

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

<b>Directorate: Children’s Services</b>	<b>Service area: ArtFormsMusic</b>
<b>Lead person: Stephen Wild</b>	<b>Contact number: 0113 3782850</b>
<b>Date of the equality, diversity, cohesion and integration impact assessment: 27.4.15</b>	

<b>1. Title:</b> <b>MUSIC CENTRE FEES 2015/16</b>
Is this a:
<input type="checkbox"/> <b>Strategy</b> <input type="checkbox"/> <b>Policy</b> <input checked="" type="checkbox"/> <b>Service</b> <input type="checkbox"/> <b>Function</b> <input type="checkbox"/> <b>Other</b>
Is this:
<input type="checkbox"/> <b>New/ proposed</b> <input type="checkbox"/> <b>Already exists and is being reviewed</b> <input checked="" type="checkbox"/> <b>Is changing</b>
(Please tick one of the above)

**2. Members of the assessment team:**

<b>Name</b>	<b>Organisation</b>	<b>Role on assessment team e.g. service user, manager of service, specialist</b>
Fran Hannan	ArtForms	Manager- extended learning
Mark Sturdy	ArtForms	Manager – North Leeds Music Centre

<b>3. Summary of strategy, policy, service or function that was assessed:</b>
ArtForms Music Centres. Changes in fees to reduce their cost to LCC.

<b>4. Scope of the equality, diversity, cohesion and integration impact assessment</b> (complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)
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<b>4a. Strategy, policy or plan</b> (please tick the appropriate box below)	
The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input checked="" type="checkbox"/>
<b>Please provide detail:</b> In order for the music centres to meet their financial targets it has become necessary to review the costs to users.	

<b>4b. Service, function, event</b> please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input checked="" type="checkbox"/>
Procuring of a service (by contract or grant) (please see equality assurance in procurement)	<input type="checkbox"/>
<b>Please provide detail:</b>	

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**5. Fact finding – what do we already know**

Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

The centres are open to the whole community, of all ages.

The seven centres across the city serve 360 adults and 1000 children and young people.

The centres form an important part of an integrated and coherent music learning offer for Leeds. Integration and partnership with schools and clusters is increasing.

Fees were historically heavily subsidised by LCC, and so classes were artificially cheap for learners. The current climate requires ArtForms to produce a fee structure which covers running costs.

All centres are held in schools, and are safe and accessible spaces. ArtForms is, in all cases, seeking best value from the centre's relationships with host schools to minimise cost while maximising partnership engagement – helping schools to provide out of school learning opportunities for pupils and the community.

Draft fee changes have been shared with local managers in order to conduct local consultation, and their views have been fed back.

Fees will need to rise to increase income for the centres. This is accompanied by access to bursaries for children and young people (from Arts Council England grant funding) and fee waivers for adults (from centre budgets) in case of need.

**Are there any gaps in equality and diversity information**

**Please provide detail:**

We do not have information about carer status, gender reassignment, race, religion or sexual orientation of students.

**Action required:**

**6. Wider involvement – have you involved groups of people who are most likely to be affected or interested**

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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**Please provide detail:** Centre managers have been involved in drafting the fees proposal. They have had sight of the options, and have shared them with service users.

**Action required:**

**7. Who may be affected by this activity?**

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

**Equality characteristics**

**Age**

**Carers**

**Disability**

**Gender reassignment**

**Race**

**Religion  
or Belief**

**Sex (male or female)**

**Sexual orientation**

**Other**

(for example – marriage and civil partnership, pregnancy and maternity, social class, income, unemployment, residential location or family background, education or skills level)

**Please specify:**

**Stakeholders**

**Services users**

**Employees**

**Trade Unions**

**Partners**

**Members**

**Suppliers**

**Other please specify**

**Potential barriers.**

- |                                     |  |                                     |  |
|-------------------------------------|--|-------------------------------------|--|
| <input type="checkbox"/>            | <b>Built environment</b>   | <input checked="" type="checkbox"/> | <b>Location of premises and services</b> |
| <input type="checkbox"/>            | <b>Information and communication</b>                                   | <input type="checkbox"/>            | <b>Customer care</b>                     |
| <input type="checkbox"/>            | <b>Timing</b>  | <input type="checkbox"/>            | <b>Stereotypes and assumptions</b>       |
| <input checked="" type="checkbox"/> | <b>Cost</b>  | <input type="checkbox"/>            | <b>Consultation and involvement</b>      |
| <input type="checkbox"/>            | <b>specific barriers to the strategy, policy, services or function</b> |                                     |  |

**Please specify**

Costs are mainly associated with accommodation, and conversations are ongoing regarding reductions in cost due to lettings. Relocation to alternative sites within the same community or nearby occurred in 2014/15, and under consideration for 15/16.

**8. Positive and negative impact**

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

**8a. Positive impact:**

A sustainable future for the music centres as a whole will be achieved, allowing the centres to continue to serve their communities and learners, and to adapt to new and emerging needs in the future.

**Action required:**

The new fees require the managers and staff of the centres to advocate positively for the new fees, accompanied by appropriate information and publicity.

**8b. Negative impact:**

Fees were historically low, as LCC subsidy enabled ArtForms to offer services at a considerably reduced rate.

**Action required:**

Emphasis by centre managers on the value still on offer. Active promotion of the bursary scheme.

**9. Will this activity promote strong and positive relationships between the groups/communities identified?**

Yes

No

**Please provide detail:**

**Action required:**

There is a risk that the strong community focus of the centres will be adversely affected. However, if the centres were to be forced to close through lack of income this community cohesion would be shattered.

**10. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?**

Yes

No

**Please provide detail:**

Individuals, families and groups from across the communities attend music centres.

**Action required:**

In order to ensure that the successful community engagement at music centres continues, their viability must be ensured.

**11. Could this activity be perceived as benefiting one group at the expense of another?**

Yes

No

**Please provide detail:**

<b>Action required:</b>

**12. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>
In order for the music centres to meet their financial targets it has become necessary to review the costs to users.	Now and ongoing	Increase fees	Stephen Wild
The new fees require the managers and staff of the centres to advocate positively for the new fees, accompanied by appropriate information and publicity.	June – Sept 2015	Ensure that managers have a clear message to give to users	Stephen Wild
Emphasis by centre managers on the value still on offer. Active promotion of the bursary scheme.	June – Sept 2015	Ensure that the bursaries and fee waivers are taken up.	Stephen Wild



<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>
<p>There is a risk that the strong community focus of the centres will be adversely affected. However, if the centres were to be forced to close through lack of income this community cohesion would be shattered.</p> <p>In order to ensure that the successful community engagement at music centres continues, their viability must be ensured.</p>	<p>Now and ongoing</p>	<p>New fees must be implemented.</p> <p>Costs associated with lettings must be scrutinised and reduced where possible</p>	<p>Heads of Music Centres and Stephen Wild</p>

**13. Governance, ownership and approval**

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date

**14. Monitoring progress for equality, diversity, cohesion and integration actions** (please tick)

- As part of Service Planning performance monitoring
- As part of Project monitoring
- Update report will be agreed and provided to the appropriate board  
Please specify which board
- Other (please specify)

**15. Publishing**

<b>Date sent to Equality Team</b>	
<b>Date published</b>	