and commissioning

5.	Please list any aspects of your functions or policies that are delivered externally or with external partners	Curating in the Community Youth & Community Theatre work Outreach partners delivering Learning activities- Astley Green colliery, Dam House	Check partners compliant with Equality & Diversity Policy
6.	Has the procurement equality procedure been followed in each case?	Yes, to the best of our knowledge This area being reviewed corporately	No action required
7.	Please list any aspects of your functions or policies that are provided under contract for external organisations or partners	Youth & Community Theatre team leaders Any 'contracted in' staff to deliver learning activities	Check partners compliant with Equality & Diversity Policy
8.	Are you aware of the other organisation's/ partner's Procurement Equality Policy and how this differs from our own policy?	Not aware of any differences	Check as appropriate
9.	Has the procurement equality procedure been followed for items your service procures?	Where applicable	No action required

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Part B: Assessment of services and policies

Evidence to show whether the service is provided and accessed fairly

	Answer and evidence to show this	Action Points
<p>10. Please list all the information gathered that might help you decide whether or not the service is being applied fairly to all social identity groups</p> <p>If you do not have sufficient data or are not confident making decisions using the existing data please see the Equality Monitoring Guidance</p>	<p>Audience Development Plan, Citizens Panel, visitor feedback, comments compliments and suggestions, consultation with Heritage Network</p>	<p>Check if asking the right questions and whether implementing changes to address gaps where possible , and to include better access for all social identity groups. Review plans for new exhibitions in response to consultation</p>

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Part B: Assessment of services and policies

Is your service provided and accessed fairly?

Consider each equality group in turn and state which aspects of your work:

- Affect some groups differently, state how and why
- Promote equality and address unmet need
- Contribute to inequality
- Encouraging participation, and positive attitudes and relations between groups

		Answer and evidence to show this	Action Points
11. Age	Affect some groups differently	Traditional non Museum visitors/teenagers	Identify & engage in activities to interest these groups
	Promote equality and address unmet need	Activities are tailored to specific requirements	No action required
	Contribute to inequality	Feedback in response to surveys highlighted access gap at History Shop. HLF bid includes lift provision to address this.	Provision of lift access at History Shop
	Encourage participation, positive attitudes and relations between groups	Theatre Company Intergenerational work. Reminiscence learning sessions Heritage walks & talks BLF funded intergenerational project- WW2	No action required
12. groups Classes	Affect some groups differently	Pricing policy reflects access for low income groups and includes free activities Sunday access to Trencherfield Mill free	No action required
	Promote equality and address unmet need	Scheduled Learning activities within SOA's Youth & Community Theatre projects	No action required
	Contribute to inequality	Not aware of any contributing to inequality	No action required

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	Encourage participation, positive attitudes and relations between groups	Increasing number of free activities for low income families	No action required
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Part B: Assessment of services and policies

Is your service provided and accessed fairly? Continued...

		Answer and evidence to show this	Action Points
13. Disability	Affect some groups differently	Those with specific mobility requirements at the History Shop	HLF planned work 2008 includes lift provision
	Promote equality and address unmet need	As above Not aware of any other unmet need	As above
	Contribute to inequality	As above Not aware of any other areas	As above
	Encourage participation positive attitudes and relations between groups	Working with CYPS to include dedicated places for children with specific needs and their carers in activities	No action required
14. Ethnicity	Affect some groups differently	Not aware of any.	No action required
	Promote equality and address unmet need	Access to Nat. Interpretation service Range of learning activities to encourage new audiences	No action required
	Contribute to inequality	Not aware of any contributing to inequality	No action required
	Encourage participation, positive attitudes and relations between groups	Attend WLCT events, links via national incentives and Diversity Calendar, Holocaust Memorial Day, Black History Month	Follow through on identified links

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Part B: Assessment of services and policies

Is your service provided and accessed fairly? Continued...

15. Gender	Affect some groups differently	Not aware of any that promote inequality	No action required
	Promote equality and address unmet need	Equality within Recruitment Policy and Diversity training	No action required
	Contribute to inequality	Not aware of any that promote inequality	No action required
	Encourage participation, positive attitudes and relations between groups	Family and Learning activities involve mixed gender groups	No action required
16. Religion	Affect some groups differently	Not aware of any that promote inequality	No action required
	Promote equality and address unmet need	Equality within Recruitment Policy and Diversity training	No action required
	Contribute to inequality	Not aware of any contributing to inequality	No action required
	Encourage participation, positive attitudes and relations between groups	Events and activities linked with Diversity Calendar and national incentives, including Holocaust Memorial Day, Black History month	Follow through on identified links

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17. Sexuality	Affect some groups differently	Mandatory staff training Not aware of any that promote inequality	No action required
	Promote equality and address unmet need	As above	No action required
	Contribute to inequality	Not aware of any contributing to inequality	No action required
	Encourage participation positive attitudes and relations between groups	Youth/Community Theatre Sexual Health projects with Primary Care Trust	No action required
18. Other Groups e.g. carers, homeless	Affect some groups differently	Not aware of any	
	Promote equality and address unmet need	Not aware of any unmet need	
	Contribute to inequality	Not aware of any that contribute to inequality	
	Encourage participation positive attitudes and relations between groups	Pricing policies incl free access for identified activities Carers offering 1 to 1 support have free access Access for Volunteers' carers Inclusive family activity for children with specific needs to enable them to interact with other children	No action required

Go to part C

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Part C: Consultation

Please see the Plain English Guidance and Consultation Toolkit for advice. Please try to organise your consultation in partnership with other departments/sections and remember to feedback afterwards.

	Answer and evidence to show this	Action Points
1. Who will you consult with?	Forums, Friends, WLCT Consultation Panel, Citizens Panel, Visitors and non users	No action required
2. What consultation method/s will you use?	Appropriate methods including questionnaires, forums, focus groups	No action required
3. Are any groups of people likely to be missed out of the consultation? What can we do to prevent this happening?	Appropriate communication methods and formats	No action required
4. Are there effective mechanisms to record and analyse the consultation responses?	Data systems	No action required
5. Date (and place if applicable) of consultation	Future Consultation as and when required Visioning consultation WLCT Consultation Panel- 31/03/08 Rolling consultation on History Shop project	Monitor and review feedback to address gaps where possible
6. Can you prove who you consulted with?	Yes	No action required
7. Summary of consultation findings	Refer to Audience Development Plan and Citizens Panel results	No action required
8. Where can full details of the consultation findings be found?	As above	No action required

Go to part D

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Part D: Action Plan

Organisation/ Department	
Service Area	
Responsible Officer	

Transfer the action points identified whilst completing the previous sections, from the consultation and any rolled over from the previous Equality (Impact) Assessment into the first column. Using the test for relevance in part A indicate a level of importance for each action point in the second column. Complete the rest of the columns outlining who will complete the task and when and how this will be measured.

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target
Acquisitions Policy to assess collecting from different social groups	Low	Y Webb/P Gascoigne	Aug.'08- Feb. '09			
Check partners compliant with Equalities and Diversity policy	Medium	Learning & Outreach Manager/ Development Officer	April '08- March '09			

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Monitor and review consultation questions to gather appropriate information and address gaps where possible	Medium	Visitor Services Manager/	April '08- March '09			
Identify and engage in activities to attract current non museum users	Medium	Learning & Outreach Manager	April '08- March '09			
Address access issue at History Shop	High	Facilities Management	Sept '08- Aug '09	yes		
Follow through on identified participation links	Medium	Activities & Events Team	April '08- March '09	yes		

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Part D: Action Plan Continued...

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target

Completed by	Linda Marsh / Yvonne Webb	Date	
Has the action plan been ratified? E.g. Cabinet, DMT	EMT	Date	
Have the actions been mainstreamed into the service plan?	Yes	Date	
Who will the results of the Equality (Impact) Assessment be shared with?	Heritage team	Date	
How will the Equality (Impact) Assessment be published?	website	Date	
How and when will the action plan be monitored?	In line with Delivery Plan		
Date of the next assessment			

Please email your completed Equality (Impact) Assessment to the Equality Policy Officer.

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Part E: How do changes or new policies affect different groups?

	Answer and evidence to show this	Action Points
1. Function/policy		
2. Have you reviewed Parts A & B		
3. Outline any proposed changes to the policy or service		
4. How will service users be affected by these changes		
5. Who is better off because of these changes		

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Part E: How do changes or new policies affect different groups? Continued...

	Answer and evidence to show this	Action Points
6. Who is worse off because of these changes?		
7. Who else do the changes affect?		
8. Will these changes affect the social identity groups differently? If yes please explain how and why this is appropriate.		
9. Can any adverse impact be justified in relation to the wider aims of policy? If so explain why.		
10. What is the potential effect on community cohesion?		

Go to part C, then update part D.