**Equality Impact Assessment / Equality Analysis**

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| **Title of Project** | **Roman Baths Learning Centre** |
| Name of directorate and service | Heritage Services, Tourism Leisure and Culture |
| **Name and role of officers completing the EIA** | Stephen Bird, Head of Heritage Services |
| Date of assessment | 10 May 2012 |

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community.  The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community.  Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council’s and NHS Bath and North East Somerset’s websites.

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| **1.** | | **Identify the aims of the policy or service and how it is implemented.** | | | | |
|  | | **Key questions** | | **Answers / Notes** | | |
| **1.1** | | Briefly describe purpose of the project including   * How the project is delivered and by whom * If responsibility for its implementation is shared with other departments or organisations * Intended outcomes | | How the project is delivered will depend upon the funding solution; it will either be delivered by the Council itself or by a roman Baths development trust on behalf of the Council  Outcome: to provide the optimum learning environment in which people of all ages will undertake learning activities | | |
| **1.2** | | Provide brief details of the scope of the project being reviewed, for example:   * Is it a new service or review of an existing one? * Is it a national requirement?). * How much room for review is there? | | The development is new.  It is not a national requirement but follows the Clore Guideline specification for learning facilities. | | |
| **1.3** | | Do the aims of this policy link to or conflict with any other policies of the Council? | | **No** | | |
| **2. Consideration of available data, research and information** | | | | | | |
| Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:   * **Demographic** data and other statistics, including census findings * Recent **research** findings (local and national) * Results from **consultation or engagement** you have undertaken * Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age) * Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations * Analysis of records of enquiries about your service, or **complaints** or **compliments** about them * Recommendations of **external inspections** or audit reports | | | | | | |
|  | | **Key questions** | | | **Data, research and information that you can refer to** | |
| **2.1** | | What is the equalities profile of the team delivering the project? | | | Yet to be defined | |
| **2.2** | | What equalities training have staff received? | | | All staff have received equalities training | |
| **2.3** | | What is the equalities profile of service users? | | | Demographic as yet unknown | |
| **2.4** | | What other data do you have in terms of service users or staff? (e.g results of customer satisfaction surveys, consultation findings). Are there any gaps? | | | Customer satisfaction surveys and consultations carried out.  Results: Cloakroom, toilets and lunch-eating facilities required for users, storage space and staff rest-room facilities required. | |
| **2.5** | | What engagement or consultation has been undertaken as part of this EIA and with whom?  What were the results? | | | Consultation with teachers and other users. Consultation with business leaders. Other learning centres visited for best practice.  Increased learning space needed – currently demand is not being satisfied. | |
| **2.6** | | If you are planning to undertake any consultation in the future regarding this project, how will you include equalities considerations within this? | | | Ongoing dialogue with relevant equality groups/users. | |
| **3. Assessment of impact: ‘Equality analysis’** | | | | | | | |
|  | Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:   * Meets any particular needs of equalities groups or helps promote equality in some way. * Could have a negative or adverse impact for any of the equalities groups | | | | | | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this** | |
| **3.1** | **Gender** – identify the impact/potential impact of the project on women and men. (Are there any issues regarding pregnancy and maternity?) | | There will be both male and female toilets.  This facility does not favour of disadvantage any group | | |  | |
| **3.2** | **Transgender –** – identify the impact/potential impact of the project on transgender people | | This facility does not favour of disadvantage any group | | |  | |
| **3.3** | **Disability** - identify the impact/potential impact of the project on disabled people (ensure consideration of a range of impairments including both physical and mental impairments) | | At the end of the connecting passage from the Roman Baths to the Learning Centre there will be a lift.  Hearing loop will be installed  Disabled toilets will be installed.  This facility does not favour of disadvantage any group | | |  | |
| **3.4** | **Age** – identify the impact/potential impact of the project on different age groups | | The facility will provide a learning environment in which people of all ages will undertake formal and informal learning.  It will provide a resource for life-long learning and comunity groups. | | |  | |
| **3.5** | **Race** – identify the impact/potential impact on different black and minority ethnic groups | | This facility does not favour of disadvantage any group | | |  | |
|  |  | | **Examples of what the service has done to promote equality** | | | **Examples of potential negative or adverse impact and what steps have been or could be taken to address this** | |
| **3.6** | **Sexual orientation -** identify the impact/potential impact of the project on  lesbians, gay, bisexual & heterosexual people | | This facility does not favour of disadvantage any group | | |  | |
| **3.7** | **Religion/belief** – identify the impact/potential impact of the project on people of different religious/faith groups and also upon those with no religion. | | This facility does not favour of disadvantage any group. | | |  | |
| **3.8** | **Socio-economically disadvantaged** – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances | | B&NES schools have free admission to the site. Teaching session charges will apply as with every other group.  This facility does not favour of disadvantage any group. | | |  | |
| **3.9** | **Rural communities** – identify the impact / potential impact on people living in rural communities | | This facility does not favour of disadvantage any group. | | |  | |

**4. Bath and North East Somerset Council & NHS B&NES**

**Equality Impact Assessment Improvement Plan**

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

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| **Issues identified** | **Actions required** | **Progress milestones** | **Officer responsible** | **By when** |
| Cloakroom, toilets and lunch-eating facilities required for users, storage space and staff rest-room facilities required. | These would be satisfied by a new learning centre. | Feasibility studies in progress. Funding being sourced |  | 2013 |
| Insufficient space to meet demand for formal and informal learning for all ages. | New space created in learning centre | Feasibility studies in progress. Funding being sourced |  | 2013 |

**5. Sign off and publishing**

Once you have completed this form, it needs to be ‘approved’ by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team ([equality@bathnes.gov.uk](mailto:equality@bathnes.gov.uk)), who will publish it on the Council’s and/or NHS B&NES’ website. Keep a copy for your own records.

**Signed off by**: Stephen Bird Head of Heritage Services (nominated senior officer)

**Date:** 4 July 2012