

Equality & Human Rights Impact Assessment (EHRIA)

This Equality and Human Rights Impact Assessment (EHRIA) will enable you to assess the **new, proposed or significantly changed** policy/ practice/ procedure/ function/ service** for equality and human rights implications.

Undertaking this assessment will help you to identify whether or not this policy/ practice/ procedure/ function/ service** may have an adverse impact on a particular community or group of people. It will ultimately ensure that as an Authority we do not discriminate and we are able to promote equality, diversity and human rights.

Before completing this form please refer to the EHRIA [guidance](#), for further information about undertaking and completing the assessment. For further advice and guidance please contact your Departmental Equalities Group or equality@leics.gov.uk

***Please note: The term 'policy' will be used throughout this assessment as shorthand for policy, practice, procedure, function or service.*

Key Details	
Name of policy being assessed:	Function /Service: Snibston Discovery Museum
Department and Section:	Adults and Communities Communities and Wellbeing
Name of lead officer/ job title and others completing this assessment:	Chris Housden Nigel Thomas Carolyn Abel
Contact telephone numbers:	Chris Housden 0116 305 6947 Nigel Thomas 0116 305 7379 Carolyn Abel 0116 305 3468
Name of officer/s responsible for implementing this policy:	Franne Wills
Date EIA assessment started:	November 2013 (Parts 1 & 2) August 2014 (part 3)
Date EIA assessment completed:	December 2014

Note – The EHRIA is an iterative process which commences with a definition of the policy under consideration (Section 1) and an initial screening of the proposed policy changes to determine whether a full assessment is warranted (Section 2). These were attached to the report submitted to the Cabinet in April 2014 and can be accessed via the following link. The full assessment is now presented.

[http://politics/Published/C00000135/M00003989/AI00037766/\\$10SnibstonAppendixBEQIA.docA.ps.pdf](http://politics/Published/C00000135/M00003989/AI00037766/$10SnibstonAppendixBEQIA.docA.ps.pdf)

Section 3: Equality and Human Rights Impact Assessment (EHRIA) Report

Section 3: Equality and Human Rights Impact Assessment Report

This part of the assessment will help you to think thoroughly about the impact of this policy and to critically examine whether it is likely to have a positive or negative impact on different groups within our diverse community. It is also to identify any barriers that may detrimentally affect under-represented communities or groups, who may be disadvantaged by the way in which we carry out our business.

Using the information gathered either within the EHRIA Screening or independently of this process, this EHRIA Report should be used to consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights as outlined in Leicestershire County Council's Equality Strategy.

Section 3

A: Research and Consultation

When considering the target groups it is important to think about whether new data needs to be collected or whether there is any existing research that can be utilised.

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| 15. | <p>Based on the gaps identified either in the EHRIA Screening or independently of this process, <u>how</u> have you now explored the following and <u>what</u> does this information/data tell you about each of the diverse groups?</p> <ul style="list-style-type: none"> a) current needs and aspirations and what is important to individuals and community groups (including human rights); b) likely impacts (positive and negative, intended and unintended) to individuals and community groups (including human rights); c) likely barriers that individuals and community groups may face (including human rights) |
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This full EHRIA report has been informed by the following consultation and engagement exercises, which were conducted after the completion of the draft screening exercise in parts 1 & 2 of this document.

1. Main Consultation Survey
2. Schools Consultation Survey
3. SIBS Club & Special Educational Needs Educator Consultation*
4. Perceptions of Volunteers
5. Stakeholder meetings
6. Public attitude survey (conducted by the Friends of Snibston).
7. Comments by email, letter and comment cards.

*SIBS is a support group for siblings in families who have children with learning difficulties

1. The main consultation survey took place between 07/04/2014 and 07/07/2014. There were 665 responses, made up of:

- Online (512 responses)
- Hard copy surveys available at Snibston and on request (145 responses)
- Easy Read (8 responses)
- Open comments independently coded/summarised

In the introduction to the survey results, the Research & Insight team has noted that certain demographic groups were under-represented, as follows:

- Men aged under 25 and over 75.
- Black & Minority Ethnic (BME) groups (particularly Asian & Asian British)

This under-representation was not followed up. The targeted consultation that was carried out focussed on groups where there were known concerns for potential disadvantage (as detailed below).

The following findings from the main consultation survey are included where relevant to this EHRIA:

(a) Although 'vulnerable' people are not a protected group within the Equality Act the survey response recognised the work done at Snibston to support vulnerable groups and their carers, and the opportunities afforded to volunteers, some of whom fall into this category (see paragraph 4 in this section and Appendix 1 which provides data for the numbers of volunteers self-classified as having a disability). The importance of this aspect of the provision was reflected in '*support for vulnerable groups*' being cited by respondents as the third most important reason to avoid making proportionately more savings from the museums service compared to other council services (Q6). This must be balanced against the 2013 MTFS consultation outcome which showed that people valued museums, but recognised other higher priorities.

(b) Unfortunately, although there was a low level of response from children under 16 yrs directly (0.7% of all respondents), there was considerable interest in the consultation from parents of children. Of all respondents, 45% were parents or carers of young people and children under 17 years of age, and 61% of this group were parents or carers of primary school aged children.

The principal concern relating to children and young people was the potential loss of educational opportunities currently on offer at Snibston. As recorded in the screening, 49% (14,116) of all visitors to Snibston between January and October 2013 were on arranged school visits. For this reason a separate schools consultation was conducted

(see paragraph 2 of this section).

The potential loss of the educational value of the museum was cited as the second most important reason not to include the museum service in the savings (Q4). The educational value was seen as applying to all age groups, not just children.

The potential loss of the educational asset (for children, schools and adults) was cited as the most important reason for not making disproportionately more savings from the museum service than other council services (Q6).

These responses reflect themes that are repeated elsewhere, particularly the importance of the range and interactive nature of the exhibits and the concern that a mining only focus would reduce the educational content and consequently the overall value and attraction of the site. However, the 2013 MTFS consultation outcome showed that people valued museums, but recognised other higher priorities.

Educational opportunities do not in themselves represent a 'protected characteristic' within the Equality Act and a loss of an educational opportunity would apply to all sectors of society but age is a protected characteristic. The evidence from the consultation outlined above indicates a disproportionate impact on young (school aged) people in the event of a reduction in the offer. This aspect is therefore addressed in paragraph 19 below, and in the Equality Improvement Plan at the end of the report.

The role that Snibston has in demonstrating that it has something of wider geographical importance to offer is reflected in the home location data for respondents, which shows that 17% live outside of Leicestershire and Leicester City.

2. Schools Consultation Survey

Although educational opportunities are not factors which the council has to take into account in considering its public sector equality duty, as these issues were raised in the consultation an assessment of the impact is, nevertheless, included. This survey relates to a particular age group in its entirety, but certain headline results reflect the areas of importance to the EHRIA, as follows:

The main reason given for school visits to Snibston (Q12) was for science/technology related reasons. Q14 asked about the most important learning experience or outcome, and the most popular response was 'hands-on, interactive, practical problem solving'. Also valued, under the same question, was 'historical/access to past technology' and 'links to technology and science in the curriculum'.

The satisfaction question (Q15) shows 75% very satisfied, 20% fairly satisfied and 5% neither satisfied nor dissatisfied.

Asked about the engagement of children and young people in the main elements of the museum (Q22), the top two features under the header 'very engaged' were the science and adventure play, and the museum overall.

Asked whether they agree or disagree with the proposed new mining museum (Q28),

the top response was regret at the loss of the science and other facilities, and 'learning through doing'. However, the complexities in these responses are evident in the support both for a mining museum (which reflects local heritage) and for a continuation of the wider focus (as a better fit with the curriculum). Asked about the experience for children and young people overall (Q25), 75% responded as 'very positive', 23% as 'fairly positive'.

Asked how best the needs of schools and young people could be met in any proposals for a new museum (Q33), the top response was to bear in mind the Primary (Key Stage 1 & 2) Curriculum, followed by a preference for the current museum (maintaining the current exhibits and educational purpose), keeping the price down and retaining the diversity and interactive dimension.

In relation to special needs, one primary teacher commented that there are a limited number of places that children with additional needs in their education can go to learn, and that Snibston provides one of them.

This detail reinforces the findings recorded under the Age section for the main consultation survey above.

3. SIBS Club & Special Educational Needs Educator Consultation

This part of the consultation was conducted by a specialist independent consultant. The results mirror findings elsewhere and have some relevance to the EHRIA.

Asked 'Why visit Snibston Discovery Museum?', comments from parents and teachers included:

- There is something to educate everyone
- Size, space & variety of collections all appreciated by participants
- Interactives, hands-on experiences & outdoor science play also valued

Asked to respond to the proposed Mining Museum, comments included:

- Support for the idea of a Mining museum if there were similar approaches to engaging visitors through hands on, interactive experiences
- The charges outlined seem reasonable and comparable to other places of interest
- Pupils had enjoyed the current mining session on offer
- Concern that the proposed narrower subject focus may reduce interest and therefore visits by SEN schools
- Concern about the potential absence of science and fashion collections
- Schools appear to travel to Snibston for the interactivity and broad curriculum engagement
- The fashion collection - based activities at SIBS club and arts & craft activities are welcomed by adults and children

This report made the following recommendations:

- (a) To explore options for incorporating the fashion collection
- (b) To explore options to incorporate the science collection
- (c) To consider the specialist needs of visitors to access museums including size of spaces, noise, ambience, diversity of activities, creative activity spaces, freedom to explore
- (d) to consider the curricular strengths of the current service and the impact of reducing educational curriculum offers
- (e) to note that suitable activity spaces are needed for families and schools including indoor creative making activity spaces and maintaining outdoor science play areas
- (f) to explore partnership development options to share costs of the current space with education organisations, community and play scheme groups.

4. Stakeholder consultation with Volunteers

As there is significant volunteer involvement with Snibston (85 individuals as at January 2014) the council felt that their views should be sought as a specific target group for consultation, and an external independent consultant was commissioned to carry out this research. The characteristic and demographic information in relation to the volunteers is included at Appendix 1.

The characteristics of the 25 volunteers who participated in the three groups were broadly in line with those of volunteers overall. Of participants who provided their profile in the pre-discussion questionnaire:

- eleven were male, eleven female;
- seven were aged up to 34yrs, five were aged 35-55, and nine were aged 56+;
- ten had a long-standing illness, disability or infirmity, and nine reported that they did not;
- No participants reported being other than white British.

In addition, the Volunteer Development Manager reported that:

- seven participants were unable to work, two were students, three unemployed, five retired and eight in work;
- two thirds of participants lived locally (in the LE67 postcode).

Overall, participants' pre-discussion questionnaires show that their views of the County Council were probably broadly typical of residents as a whole.

In the executive summary to *Perceptions of Volunteers*, the following conclusion about this group was drawn:

'Participants were a very distinctive group of people. They work at Snibston because they want to. It is unlikely that many participants would be working at Snibston if they did not gain personal satisfaction and enjoyment'.

In addition, it was noted that there were uncertainties and concerns among the group which made it difficult for them to assess the likely impact of the proposal on their volunteering roles. Nevertheless, they were prepared to share their experience in terms of personal satisfaction, enjoyment and development, along with social and economic

aspirations. Consequently, the research gathered a great deal of information. For the purposes of this EHRIA, the important data can be broken down into:

- benefits that volunteers feel they receive from their roles;
- ways in which Snibston currently delivers these benefits;
- anxieties over the wider consequences of proposed changes.

The benefits (and the ways in which Snibston provides these) can be summarised as:

- Personal development – *opportunity is provided by working in specialised areas alongside expert staff and volunteers*
- Educational opportunities – *the hands-on, interactive educational focus of the museum available to visitors also benefits volunteers.*
- Social skills development, particularly for those with special needs.- *interaction with staff , other volunteers and the public in a safe and supportive environment*
- Gaining respect and self- esteem – *participants spoke of feeling appreciated by fellow volunteers, paid staff, the organisation and the public they serve. The sense of respect is not tokenistic and volunteers feel that their opinions and actions are genuinely valued.*
- Social contact – *there is a significant amount of human contact, and the opportunity for new friendships within the volunteer network. Social isolation is clearly an issue for a number of volunteers.*
- Providing a purpose in life- *the experience is sufficiently engaging to provide a reason to get up in the morning. The added benefits referred to in previous bullet points also contribute cumulatively.*
- Helping others, putting something back into the community. – *volunteers spoke of doing their bit to preserve and promote local and national heritage through their contribution to the running of the museum.*
- Employment opportunities – *all of the above factors can assist with this aspiration, and Snibston offers a range of possibilities that may enhance job prospects, e.g dealing with the public and back office administrative tasks.*

One of the purposes of a museum service is recognised in the report which provides (page 3) that under “Heritage: there would be a loss of local, social and economic heritage, including local garment manufacturing and transport, with consequently reduced (or removed) opportunities for experienced volunteers who bring their expertise to the service free of charge.”

Volunteers also identified (page 18) that with respect to skills “Participants assumed that the new museum would effectively remove the need for most volunteers, certainly those with specific skills and interests concerned with non-mining aspects of the Museum.”

For contextual purposes, it is worth noting that the current number of Snibston volunteers represents 65% of all volunteers across the Museums Service and 15% of those in the Communities & Wellbeing Service, i.e. museums, libraries, the Home

Library Service, the Adult Learning Service and the Records Office.

The conclusions from the above evidence are included in section 19 below, as they relate to protected groups and to the Human Rights Assessment so far as they are relevant.

The remaining consultation exercises, i.e. *Stakeholders meetings, the Public attitude survey and Comments by email, letter and comment cards* did not raise any additional equalities or Human Rights considerations, but the following observations should be noted here.

The Friends of Snibston (FOS) requested a full EHRIA and were informed that this will be completed and will accompany the final Cabinet report.
FOS also expressed concern for the possible loss of volunteering opportunities, particularly as some volunteers have learning disabilities or special educational needs.

16	Is any further research, data collection or evidence required to fill any gaps in your understanding of the potential or known effects of the policy on target groups?
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Nothing identified for the purposes of ensuring due regard to the Public Sector Equality Duty and establishing a plan for mitigation of the potential disadvantages recorded in section 19.

17.	Based on the gaps identified either in the EHRIA Screening or independently of this process, <u>how</u> have you further consulted with those affected on the likely impact and <u>what</u> does this consultation tell you about each of the diverse groups?
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See above (Section 3A pages 2-7) for the range of groups included in the consultation exercises. Although some groups were under-represented in the results, all possible efforts were made to engage relevant groups with the potential impacts identified in the screening exercise in mind. As assessments of the findings reflected in the exercises are included in Section 3A, they will not be repeated here.

18.	Is any further consultation required to fill any gaps in your understanding of the potential or known effects of the policy on target groups?
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Following Cabinet authorisation on 19th September 2014 for further work to be undertaken, findings in the EHRIA work to date were summarised to assist staff responsible for the additional work. The additional work undertaken resulted in revisions to the original Mining Museum proposal that support mitigation in relation to:

Volunteers.

The revisions acknowledge that the proposal will take account of the requirements of volunteers with special needs and stress the importance of variety in volunteering roles and the availability of paid staff support. Future investment in volunteering comes via LCC's strong track record with volunteers and the availability of a training programme. More detail is also provided on the roles that will be available in the County Council revised offer.

	<p>Educational visits.</p> <p>The revisions confirm the intention to continue access for educational visits. This recognises the support for this aspect shown in the consultation, but does not address concerns about the reduction in the breadth of the current offer, particularly in relation to Science, Technology, Engineering and Mathematics (STEM) subjects.</p> <p>Taking these revisions into account, we have not identified a need for additional data to assess the impacts identified in the screening exercise and discussed in the full report.</p>
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Section 3

B: Recognised Impact

19.	Based on any evidence and findings, use the table below to specify if any individuals or community groups who identify with any 'protected characteristics' are <u>likely</u> be affected by this policy. Describe any positive and negative impacts, including what barriers these individuals or groups may face.	
		Comments
	Age	<p>Snibston Discovery Park is an attraction for all age groups, Some elements of the current provision appeal to different age groups, The educational focus of the technology displays is a major factor in attracting organised school visits and therefore of benefit to school aged children. The mining exhibits have a broad age group appeal and connect with family history.</p> <p>The age profile for volunteers shows that 33% are under 25 yrs.</p> <p>If it proves possible to continue operating the facility in its current form via the model proposed by the Friends of Snibston (FOS), it should be possible to retain both the broad age range appeal and the educational focus which supports the curriculum and STEM aims in mainstream education.</p> <p>If the Council's offer is pursued, it will be necessary to establish which of the current educational support opportunities will not be retained and, if lacking, whether they can be found elsewhere, either through LCC's resources and services or beyond. This will be subject to ongoing monitoring. No other age groups were identified as being affected by the proposal.</p>
	Disability	<p><u>Access Issues</u></p> <p>Outside of the Scheduled Ancient Monument (SAM) which has known access difficulties,</p>

		<p>the current facility is designed to be fully accessible. The majority of the amenities and exhibits are at ground floor level. The significant volunteer numbers include people with Learning Difficulties as well as other disadvantages like social isolation. At this stage, the potential for correcting disabled access in the SAM has not been addressed, which will be equally an issue with the FOS proposal as well as the Council's revised offer.</p> <p><u>Volunteering Issues</u> LCC has a commitment to supporting volunteers and promoting and creating opportunities for them. In its current form, Snibston is a significant source for volunteer involvement which may also have the capacity for further development. As above, if the provision is retained with current facilities this should protect the current interests of volunteers. The Council's revised offer should provide continued opportunities in this respect and the revised focus may be of greater interest to some volunteers. The change in the focus of the museum has the potential to reduce or enhance the appeal to volunteers. Further work is also required to establish the potential for continuing SEN and Autism support as set out in the improvement plan below.</p>
	Gender Reassignment	No specific issues were raised by or on behalf of the transgendered community during consultation. However, museums have scope to cover the interests of different groups and improve engagement with them, e.g. through involvement in exhibitions and displays. This would be the case regardless of the future direction of Snibston, but the current broad focus of the museum may present greater opportunities for this.
	Marriage and Civil Partnership	No specific issues raised.
	Pregnancy and Maternity	No specific issues raised. There are baby changing facilities at Snibston and these should continue in any future operation.
	Race	Although no particular race related difficulties

		<p>have been identified, both the consultation and data already held reflect a narrow profile for visitors to Snibston. They are predominantly white British, middle class. This may not be the case for School visitors, but monitoring data on individual pupils is not held.</p> <p>Museums have scope to appeal to different cultures, these opportunities may be greater within a museum with broader focus.</p>
	Religion or Belief	Comments above regarding the narrow profile of visitors also apply here.
	Sex	Snibston is perceived and marketed as a family attraction and attracts male and female visitors equally.
	Sexual Orientation	No particular difficulties related to sexual orientation have been identified.
	Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	<p>A significant number of concerns were raised during consultation regarding the potential loss to the locality of reducing the scope and size of the museum. Comments referred both to financial and community losses.</p> <p>There was a degree of understanding regarding LCC's budget position. This was tempered by concerns over losses to the local economy, accentuated by the district's deprivation issues. Concerns about a loss to the community were borne out of the fear of losing part of an important attraction in an area that otherwise does not have a great draw for tourism and visitors.</p> <p>Consultation confirmed the earlier findings regarding motivation for volunteer involvement, particularly developing personal skills and employability.</p>
	Community Cohesion	Potential concerns in this respect are closely linked to those made above. In contrast, it is possible that a specialised focus on the importance of mining to the locality will create a provision that holds much in common with the stories and histories of the local community, which was built around the mine.

20.	<p>Based on any evidence and findings, use the table below to specify if any particular Articles in the Human Rights Act are <u>likely to</u> apply to your policy. Are the human rights of any individuals or community groups affected by this proposal? Is there an impact on human rights for any of the protected characteristics?</p>
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		Comments
Part 1: The Convention- Rights and Freedoms		
Article 2: Right to life		N/A
Article 3: Right not to be tortured or treated in an inhuman or degrading way		N/A
Article 4: Right not to be subjected to slavery/ forced labour		N/A
Article 5: Right to liberty and security		N/A
Article 6: Right to a fair trial		All users of the service should be aware of the Corporate Complaints procedure which allows for disputes concerning policy and service provision to be heard.
Article 7: No punishment without law		N/A
Article 8: Right to respect for private and family life		Article 8 is a qualified right and is breached only if interferences are disproportionate. There are no disproportionate interferences with Art 8.
Article 9: Right to freedom of thought, conscience and religion		N/A
Article 10: Right to freedom of expression		N/A
Article 11: Right to freedom of assembly and association		N/A
Article 12: Right to marry		N/A
Article 14: Right not to be discriminated against		N/A
Part 2: The First Protocol		
Article 1: Protection of property/ peaceful enjoyment		The Museum Service has to take account of the rights of owners of items in the collection that are lent or on loan Guidance is provided via the Museum Association Code of Ethics (Appendix 2).
Article 2: Right to education		N/A
Article 3: Right to free elections		N/A

Section 3

C: Mitigating and Assessing the Impact

Taking into account the research, data, consultation and information you have reviewed and/or carried out as part of this EHRIA, it is now essential to assess the impact of the policy.

21. If you consider there to be actual or potential adverse impact or discrimination, please outline this below. State whether it is justifiable or legitimate and give reasons.

1. If the FOS expression of interest is accepted and current services continue, the potential disadvantages identified by a reduction in the current offer do not apply.
2. If the revised LCC offer is approved, the improved acknowledgement of volunteers needs, supported by LCC'S proven track record with volunteers provides the basis for mitigation of lost opportunities. The Council will maximise the potential in the new mining museum, provide training, and assist volunteers to access alternative roles. Similarly, the potential for educational opportunities for young people need to be maximised in the new provision as set out in the Improvement Plan below.

N.B.

i) If you have identified adverse impact or discrimination that is illegal, you are required to take action to remedy this immediately.

ii) If you have identified adverse impact or discrimination that is justifiable or legitimate, you will need to consider what actions can be taken to mitigate its effect on those groups of people.

- 22. Where there are potential barriers, negative impacts identified and/or barriers or impacts are unknown, please outline how you propose to minimise all negative impact or discrimination.**
- a) include any relevant research and consultations findings which highlight the best way in which to minimise negative impact or discrimination**
 - b) consider what barriers you can remove, whether reasonable adjustments may be necessary, and how any unmet needs that you have identified can be addressed**
 - c) if you are not addressing any negative impacts (including human rights) or potential barriers identified for a particular group, please explain why**

These are recorded in the Equality Improvement Plan at the end of this document.

Section 3

D: Making a decision

- 23. Summarise your findings and give an overview as to whether the policy will meet Leicestershire County Council's responsibilities in relation to equality, diversity, community cohesion and human rights.**

In the event of the revised LCC proposal being agreed, it is possible that there will be a reduction in opportunities currently available at Snibston to volunteers who fall into protected groups, and young people who benefit from the museum's educational offer.

In the context of overall policy and provision of services to these groups, it is worth noting that LCC is committed to promoting and engaging volunteer involvement, particularly in Community & Wellbeing (C & W) services. As highlighted elsewhere, the current provision engages 15% of total volunteer involvement in C & W services. The revised offer will engage some of this number and will have the support of a training programme and part time Volunteer Officer.

There are volunteer opportunities in other areas of Communities and Wellbeing Service (set out below) and increasing the level of volunteering and community involvement is a corporate priority:

1. Museum Collections
2. Other museum sites (Donington Le Heath, Melton Carnegie, Charnwood Museum, Market Harborough Museum, Bosworth Battlefield).
3. Libraries Service (including the Home Library Service)
4. Adult Learning Service
5. Records Office

The revised LCC proposal re-emphasises the continuing availability of pre-booked school visits. Mitigating the potentially reduced appeal to school visitors could involve engagement with the provisions outlined in 1-4 above, where educational opportunities are currently on offer, albeit on a lesser scale to Snibston Discovery Park. This is in the context of support and enhancement of mainstream educational provision.

As indicated elsewhere in this report, Snibston Discovery Park is a significant feature in Coalville and a focus of its recent history. Mining is the key link and the revised proposal focusses on this, as such it retains the most important element relating to community cohesion.

The EHRIA did not identify any specific Human Rights concerns.

Section 3

E: Monitoring, evaluation & review of your policy

- 24. Are there processes in place to review the findings of this EHRIA and make appropriate changes? In particular, how will you monitor potential barriers and any positive/ negative impact?**

Snibston retains visitor number records and monitoring data to reflect demographic profiles and equality characteristics. This will be continued into the new provision, in whatever form it takes, and may be required of any alternative provider who may be involved in the running of all or part of the future museum.

25.	<p>How will the recommendations of this assessment be built into wider planning and review processes? <i>e.g. policy reviews, annual plans and use of performance management systems</i></p> <p>Initially, the findings of this EHRIA report will be used alongside the consultation results to inform the decision making regarding Snibston's future. The actions and targets identified in the Equality Improvement Plan (EIP) and listed at the end of this document will be observed during the planning of the revised Museum offer. The review dates in the EIP will be adhered to, and any shortfall in delivery addressed within the service.</p>

Section 3:
F: Equality and human rights improvement plan

Please list all the equality objectives, actions and targets that result from the Equality and Human Rights Impact Assessment (EHRIA) (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

Equality Objective	Action	Target	Officer Responsible	By when
Supporting Volunteers	<p>Ensure that future provision complies with LCC policy (see LCC Volunteering Policy Appendix 3)</p> <p>Explore alternative volunteering opportunities in the event of losing some of those currently available. These are available within the museum service and also other areas of the Community & Wellbeing Service (as listed in paragraph 23 above). Specific opportunities are listed on the Volunteering pages of the LCC</p>	<p>Ensure that all Volunteers are given appropriate opportunities to engage with the service</p> <p>Maintain current level of engagement and develop where possible.</p>	<p>Site Manager; Volunteering Officer; FOS</p> <p>Volunteering officer</p>	<p>Ongoing</p> <p>October 2015</p> <p>December 2015</p>

	<p>website. Examples that may have appeal (as of October 2014) include Country Park conservation work and supporting History Cafés for the commemoration of World War 1. LCC staff within Adults & Communities are aware that volunteering opportunities are available and of their benefits, particularly to people with disabilities, or who are socially isolated.</p> <p>Maximise potential volunteer involvement in new mining museum</p>	<p>Although the number of volunteers who will be interested in the new museum is not currently known, the opportunities on offer will be made known to the current volunteers and published on the LCC website and other sources of publicity (such as FOS)</p>	<p>Site Manager; Volunteering Officer</p>	
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	Support current volunteers to assist with transition if the FOS proposal is progressed.	85 at current levels.	Volunteer Development Manager (LCC); FoS	
Access to Collections – preserving the wellbeing benefits offered by the museum service in the face of a reducing budget	In the event of the current LCC proposal being adopted, a review of access to Collections across Leicestershire will take place.	To maximise accessibility of collections with the needs of all protected groups in mind	Collections & Resources Manager	April 2016
Physical access to SAM	In the event of the current LCC proposal being adopted, ensure that the new museum is as accessible as possible to people with disabilities.	To maximise accessibility and meet Equality requirements for Protected Groups	LCC Asset Management	December 2015
Amenities in SAM	In the event of the current LCC proposal being adopted, ensure that catering and baby changing facilities are available	To maximise accessibility and meet Equality requirements for Protected Groups	LCC Asset Management	December 2015
Sustainability of alternative operating model	Consideration of the FOS offer should take account of the findings in this EHRIA in relation to protected groups, other vulnerable groups, and relevant articles in the Human Rights Act, as	Ensure that an alternative operating model is EA and HRA compliant	FOS management	

	outlined in Section 3b (paras 19 & 20) above.			
Educational value of provision	<p>In the event of the LCC proposal being adopted, maximise the educational value in the new provision.</p> <p>Explore the potential for meeting any shortfall via alternative sources of educational support within Leicestershire C & W services or via partners.</p> <p>LCC's Museum Learning Team will be combining with the Schools Library Service to expand the existing Outreach Service and take collections and artefacts into Schools. The subjects and topics will be influenced by most popular attractions at Snibston as well as specific requests from schools.</p> <p>SEN provision will</p>	<p>To sustain educational provision as far as possible within budgetary constraints.</p> <p>To mitigate the loss of educational provision, with the identified needs of school aged children in mind.</p>	<p>Site Manager & Lifelong Learning Manager</p> <p>Lifelong Learning Manager</p>	April 2016 and ongoing

	<p>continue, but also on an Outreach basis.</p> <p>Outreach must be cost effective, and viability may depend on offering the service out of County, which would help to reduce any loss of provision to wider geographical areas.</p> <p>Educational provision will continue to be offered at other fixed sites, i.e. Bosworth Battlefield and Donington Le Heath.</p> <p>Evaluate the FOS offer for its potential to sustain the current school, further education and special needs engagement.</p>	<p>To meet the identified needs of school aged children.</p>	<p>Lifelong learning manager</p>	
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Section 4: Sign off and scrutiny

Upon completion, the Lead Officer completing this assessment is required to sign the document in the section below.

It is required that this Equality and Human Rights Impact Assessment (EHRIA) is scrutinised by your [Departmental Equalities Group](#) and signed off by the Chair of the Group.

Once scrutiny and sign off has taken place, a depersonalised version of this EHRIA should be published on Leicestershire County Council's website.

Section 4

A: Sign Off and Scrutiny

Confirm, as appropriate, which elements of the EHRIA have been completed and are required for sign off and scrutiny.

Equality and Human Rights Assessment Screening ☐

Equality and Human Rights Assessment Report ☐

1st Authorised Signature (EHRIA Lead Officer): ...Fanne Wills.....

Date: 31st December 2014

2nd Authorised Signature (DEG Chair):



Date:6th January 2015.....