Equality Impact Assessment
Validation Decision Notice

<table>
<thead>
<tr>
<th>EIA Reference Number</th>
<th>27/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service, policy, or strategy</td>
<td>Parklands Reception</td>
</tr>
<tr>
<td>Element(s) assessed</td>
<td>QMatic customer flow management implementation</td>
</tr>
<tr>
<td>Names of Assessors</td>
<td>Katy Sallis (Customer Access Manager), Anne Gray (Access Officer), Sarah Blohm (Equalities Officer)</td>
</tr>
</tbody>
</table>

Consider:

Was discrimination or disadvantage identified? [✓] [ ]
Was the service promoting equality? [✓] [ ]
Could the service be improved in promoting equality? [✓] [ ]
Are the customers' needs understood and met? [✓] [ ]
Is there good evidence and/or reasoning to support the decisions on whether groups are/aren't affected? [✓] [ ]
Does the summary report properly reflect the key findings of the assessment? [✓] [ ]
Is the summary report clear and easy to understand? [✓] [ ]

If improvements have been identified, do they reflect and deal with the key findings?

The decision is to: [✓] Validate [ ] Not validate

The reason/s for the decision are: please give details below

- Validation given – information correct [✓]
- Not validated – decision not to proceed as EIA incorrect [ ]
- Not validated - screening error [ ]
- Not validated – research/consultation error [ ]
- Not validated – improvement error [ ]

Signed

[Signature]

Designation

[Corporate Director]

Name

Karen Brumcombe

Date

11 August 2010
Summary Report

<table>
<thead>
<tr>
<th>Name of service, policy, or strategy</th>
<th>Parklands Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element(s) being assessed</td>
<td>QMatic System</td>
</tr>
<tr>
<td>Date of assessment</td>
<td>26 May 2010</td>
</tr>
<tr>
<td>Name of assessors</td>
<td>Katy Sallis (Customer Access Manager), Anne Gray (Access Officer), Sarah Blohm (Equalities Officer)</td>
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</tbody>
</table>

A new customer management system is to be implemented in the Parklands reception area. The purpose of the proposed changes is to improve access to council services for all visitors by reducing waiting time and ensuring they are dealt with as promptly and effectively as possible. The changes should also be of benefit to staff who will be able to make more effective use of their time.

The scoping and screening of the proposed system was carried out in the affected reception area in order to gain a better understanding of the suggested changes in the context of the building and its limitations. The relevant service manager for customer access, the council’s access officer and the equalities officer were involved in the scoping and screening process.

The main concerns raised were similar to those highlighted in the Deanes Reception impact assessment. The customers most at risk to experience a negative impact from the changes are those from equality groups covering disability, age and race/ethnicity. In addition the council also recognised the issue of poor literacy/numeracy that may impact on a customer’s experience of dealing with the council. Comments regarding clear signage, alternative forms of communication, suitable seating in the waiting area and sufficient space for wheelchair or mobility scooter users had been made by members of Basingstoke and District Disability Forum and raised by the Access Officer. Similar issues regarding foreign language signage and translation services had been made previously by the Basingstoke Multicultural Forum and raised by the council’s BME Community Development Officer.

During the scoping/screening it was agreed that if not implemented properly, and if the changes were not communicated to the relevant customer groups, some customers may find the new system to be confusing and inaccessible. However, all of the issues identified could be addressed as follows:

Age

The scoping/screening exercise agreed the key issue

**The Customer/Customer Group**

Detail any additional information gathered on a customer or customer group

**Consultation and Research**
Summary Report

Detail the information gathered during research and/or consultation

Key Individuals and Organisations

Supply the names and contact details for any organisations or key individuals who assisted you

Assessment Findings

Detail the key findings of the assessment

Recommendations

State the recommendations for action
Customer handling teams

The training is intended to build on equality awareness of the

Equalities Training to be completed for Customer Advisor staff (and those staff that cover reception on behalf

Skill Training

90% of staff between obstacles in readiness for implementation date.

To ensure appropriate spatial layout of furniture to allow for easy movement around the reception area.

Furniture layout

Floorwalker present post implementation.

Clear signage in place on implementation date.

Promotion of the changes via the website, area of implementation date.

Implementation date.

Visibility format to visual oaklands reception to highlight any further areas for consideration, ahead of

Promotion of the changes to the various forms, including an invitation to the multi-cultural form and

Communication

Target completion date
19 July 2010
23 June 2010
3 June 2010

Target implementation start date

Date to be submitted for validation

Element(s) assessed

Name of service, policy, or strategy

Stage 5 - Improvements

Form F

STAGE 5 - Improvements
The prioritisation criteria used at Stage 2 may be useful to give an overall priority and to prioritise individual actions. In either case you may need to add additional criteria such as cost, timescale, ease of implementation, etc.

<table>
<thead>
<tr>
<th>Resource Implications</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draining funds to finance and accelerating visits, ensuring cover for the equitable training sessions to ensure continuation of level of service to visitors to the Council office.</td>
<td>Lead</td>
</tr>
<tr>
<td>Draining funds to increase operational flexibility.</td>
<td>Key Skills</td>
</tr>
<tr>
<td></td>
<td>Reference number of code</td>
</tr>
</tbody>
</table>

**Stage 5**

Equality Impact Assessment