

Amgueddfa Cymru – National Museum Wales

Disability Equality Scheme

2008-2011

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1. Director General's Foreword

This is Amgueddfa Cymru – National Museum Wales's first Disability Equality Scheme, which is part of our overarching Equality & Diversity Policy. The aim of the policy is to ensure that all employees, potential employees and visitors are treated in a fair and equitable manner regardless of their age, disability, marital status, family responsibility, race, colour, ethnic background, nationality, religion or belief, gender, gender identity or sexual orientation.

The Museum is committed to fulfilling its duties under equalities legislation and to demonstrating its commitment through the implementation of this Disability Equality Scheme. In carrying out its functions, the Museum will work towards:

- the elimination of unlawful discrimination and harassment
- the promotion of equality of opportunity between disabled persons and other persons
- the promotion of positive attitudes towards disabled persons
- the encouragement of participation of disabled persons in public life
- taking account of people's disabilities even where this involves treating disabled persons more favourably than other persons.

Our aim is to mainstream equality to ensure that it is a central part of the way we work. By putting equality at the centre of policy making, service delivery and employment practice we can contribute to the creation of an accessible and inclusive society where equality of outcome for disabled and non-disabled persons becomes a daily reality. This is an integral principle in all our key strategic documents and policies and in the Museum's Vision for the future.

Michael Houlihan
Director General

2. Introduction

The disability equality duty for the public sector

For over a decade the government has shown a strong commitment to improving the everyday lives and life chances of disabled people in Britain. It recognises that the public sector plays a key role in enabling all disabled people to take a full part in society and contribute to the economy. The government's Disability Discrimination Bill, which became law in December 2006, enhanced the Disability Discrimination Act 1995 (DDA) by placing an equality duty on public sector bodies. This duty requires public bodies to take a proactive approach to promoting equality of opportunity for disabled people and promoting positive attitudes towards disabled people.

This new duty represents a significant shift in approach from a legal framework which relied on individual disabled people making complaints of discrimination to a context where the public sector becomes a proactive agent of change. The government and, the Equality and Human Rights Commission (EHRC)¹ have made it clear that public bodies must mainstream disability equality in both their internal and externally facing functions, and the duty provides a mechanism for tackling institutional discrimination in policies, practices and procedures.

The duty consists of two parts; the general duty and specific duty. The general duty applies to every public body and is based on the social model of disability which states that disabled people are disabled by barriers in the environment, social attitudes and organisational policies, practices and procedures. The duty aims to remove these barriers by requiring organisations to proactively:

- Promote equality of opportunity for disabled people;
- Eliminate unlawful discrimination of disabled people;
- Eliminate disability related harassment;
- Promote positive attitudes towards disabled people;
- Encourage participation of disabled people in public life;

¹ Formerly the Disability Rights Commission enforced the DDA and Disability Equality Duty. On 1st October 2007 it amalgamated with the Commission for Racial Equality and the Equal Opportunities Commission to form the Equality and Human Rights Commission

- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

In order to fulfill the duty we are required to:

(i) Produce and publish a Disability Equality Scheme

We are required to produce a Disability Equality Scheme in line with the disability equality duty code of practice, demonstrating a senior level commitment to promoting disability equality. The scheme must include an action plan linked to the strategic priorities of the organisation and a realistic timetable for delivery.

(ii) Publish a progress report

This must be done on an annual basis and the scheme itself must be revised and reviewed on a 3 year cycle.

(iii) Involve disabled people

We are required to demonstrate how disabled people and their representative groups have been involved in producing the action plan. It is particularly important that we use good practice and involve disabled people in the development and delivery of the scheme, rather than simply consult them.

(iv) Equality Impact Assessment

We are required to set out our arrangements for assessing the impact of current or new policies and practices on disability equality. Robust assessment will enable us to promote equality and eliminate discrimination.

(v) Gather Evidence

We are required to set out what evidence we will collect on disability in relation to employment (recruitment, development and retention) and service delivery. It is important that we have accurate and comprehensive data available so that we can establish where inequalities exist and take action to address them. It will also enable us to monitor progress and improve performance more generally.

We will mainstream equality for disabled people into all our decisions and activities. Where our services, employment or work has a differing impact on disabled people, or where disabled people are underrepresented, our due regard for disability equality in our actions will be greatest. When we can change how we work or our policies to lead to significant benefits to disabled people, this change will have added weight balanced against other considerations.

The Museum will also ensure that other organisations who deliver functions on our behalf give due regard to disability equality and we will monitor their performance towards meeting the Duty.

This document is our first Disability Equality Scheme. It sets out how we intend to take a proactive approach to disability equality and incorporate it into all that we do.

The social model of disability

The code of practice for the DDA 2005 explains that 'The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers'. In other words the social model states that it is social and economic barriers that disable people, not necessarily their impairments. For example it is badly designed buildings, services or information, stereotypes or negative attitudes that have an adverse affect. Our scheme accepts this premise, and seeks to address those barriers that could prevent people from unlocking their individual potential.

Further information on the social model of disability is available at the EHRC website www.equalityhumanrights.com.

We recognise that disability itself is diverse and that no one persons' experience of disability is exactly the same as another. We also acknowledge that many users of British Sign Language see themselves as a linguistic minority, not as 'disabled people', and that they prefer a cultural model which emphasises deafness as a positive way of experiencing the world visually, rather than a medical model which emphasises physical difference.

3. About Amgueddfa Cymru - National Museum Wales

The National Museum of Wales was established by Royal Charter in 1907 and is registered as a legal entity and charity under this name. Today this organization, which runs seven national Museums across Wales, is Amgueddfa Cymru – National Museum Wales, or simply Amgueddfa Cymru.

Our Museums are:

- National Museum Cardiff
- The National Roman Legion Museum
- St Fagans: National History Museum
- Big Pit: National Coal Museum
- The National Slate Museum
- The National Wool Museum
- The National Waterfront Museum
- The National Collections Centre

An independent registered charity, Amgueddfa Cymru receives its core funding through grant-in-aid from the Welsh Assembly Government as an Assembly Government Sponsored Body (AGSB).

Its core objective is ‘the advancement of the education of the public’. This involves developing, caring for, studying and sustaining access to Wales’s national collections for the benefit of society in perpetuity. The Charter (which was revised 1991 and 2006) states that this is to be achieved:

(i) primarily, by the comprehensive representation of science, art, industry, history and culture of, or relevant to, Wales, and

(ii) generally, by the collection, recording, preservation, elucidation and presentation of objects and things and associated knowledge, whether connected or not with Wales, which are calculated to further the enhancement of understanding and the promotion of research.

Our Vision

In 2007 Amgueddfa Cymru – National Museum Wales celebrated its first hundred years by looking forward to the next hundred. The tremendous achievements and successes of the past century will be the stepping off point for the future. For the next hundred years the Museum wants to continue inspiring people to make sense of the world.

The Museum and its collections are held in trust for the public; it is only right, therefore, that the public should have a say in how they are used. This commitment to genuine public ownership lies at the heart of our Vision. This fundamental vision underpins our equality scheme, ensuring that we include all groups in how we run the Museum.

During the spring of 2005 a major public consultation was held to obtain the comments, thoughts and aspirations of as many of our stakeholders as possible with regard to the organisation's outline plans and aspirations for the next decade and beyond. A consultative website was created and along with meetings and supporting literature we received feedback from over 1,000 individuals and organizations. These thoughts and opinions have been used to shape our plans for the future as set out in our strategic plan and we are looking forward to implementing new consultative and participative arrangements to ensure that we continue to create and shape the future of Amgueddfa Cymru – National Museum Wales together with all our stakeholders.

Combining traditional values with new ambitions

Over the years the Museum has created a reputation for its commitment to education and excellence. This has been the foundation on which the Museum has built its success as a learning organization. It attracts some of the most professional and skilled curators and educators in Britain, reaches out to schools and universities and gives back to the public the knowledge it has discovered about the collections. It seeks to excel in all that it does.

Over the next decades the Museum will become equally known for its relevance to society and its innovation. Involving communities in Wales who currently do not access the Museum's collections and facilities, representing Wales's varied cultural identities, promoting sustainability locally, nationally and internationally and supporting the creation of a truly bilingual country are just part of the agenda. The help and involvement of our stakeholders will be fundamental to how these

contemporary issues are debated and presented in ways that are fresh and challenging.

Central to this is our continuous development as a 'learning organisation'. To achieve this we will need to combine excellence in the ways in which we share the knowledge inherent in the national collections with our own development as an organisation that is itself continually learning.

We will achieve this Vision through concentrating our work within seven areas:

- developing our museum spaces and bringing the visitor experience to life
- sustaining flourishing, well-used collections
- helping our visitors to make sense of the world
- listening to and learning from our audiences and partners
- communicating, locally and globally
- becoming an organisation that learns and that builds on its successes
- building our resources to deliver all these key developments.

We know that this will enable us to fulfil our Vision, that is, to be a world class museum of learning.

Aims and objectives

Amgueddfa Cymru's Vision is to be a world class museum of learning. Our aims are to:

- create living museums where the collections tell their stories more clearly, and visitors experience life in the past and present and explore a variety of possible futures
- develop flourishing collections that are well-used, sustained and growing
- find paths to make sense of the world using a variety of media suitable for diverse learning styles, to create equality of access to the collections
- share our plans with our visitors and jointly develop the ways in which we work, to provide meaningful access to the collections for the diversity of peoples who have made Wales their home

- grow through learning by embedding learning skills at the heart of all our work
- communicate our message so that Amgueddfa Cymru becomes known worldwide as a centre of learning of international quality and provides greater access and increasing local profile of the national collections through our work with partner organizations
- build our resources so that we have a strong and solid base, from which we will be able to deliver our Vision for the next decade and beyond.

These priorities will help us achieve our Vision as well as supporting the Welsh Assembly Government's strategic vision as set out in the document *Wales: A Better Country*.

Through our outstanding collections, curatorial excellence and learning expertise, Amgueddfa Cymru – National Museum Wales is ideally placed to strengthen tolerance, citizenship and mutual respect for the diverse communities of Wales and the World.

For more information visit www.museumwales.ac.uk

4. Our Vision for Disability Equality

This is our first Disability Equality Scheme, it demonstrates our commitment to addressing disability equality in our decision making and the delivery of our activities. It is fully aligned with our overarching Equality and Diversity strategy and our separate schemes for race and gender equality. We have chosen to have single strand action plans as it enables us to monitor our impact on each strand more effectively.

Our commitment to addressing Disability Equality

We are committed to promoting equality of opportunity for disabled people so they can have equal access to all our sites, Museums and collections. This scheme is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will eliminate discrimination that is unlawful under the DDA 1995 by continuing to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By building this into our partnership working and procurement processes we will expect others to do the same.

We will eliminate the harassment of disabled people related to their disability through our human resource policies. We will ensure that this is promoted through all our work, and that our staff are fully aware of what this means for them.

We have identified a number of specific actions designed to promote positive attitudes towards disabled people. We have committed to:

- Reviewing our marketing and communication processes to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
- Achieving the 'Two Ticks Positive About Disability' symbol for human resource processes;

- Delivering training and awareness raising programmes around disability issues to build an internal and external culture which is positive about disabled people.

We will encourage more disabled people to take part in public life by setting specific actions in our action plan to attract and assist disabled people to be represented on a range of partnership bodies, including the Museum's Board of Trustees. We will use our position of influence and partnership working to promote positive messages, encouraging others to see the benefits of diversity and disabled people's representation in senior and public positions.

We have identified a number of key strategies to provide targeted support for disabled people. We intend to research the differences between disabled and non-disabled people in relation to their participation in our services, and will take targeted action to try to remove barriers and close any gaps that have been identified.

Disability Evidence Base

Disability – the national perspective

Despite legislation covering disability equality, disabled people remain one of the most excluded groups in British society:

- Over 10 million people in the UK are disabled²
- Only 17 % of disabled people are born disabled - the level of disability increases with age; for example, some 10% of those aged 16 – 24 years have a current long-term disability compared with 34% of those aged over 50. This is an issue as the UK has an ageing population.
- Disabled people make up 21% of the working age population, but half of them are not in work and they are more likely to have no qualifications. Disabled youngsters are less likely to be in education or training.

² Disability Rights Commission

Disability in Wales

The proportion of disabled people and those with a long term illness living in Wales can be estimated from several sources. The 2001 Census, the Labour Force Survey, the Welsh Health Survey, the household interview part of the Welsh House Condition Survey, and the Living in Wales Survey are reliable sources.

The estimate of people living in Wales with a disability or a long-term illness has varied from 1 in 6 of the overall population (from the Welsh House Condition Survey), to 1 in 3 (from the 1995 and 1998 Welsh Health Surveys).

The 2001 Census showed that that in Wales nearly 1 in 4 people (23.3 per cent) had a limiting long-term illness. For people of working age this was nearly 1 in 5 (18.4 per cent).

The comparable figures for England show that 17.9 per cent of all people had a limiting long-term illness, and for people of working age this was 13.3 per cent. The figures for Scotland were 20.3 per cent (all people) and 15.6 per cent (working age); and for Northern Ireland 20.4 (all people) and 17.0 (working age).

There were large variations in levels of long-term illness between local authorities in Wales. The highest levels (for all ages) were in Merthyr Tydfil (30.0 per cent), Neath Port Talbot (29.4 per cent), Blaenau Gwent (28.3 per cent), and Rhondda Cynon Taff (27.2 per cent). The lowest levels were in Cardiff (18.8 per cent), Monmouthshire (19.1 per cent), Flintshire (19.2 per cent), and the Vale of Glamorgan (19.9 per cent).

The Labour Force Survey (LFS) is the largest regular household survey in the country. It collects information about the personal circumstances and work of everyone living in the sampled households.

The 2004 LFS estimates that there were 1,746,000 people of working age in Wales, and that of these 396,000 said that they were disabled, giving a proportion of 22.7 per cent. The 396,000 was made up of three groups of disabled people: those who considered themselves to meet the definition contained within the Act (78,000), those who considered themselves to have a work limiting disability (54,000), and those who considered themselves to have both (264,000). The proportion of working age people who said they had a work limiting disability (the

54,000 and the 264,000) was 18.2 per cent, which is close to the 2001 Census figure of 18.4 per cent.

The comparable figure for the UK gives the proportion of working age people who said they had a work limiting disability as 14.9 per cent.

As with the Census there were large variations in levels between local authorities in Wales. The highest levels of work limiting disability (for people of working age) were in Merthyr Tydfil (32.0 per cent), Blaenau Gwent (30.4 per cent), and Caerphilly (30.3 per cent); the lowest levels were in Powys (16.3 per cent), Ceredigion (17.3 per cent), and Gwynedd (18.0 per cent)

The Welsh Health Survey (WHS) is a continuous health survey. The 2004 WHS estimated that 14 per cent of the adult population was being treated for arthritis, 13 per cent for respiratory illness, 10 per cent for heart disease (not counting high blood pressure), 9 per cent for mental illness, and 5 per cent for diabetes. 4 per cent were being treated (or had been treated) for cancer. 28 per cent said they had a limiting long-term illness. This is higher than the overall Census figure of 23.3 per cent because the WHS is limited to adults and the Census includes everyone (and children have low levels of illness and disability). The WHS figure of 28 per cent is within one percentage point of the Census figure for the adult population.

The 2004 WHS showed that, not surprisingly, levels of limiting long-term illness increased with age. 1 in 8 people aged 16 to 44 had a limiting long-term illness, a third of people aged 45-64, and half of people aged 65 or over.

The Living in Wales Survey (LiW) is now one of the main sources of information on households and the condition of homes in Wales. 18 per cent of the people surveyed said that they had a long-term illness, disability, or infirmity. 85 per cent of these respondents said that their disability limited their day-to-day activities in some way (that is 15 per cent of all the people surveyed).

As expected, the LiW showed that long-term illness increased sharply with age. The levels were similar for adult males and females, although over the age of 45 the proportion of males reporting having a long-term illness, disability or infirmity was one or two percentage points higher than females.

The long-term illness figures in the Living in Wales Survey were low compared with those in other surveys (the Welsh House Condition Survey figures were also low). One of the reasons for the lower figures could be that the question was not next to other health-related questions in the questionnaire. Also the survey excludes the non-household population (for example, people living in residential care) who have higher rates of long-term illness. The figure may also be affected by the fact that the survey respondents were reporting on the health of other members of the household not just themselves.

This means that other surveys (for example, the Census or the Welsh Health Survey) are better sources of estimates of illness and disability in Wales. The Living in Wales Survey is particularly useful for cross-classifying illness and disability with housing-related variables and others like benefits claiming.

The 2004 Family Resources Survey run by the Department for Work and Pensions estimated that 23 per cent of households in Wales claimed incapacity or disability related benefits. In England the figure was 15 per cent, in Scotland 20 per cent, and in Northern Ireland 24 per cent.

To summarise, in Wales nearly 1 in 4 people (23.3 per cent) had a limiting long-term illness and for people of working age this was nearly 1 in 5 (18.4 per cent). These are about five percentage points higher than the comparable figures for England; and roughly three percentage points higher than the comparable figures for Scotland and Northern Ireland.

Employment rates vary greatly between types of disability; they are lowest for people with mental illness and learning disabilities. Currently, 80% of people with mental health problems are unemployed.

Amgueddfa Cymru – National Museum Wales as an employer

The Museum is committed to best practice in recruiting, training and supporting staff. We encourage applications for employment from disabled people and can make the adjustments that are needed to help disabled people apply. With the aim of becoming a 'Two Tick' employer, we recognize disabled people's rights to be considered fully and fairly in all aspects of employment. We aim to achieve our commitments to disability equality by:

- Interviewing all applicants with a disability who demonstrate that they meet the minimum requirements for the post, as outlined in

the job description, and providing the necessary support to enable them to attend the interview and any assessments

- Making every effort to ensure that when a member of staff becomes disabled, they stay in employment
- Ensuring that all members of staff are trained in disability awareness and are informed of their responsibilities under this Scheme
- Ensuring that disabled members of staff have equal access to training and development opportunities through our monitoring mechanisms and through the PDR process
- Improving the monitoring of existing members of staff and applicants for vacancies
- Working with partners to support disabled people who want to return to work
- Establishing positive action initiatives where our monitoring has identified under-representation
- Establishing a Volunteer Policy to increase volunteering opportunities for disabled people
- Continue to work with partners to provide work experience placements to disabled students
- Reviewing our progress on these actions on an annual basis

Amgueddfa Cymru – National Museum Wales recognises that disability inequality can have a negative impact on the life chances of individuals in Wales. We are committed to identifying and mitigate against disability inequality in all its forms through both our internal and external functions, and will ensure that we gather comprehensive, qualitative and quantitative data to inform our actions to support disability equality.

Headline Aims and Objectives

In our first scheme we set out our headline aims:

Consultation

Consultation plays a significant role in the delivery of disability equality. We will continue to involve disability organisations in the review of our practices, and monitor the responses received from these organisations.

Communication and Publication

We aim to ensure that the public has access to information about the Museum's work, collections and public programmes.

We aim to provide accessible information at all times. This means we will take into account issues such as format (e.g. print, braille, audio, website, video using British Sign Language) and language (e.g. style, simplicity, Welsh and other languages) as set out in the Disability Discrimination Act.

Print and design

For corporate publications, books and visitor guidebooks, accessible guidelines are followed regarding type, font, spacing, use of colour and contrast. Comprehension guidelines are followed regarding content, bearing in mind the expected readership. Statutory print is made available on line. Large print editions of visitor guidebooks are available on line.

Facilities which assist particular needs will be developed. For example audio guides are available at Big Pit and National Museum Cardiff, audio and sign language are available at the National Waterfront Museum, and raised surface and Braille signage is available at St Fagans.

The Museum's Design team provides guidance for departments on the production of accessible information and publications and keep up to date with existing guidelines and building on the requirements of the DDA

Text

Staff have received training in writing accessible gallery labels and in writing for the web. The Museum Bilingualism Officer is accredited in the use of Cymru Clir.

Alternative formats of some publications can be made available on request, e.g. large print, audio versions.

The Museum knows that British Sign Language (BSL) is the first or preferred language of approximately 3,000 deaf people in Wales. The

Museum will seek to work with the relevant bodies to improve the provision of its services in BSL.

Marketing

Marketing strategies consider the target audience and take into account requirements to enable the information to be readily available and easily accessed in alternative formats. Large print versions of marketing materials are available. We have undertaken to increase the amount of visitor information available as audio files on the Museum's web site.

Communication and the Internet

Our internet site meets WAI Level AA as specified by the DDA 1995 Section II. Our internet and intranet sites have many options which make them more accessible to disabled users. These include adjustable font size, low/no graphics options, and alt tags for images, access keys can be used for form fields and navigation and all pages are readable via a screen reader. Tools are used to carry out tests on all pages which assess our accessibility to individuals with a range of visual impairments, colour blindness and glaucoma. Pages are constructed using CSS and we refer to W3C guidelines on best practice.

Following this first review of our scheme we will:

- Show how we have involved disabled people and their representative groups in the decisions we have, and will, make.
- Gather evidence about what we can do to address the different needs of disabled people both employed by us and all users and potential users of the Museum.
- Identify the barriers that prevent disabled people from participating in, or benefiting from Museum activities and events, and identify actions to overcome those barriers.
- Communicate our responsibilities and expectations around disability equality to our staff, partners and stakeholders.
- Monitor and evaluate our progress.
- Meet our legal duties.

We have structured the action plan around our internal and external functions. The internal part of the plan covers corporate work for the following functions:

- human resources (including recruitment and training)
- equality and diversity
- corporate and business planning
- Board secretariat
- communications and marketing
- procurement and contracting
- financial systems
- site management and facilities
- information and communications technology (ICT)

The external element of the plan is structured to show how we can address disability equality and support delivery of the Operational Plan objectives:

Priority Area One

Experiencing living museums where the collections tell their stories more clearly and visitors experience life in the past and present and explore a variety of possible futures.

Priority Area Two

Flourishing collections that are well-used, sustained and growing.

Priority Area Three

Finding paths to make sense of the world using a variety of media suitable for diverse learning styles, to create equality of access to the collections.

Priority Area Four

Learning through sharing our plans with visitors and jointly developing the ways in which we work, to provide meaningful access to the collections for the diversity of peoples who have made Wales their home.

Priority Area Five

Communicating our Vision so that Amgueddfa Cymru – National Museum Wales becomes known worldwide as a centre of learning of international quality.

Priority Area Six

Growing through learning, by embedding and celebrating learning skills at the very heart of all our work.

Priority Area Seven

Building our resources so that we have a strong and solid base, from which we will be able to deliver our Vision for the next decade and beyond.

5. Gathering Data

We recognise that we need to build and maintain a robust evidence base on disability issues in relation to the Museum and in Wales. To achieve this we will adopt a systematic approach to map the quantitative and qualitative evidence that is available, and identify the areas that need further research.

We will also ensure that any surveys we commission collect information on disability, as well as other diversity and equality strands. We will lobby the Office for National Statistics, the Welsh Assembly Government and other data providers to improve the quality of statistics, particularly in relation to the disaggregation of data by diversity group. We will ensure that arrangements are in place for gathering information on the recruitment, development and retention of disabled and non disabled people, and on the beneficiaries of our Museums, projects and programmes and our suppliers.

We will use this information to ensure that we provide equality of opportunity for disabled people. The data will also inform reviews of the scheme, and contribute to the preparation of subsequent schemes.

6. Consultation

As part of this ongoing commitment to develop as a 'Learning Organisation', the Museum has consulted widely with its existing stakeholders and with those who do not currently engage with our work, and their views and opinions have been reflected in the Museum's Vision for the future.

We will continue to build on this work through increased levels of engagement with a broad spectrum of our user groups with a strong commitment to place the diverse needs of our users and visitors at the heart of all our work. In line with this commitment, we have appointed a Public Consultation Co-ordinator on a fixed term basis who will take forward a programme of consultative activity, in line with the organisation's recently revised systems of Governance, which will ensure that we are an organisation that reflects the needs of our users in all aspects of our working practices.

We recognise that disability is diverse and we cannot know what disabled people need or how we can help them make the most of what the Museum provides without involving them, and their representative groups, in our planning and decision making processes. We have committed ourselves to involving disabled people in areas where our work will have most impact on their participation in all of our activities.

Consultation is always an important part of our work, but we recognise that we now need to put specific processes in place to ensure that the needs of disabled people are taken into account, and that other dimensions of diversity, such as ethnicity, age, gender, sexual orientation and religion or belief, are also addressed. Staff and stakeholders will be fully involved with the delivery, implementation and, monitoring and evaluation of our scheme (see action plan).

We will publish reports on the outcome of consultation and involvement processes to show clearly how disabled people and their representative groups have influenced planning and decision making within the Museum.

7. Disability Equality Impact Assessment process

We are committed to measuring the impact of new and existing policies, practices and procedures on disabled people by conducting an equality impact assessment. When conducting assessments we will:

- Establish clear criteria for measuring the relevance of a policy, practice or procedure to equality of opportunity for disabled people.
- Prioritise and set a timetable to assess all existing and future policies, practices and procedures which are considered to have an impact on disabled people.

- Collect and analyse relevant data to assist with impact assessments as outlined in section xx on evidence gathering.
- Involve and consult disabled people who are likely to be affected by policies and programmes from the start of the development and planning processes.
- Review and revise proposals in light of data collection, consultation and involvement of disabled people to ensure any negative impact is mitigated.
- Provide our staff with training and support to ensure they carry out equality impact assessments with confidence and knowledge.
- Aspire to provide a positive outcome for disabled people in our work.

In order to assess the impact of our policies and programmes on disabled people we will need to utilise the following information:

- demographic data and other statistics, including census findings
- existing research findings
- comparisons with other Museums and organisations working in our sector
- survey data
- equality monitoring data
- one off data gathering exercises
- specially commissioned research

Our equality impact assessment process is outlined at Appendix C.

8. Disability Equality Action Plan

Building on last year we have produced a separate detailed action plan detailing the actions we are going to deliver on disability equality over the next three years. We will review this plan, at least annually and review and revise it appropriately.

9. Reporting Progress on the Disability Equality Scheme

The Museum is required to publish an annual report summarising the steps we have taken to meet the Disability Equality Duty, and also to report progress on our equality impact assessments and action plan. It will also be an opportunity to celebrate our achievements to date, as well as highlighting any further actions that we need to take.

Implementation of the Disability Equality Scheme will be monitored by the Museum's Diversity Group. At the end of each year the Diversity Officer, with support from the Diversity Group, will produce a report detailing the Museum's progress on its Disability Equality Scheme. This will be reported to the Museum's Joint Executive Group and the Board of Trustees and will be published on the Museum's intranet and internet sites. The first of these annual reports will be published no later than 1 December 2009.

10. Publishing and Publicising the Disability Equality Scheme

The Museum's Disability Equality Scheme will be communicated to staff, visitors and other stakeholders in the following ways:

- Meetings of the Museum's Board of Trustees
- Meetings of the Museum's Joint Executive Group
- Meetings of the Museum's Diversity Group
- Departmental Meetings and briefing sessions to staff
- Intranet and Internet sites
- Annual reports

Alternative formats of the Scheme will be made available, including large print, audio and Braille. This document is also available in Welsh. If you would like this document in an alternative format, please contact the Museum's Diversity Officer on 029 20573125 or claire.thomas@museumwales.ac.uk.

Complaints

Any person who believes they have a complaint against the Museum's Disability Equality Scheme should write to the Head of Human Resources who will investigate the matter.

An initial response will be provided within 5 working days. A full response will be provided within 20 working days of the receipt of the complaint unless further investigation is required.

If during the investigation it becomes apparent that an aspect of the Disability Equality Scheme has failed to comply with the requirements of the general Duty then the policy will be changed to ensure future compliance.

Complaints from members of staff can be dealt with through the Museum's grievance procedure. Union members may also approach their union representative for assistance.

The Museum is also a member of Expolink. This is an independent organisation which employees can call to report concerns. These may be criminal activity, discrimination, bullying or harassment. Calls will be treated with complete confidentiality.

Appendix A

Amgueddfa Cymru – National Museum Wales

Functions

- **Director of Finance**
 - Finance
 - Enterprises

- **Director of Communications**
 - Web & Virtual Museum
 - Press & PR
 - Marketing
 - IT

- **Director of Collections & Research**
 - Collections Management
 - Collections Services
 - Documentation
 - Photography

- **Director of Operations**
 - HR
 - Buildings & Estates (including physical access issues)
 - Site-specific policies/procedures
 - Front of House policies/procedures
 - Masterplanning

- **Director of Learning & Programmes**
 - Learning
 - Programmes & Presentation
 - Partnership Unit

- **Director of St Fagans**
 - Site-specific policies/procedures
 - Front of House policies/procedures
 - Development
 - Historic Buildings Unit

Appendix B

Equality Impact Assessment – List of Policies

Policy	Impact Assessment Priority (High, Medium, Low)*
Lead: Director General	
Corporate Plan	High
Development Plan	High
Operational Plan	High
Consultation Policy	High
Health & Safety Management Control System	High
Whistleblowing Policy	High
Management of Major Projects	High
Code of Practice on Complaints	High
Lead: Director of Finance	
Accountability & Responsibility	Low
Financial Management Overview	Low
Budget Planning Process	Low
Budget Notification & Authority	Low
Budget Profile	Low
Budget Monitoring	Low
Revenue Budget Monitoring Reports	Low
Budgetary Control	Low
Outturn Report Queries	Low
Budget Under/Over Spends	Low
Reporting to the National Assembly for Wales	Low
Risk Management & Internal Controls	Low
Audit Requirements	Low
Assets & Equipment	Low
Preventing Fraud & Corruption	Low
Entertaining, Gifts & Hospitality	Low
Stocks & Stores	Low
Losses	Low
Banking Arrangements	Low
Payment of Accounts	Low
Payment Processing	Low
Prompt Payment	Low
Petty Cash	Low
Travel & Subsistence	Low
Inter-department Recharging	Low
Income	Low
Grants	Low

* Actions identified as High priority will be implemented in 2008/09; those identified as Medium priority will be implemented during 2009/10; and Low priority actions will be implemented during 2010/11.

Policy	Impact Assessment Priority (High, Medium, Low)*
Private Funds	Low
Insurances	Low
Retention of Financial Records	Low
Procurement	High
Buying Policy	Medium
Customer Care	High
Cash Desk Operation	Medium
Cash Desk Operation – Additional Shop Supervisor Responsibility	Medium
Deliveries & Receipting Goods	Medium
Stock Control & Other Transactions	Low
Shop Security	Medium
Shrinkage	Medium
Stocktaking	Low
Procedures in the Event of a Power Failure	Low
Gift Voucher Procedure	Low
Lead: Director of Operations	
Recruitment Procedure	High
Continuous Service	Low
Probationary Period	Low
Induction Procedure	Low
Allocation and Review of Grades	High
Call Out Arrangements	Low
Engagement of Casual Workers	Medium
Pay Policy	High
Pay Rates	High
Pensions	High
Redundancy & Early Severance Agreement	High
Transfer Between Sites	Low
Travel Loans	Low
Adoption	Medium
Annual Leave	Medium
Bank Holidays	Medium
Career Breaks	Low
Extended Leave	Low
Flexi Time Procedure	Medium
Maternity	Medium
Childcare Vouchers	Medium
Paternity	Medium
Special Leave	Medium
Variable Working	Medium
Capability Procedure: Ill Health	High
Capability Procedure: Performance	High
Performance & Development Review	High

Policy	Impact Assessment Priority (High, Medium, Low)*
Procedure	
Staff Development and Training Procedure	High
Absence Management Procedure	High
Alcohol & Drug Policy	Low
Disciplinary Procedure	High
Dismissal Appeals Procedure	Low
Equality & Diversity Policy	High
Grievance Procedure	High
Leavers Procedure	Low
Medical Procedure	High
Wellbeing in the Workplace	High
Political Activity	Low
Procedure for the Conduct of Private/Advisory Work	Low
Union Recognition	Low
Work Experience Procedure	Medium
Volunteer Procedure	High
Visitor Care Handbook	Medium
Bag Searching	High
Closure	Low
Ejection	High
Lost Property	Low
Offensive Clothing	High
Lead: Director of Learning & Programmes	
Learning & Access Policy	High
Child Protection Policy	Medium
Events Programme	High
Lead: Director of St Fagans: National History Museum	
Pushchairs in Historic Buildings	High
Lead: Director of Collections & Research	
Collections Management Policies	High
Collections Strategies	High
Data Protection Policy	Medium
Freedom of Information Policy	Medium
Photography Policy	Low
Off-Site Working Policy	High
Lead: Director of Communications	
Publishing Strategy	Medium
Media Protocol	Low
Filming Policy	Low
Welsh Language Scheme	High
Audience Development	High
Marketing Strategy	High
Marketing Campaigns	High

Policy	Impact Assessment Priority (High, Medium, Low)*
Research & Evaluation	High
Template Request Form (Marketing)	High
Information & Communications Technology Strategy	High
Internet & Email Use Policy	Medium

Appendix C

Equality Impact Assessment Template

**Stage 1:
Identifying
policies**

Produce a list of all functions, policies and procedures and decide on the approach for your Department

**Stage 2:
Undertaking
screening
for each**

Identify main aims of each policy

Decide if policy is equality relevant

No – end process, review in future

Yes

Collect and analyse data

**Stage 3:
Prioritising
and**

Decide whether H, M or L relevance to help you prioritise

Record findings and produce action plan

Is there evidence of adverse impact?

No – ensure monitoring in place, review in future

Yes

**Stage 4:
Undertaking
full
impact**

Analyse data and evidence in greater depth

Assess likely impact

Consider alternatives and/or mitigate adverse impact

Consult formally

Decide whether to amend and other actions

Make monitoring/involvement arrangements

Publish report

Equality Impact Assessment – Progress Checklist

Stage 1: Identifying policies

- Listed policies, procedures and major projects
- Understood how your department is approaching the task
- Decided who is responsible for screening

Stage 2: Undertaking screening

- Decided if the policy is equality relevant for the group(s) you are considering
- Gathered and briefly analysed relevant data
- Identified gaps in data or knowledge
- Completed screening template and noted further actions
- Determined if a full assessment is needed

Stage 3: Prioritising and planning

- Categorized policies as high, medium or low relevance
- Transferred actions to action plan, added dates and assigned responsibilities
- Sent copies of completed planning and screening templates to HR
- Ensured monitoring is in place for equality relevant policies
- Ensured any further work required is incorporated into your Departmental plan
- Made plans to update your policies with a progress statement

Stage 4: Undertaking full impact assessment

- Analysed your data in more detail to identify impacts
- Consulted and/or involved appropriate equality groups
- Considered changes to your policy or other actions
- Transferred any longer term actions to your Departmental plan
- Produced a full impact assessment report, published it on your intranet site alongside the policy and sent a copy to the HR department for external publishing

Equality Impact Assessment – Screening Template

This template will help you assess the equality relevance of a policy, procedure, project or function for one or more equality groups.

What is the policy (name and brief description)?
What equality group is this screening for (mark all that apply)? <input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Race <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation
Is responsibility for the policy shared with anyone else, internally or externally (if so, you should involve them in the screening)?
Who has authority to make changes to the policy?

	Activity	Examples of relevant questions to ask	Comments
1.	Identify aims of the policy	▶ What is the purpose of the policy?	

	Activity	Examples of relevant questions to ask	Comments
2.	Decide if the policy is equality relevant for the group(s) you are considering (If you are certain that the policy is not equality relevant, state why and end the process here)	<ul style="list-style-type: none"> ➤ Does the policy involve, or have consequences for visitors, employees or other people? ➤ Is there an opportunity to use or change the policy in order to promote equality between groups, or support the positive equality duties? 	
3.	Collect and analyse data (If you have insufficient data to help you identify the impacts of the policy then you will need to gather that data in order to proceed to the next step)	<ul style="list-style-type: none"> ➤ What data are you using to determine the impact on the groups you are screening for? ➤ You may find the following types of information useful: <ul style="list-style-type: none"> ○ Demographic data and other statistics ○ Recent internal or external research findings ○ The results of consultations / surveys ○ The results of equality monitoring data ○ Analysis of complaints 	

	Activity	Examples of relevant questions to ask	Comments
4.	Identify any adverse impacts (You need to have analysed sufficient valid and reliable data to determine this)	<ul style="list-style-type: none"> ➤ Have you identified that there is a major impact on some people? ➤ Or that there is a minor impact on many people? ➤ What adverse impacts have you identified? 	

Summary of Findings									
Group	Equality relevant?			Can be used to help meet positive duties?			Evidence of adverse impact? (n/a if not equality relevant)		
	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equality Impact Assessment – Full Assessment Template

This template can be used to record your progress in completing a full equality impact assessment of a policy, procedure or project for one equality group and will be useful when you come to write your report.

What is the policy (name and brief description)?

What equality group(s) is this full equality impact assessment for? (tick one box only)

Age Disability Gender Race Religion Sexual Orientation

Step	Activity	Examples of relevant issues	Comments
1	Identify aims of the policy (You should have some of this information from your screening)	<ul style="list-style-type: none"> ➤ What are the Museum's specific responsibilities in relation to the policy? ➤ Who implements the policy? ➤ Who is responsible for the policy? ➤ What are the specific outcomes you hope to see from the policy? ➤ What criteria will you use to measure progress towards these outcomes? 	

2	Consider the evidence	<ul style="list-style-type: none"> ➤ What information do you have to assess that the policy benefits all groups? ➤ Is the available information sufficiently detailed to permit analysis of disparities between individual categories? ➤ Is the information up to date, relevant and reliable? ➤ Do you need to hold an informal consultation exercise internally or externally at this stage? ➤ Are there other Units or organisations that might want to join you in commissioning new data or research or consultation exercises? 	
3	Assess likely impact	<ul style="list-style-type: none"> ➤ Does your analysis of the policy indicate possible adverse impact on some groups ➤ Are any disparities in the data statistically significant, and not due to chance? ➤ Are there other factors that might help to explain the adverse impact? ➤ Could the policy be amended to better promote equality of opportunity or meet the positive duties? 	

4	Consider alternatives	<ul style="list-style-type: none"> ➤ Would changes to the policy, or the way it is put into practice, remove or substantially reduce the impact? ➤ What changes could be introduced to reduce the adverse impact identified above? ➤ What changes could you introduce to promote equality of opportunity? ➤ Are there aspects to your proposals that could be changed, or could you take additional measures, to reduce or remove adverse impact on a particular group, without affecting the policy's overall aims? ➤ Could this unintentionally result in disadvantaging another group? ➤ Would you be able to justify this, on balance? 	
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5	Consult formally	<ul style="list-style-type: none"> ➤ Have you identified all the groups affected by the policy, directly and indirectly? ➤ Which organisations and individuals are likely to have a legitimate interest in the policy? ➤ What methods of consultation are most likely to succeed in attracting the people you want to reach? ➤ Have previous attempts to consult particular communities been successful or unsuccessful? If so, why, and what can you do to overcome any obstacles? ➤ Have you made resources available to encourage full participation by groups that have proved hard to reach? ➤ How will information, pre and post consultation, be made available? 	
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6	Decide whether the policy needs to be revised or amended in the light of the consultation	<ul style="list-style-type: none"> ➤ Does the consultation show that the policy will have an adverse impact on a particular group (or groups)? ➤ Is it likely to make it difficult to promote equal opportunities or good relations between different groups? ➤ Can the policy be revised or additional measures taken, so that it achieves its aims, but without risking any adverse impact? ➤ What are the main findings of your consultations, and what weight should they carry? 	
7	Make monitoring arrangements (You are required to monitor the impact of all equality relevant policies.)	<ul style="list-style-type: none"> ➤ How will the policy be monitored ➤ What sort of data will be collected and how often will it be analysed? (Annually is recommended) ➤ Will the monitoring include qualitative methods, such as surveys, or follow-up consultations? ➤ How will the effects of the policy on equality of opportunity and good relations be monitored? ➤ What criteria will be used to assess these? ➤ How will any concerns be taken into account in any review of the policy? 	

8	Publish assessment report	<ul style="list-style-type: none"> ➤ A good equality impact assessment report will: <ul style="list-style-type: none"> ○ Include the best information available at the time ○ Be clear, concise, balanced and in proportion to the policy's equality relevance ○ Be a self-contained document ○ Use plain and clear language 	
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Any other information or comments:

Relevant dates:

Name and contact details for responsible person:

