

**Supporting Good Decisions**

**Promoting Equality and Human Rights;**

**Reducing Poverty; and**

**Protecting the Environment**

**Integrated Impact Assessment Form**

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**Promoting Equality and Human Rights;**

**Reducing Poverty; and Protecting the Environment**

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| **Title of Policy/ Proposal** | ELC Museums Service Collections Management Framework policies: Collections Development Policy, Conservation and Collections Policy, Collections Information (documentation) Policy, Access Policy (including Collections Access) |
| **Timescale for Implementation** | Early 2025 |
| **IIA Completion Date** | Jan 2025 |
| **Completed by** | Kate Maynard |
| **Lead officer** | Kate Maynard |

**Section 1: Screening**

**1.1 Briefly describe the policy/proposal/activity you are assessing.**

Set out a clear understanding of the purpose of the policy/ proposal/ activity being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The ELC Museums Service Collections Management Framework is made up of a group of mainly technical policies that describe how the ELC Museum Collection is managed. They cover the acquisition and disposal of items from the collection and the rules governing these matters, they also cover how collections can and should be cared for and recorded and how information about collections is shared and accessed. Plans are then drawn up to show how this work will be done over a set period of time. These policies and plans are requirements of the Museum Accreditation scheme and demonstrate that the collection is managed according to best practice.

The framework policies have been in place for a number of years. These policies will be updated to reflect current practice.

The Access Policy will be updated to include access to collections and becomes part of the framework as per Accreditation requirements.

The policies will be applied by the ELC Museums team.

* 1. **What will change as a result of this policy?**

The policies have all been used and applied for a number of years. They require to be reviewed and updated to reflect best current practice and the current context.

* 1. **Deciding if a full Impact Assessment is needed.**

Please answer the following questions:

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|  | **Yes** | **No** |
| 1. The policy/ proposal has consequences for or affects people e.g. how they can access a service? | X – Access Policy | X – technical collections policies |
| 1. The policy/proposal has potential to make a significant impact on equality and human rights, socio-economic disadvantage, the council’s role as a corporate parent, children’s rights, or the council’s commitment to tackling climate change? | X – Access Policy | X – technical collections policies |
| 1. The policy/proposal is likely to have a significant environmental impact as defined by the Environmental Impact Assessment (Scotland) Act 2005? |  | X |
| 1. The policy/ proposal involves a data processing activity (storage / collection of personal data) that is likely to result in a high risk to individuals as determined by Article 35 of the General Data Protection Regulation? |  | X (all - data is processed and stored but the activity is not high risk and there are no changes to this aspect) |

**CONCLUSION: The IIA will be completed in relation to the Access Policy (including Collections Access), the other aspects of the framework do not require an IIA.**

* If you have answered yes to questions 1 and 2 above, please proceed to complete the Integrated Impact Assessment. If you have answered No then an IIA does not need to be completed. Please keep a copy of the screening paperwork.
* If you have answered yes to question 3, you will need to consider whether you need to complete a Strategic Environmental Assessment.
* If you have answered yes to question 4, you will need to consider whether you need to complete a Data Protection Impact Assessment. Please seek further advice from the Team Manager Information Governance.

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**Section 2: Integrated Impact Assessment**

* 1. **Have those who are directly affected by the policy had the opportunity to comment on new proposals?**

The Museum Service consults service users regularly via a variety of methods and the results of our consultation activity have been used to inform the updating of these policies. Questionnaires and surveys are undertaken after a service has been used (such as borrowing an artefact box or attending a session). General information is collected to gather general data about visitors along with anonymised visitor books and comment cards. Focus groups of users and non-users are convened to consider specific issues such as volunteer and community activity at venues. External and internal accessibility audits have been undertaken and regular community stakeholder review meetings are held.

* 1. **What information/data have you used to inform the development of the policy to date?**
* Relevant findings from the various consultation and engagement activities we have undertaken
* Review of previous versions of policies
* Review of data and information about the East Lothian area, it’s population and visitors/tourists
* Research and review of comparable national / professional policies and guidance
  1. **What does the evidence/ research suggest about the policy’s actual or likely impact on equality groups and those vulnerable/ or experiencing socio-economic disadvantage?**

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| **Evidence** | **Comment** |
| Which groups are in particular need of this service? | Accessing museum collections should be available to all groups including educational, learning and wellbeing groups. |
| What level of service uptake/ access is there from protected and vulnerable groups? | Museums, collections and online information are accessed by a wide range of people with uptake from people with a range of abilities and backgrounds. Some service users and outreach groups come from protected or vulnerable groups who have approached us, visited us or we work directly with. For general visitors there is less information available about levels of uptake due to the nature of such visits (as opposed to targeted work) and low response rates to past surveys. |
| Can you identify positive outcomes for service users | Participation in the services is of significant benefit to people, communities, organisations, the economy etc. Significant numbers of compliments and positive feedback. Literature review identifies the positive outcomes including wellbeing that can arise from cultural participation. In relation to the Equality Act, museums and libraries are places that support the fostering of good relations between people across the protected characteristics. |
| What is the service user experience of those from protected or vulnerable groups? | Reporting of positive and challenging experiences (feedback, comments) from users within protected/vulnerable groups. These comments/feedback often relate to physical accessibility or information presentation/communication and is both compliments and suggestions for improvements. |
| What opportunity have those from protected groups had to co-produce or comment on the service/ plans? | Team involved in drawing up policy, changes minimal to improve clarity and linked to compliance requirements. Ongoing efforts to consult and engage with different audience groups will continue and their feedback and comments are used to inform policy development and ongoing planning. |

* 1. **How does the policy meet the different needs of groups in the community? Please note that where children will be affected by the policy or activity a Children’s Rights and Wellbeing Impact assessment must additionally be completed.** [Children’s Rights and Well-being Impact Assessment - completion guidance and template | East Lothian Intranet](https://intranet.eastlothian.gov.uk/downloads/download/1214/children_s_rights_and_well-being_impact_assessment_-_completion_guidance_and_template)

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| **Equality Groups** | **Comments** |
| Older people, people in the middle years | Equality and diversity are key considerations within the policy.  There is a commitment to ensuring all those who make up our communities irrespective of protected characteristic or vulnerability to falling into poverty feel welcome at our sites by identifying barriers to access and working to remove them.  Services will be free or offered at cost where possible. All ELC Museums are free at the point of entry and everyone is welcome including children and young people.  The museums are available as warm spaces in the winter months.  Opportunities to access collections are available in different locations and all within reach of public transport. Where this lack of transport is a barrier services are offered online where possible and outreach services are also planned as part of the delivery of the policy.  Communication and access are a focus for the delivery of the policy including a commitment to working towards meeting a range of communication needs such as providing audio guides, large print or information in BSL as per the ELC BSL Plan.  The policy identifies the need to work to understand representation in collections. |
| Children and young people children |
| Women, men and transgender people (includes issues relating to pregnancy and maternity) |
| Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) |
| Minority ethnic people (includes Gypsy/Travellers, migrant workers) |
| Refugees and asylum seekers |
| People with different religions or beliefs (includes people with no religion or belief) |
| Lesbian, gay, bisexual and heterosexual people |
| People who are unmarried, married or in a civil partnership |
| **Those vulnerable to falling into poverty**   * Unemployed * People on benefits * Lone Parents * Care experienced children and young people * Carers (including young carers) * Homeless people * Those involved in the community justice system * People with low literacy/numeracy * Families with 3 or more children * Those with a child/ children under 1 |
| **Geographical communities**   * Rural/ semi-rural communities * Urban Communities * Coastal communities * Those living in the most deprived communities (bottom 20% SIMD areas) |
| **People with communication needs:**   * Gaelic Language Speakers {refer if necessary to the Council’s Gaelic Language Plan} * British Sign Language (BSL) users {refer if necessary to the Council’s BSL Plan} * English as a Second Language * Other e.g. Deafblind, Plain English, Large Print |

* 1. **Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

No

* 1. **Is any part of this policy/ service to be carried out wholly or partly by contractors?**

If yes, how have you included equality and human rights considerations into the contract?

No.

* 1. **Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

The policy is for staff use in day to day work and copies of it are made available at museum venues for Volunteers. If we needed to make it available to someone with particular needs every effort would be made to make it available to them in a relevant format.

* 1. **Please consider how your policy will impact on each of the following?**

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| **Equality and Human rights**   * Promotes / advances equality of opportunity e.g. improves access to and quality of services * Promotes good relations within and between people with protected characteristics and tackles harassment * Promotes participation, is inclusive and gives people control over decisions which affect them * Preserves dignity and self-respect of individuals (does not lead to degrading treatment or stigma) * Builds support networks, resilience, community capacity |
| Comments:  Improvements to the policy make commitments to equality of access clearer and broad based and are used to structure planning in relation to access.  Every effort is being made to attract audiences from all within our communities. The Council and Museum Service has a zero-tolerance stance with regard to illegal discrimination.  Volunteering is promoted as a valued and valuable undertaking for individuals and communities  Making information available about collections can help build understanding between communities.  Commitment to co-production and co-creation giving communities and groups spaces to present their stories within, providing support within this.  Commitment to communication and consultation via a broad range of means.  Proactive and targeted outreach will improve inclusive participation. |
| **Socio-Economic Disadvantage / reducing poverty**   * Maximises income and/or reduces income inequality * Helps young people into positive destinations * Aids those returning to and those progressing within the labour market * Improves employability skills, including literacy and numeracy * Reduces the costs of taking part in activities and opportunities * Reduces the cost of living |
| Comments :  Providing valuable and valued unpaid / volunteer working experiences  Education and learning programmes available to all through schools and directly to homeschool groups.  Free or at cost wherever possible.  Targeted outreach where possible.  Delivery of learning, education and wellbeing programmes. |
| **Tackling Climate Change**   * Reduces the need to travel or increases access to sustainable forms of transport * Minimises waste / encourages resource efficiency / contributes to the circular economy * Ensures goods / services are from ethical, responsible and sustainable sources * Improves energy efficiency / uses low carbon energy sources * Protects and/or enhances natural environments / habitats / biodiversity * Promotes the transition to a low carbon economy * Prepares and/or adapts communities for climate change impacts |
| Comments:  Public transport options promoted.  Online options available. |
| **Corporate Parenting and Care Experienced Young People**   * Impacts on care experienced young people * Provides opportunities or reduces opportunities to participate in activities which are designed to promote the wellbeing of young people * Adversely affects the wellbeing of young people * Adversely impacts on outcomes for care experienced young people |
| Comments:  Education, learning, work experience and employability opportunities offered to all. |

**Section 3. Action Plan**

What, if any changes will be made to the proposal/ policy as a result of the assessment?

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| **Changes to be made** | **Expected outcome of the change** | **Resources Required** | **Timeline** | **Responsible person** |
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**For consideration of the Head of Service**

Can you identify any cumulative impacts on equality groups or vulnerable people arising from this policy, when considered alongside other changes across other services?



**Sign off by Head of Service**

Name: Caroline Rodgers

Date: 11 March 2025