

Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

Section 1

Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

Design and construction of new FBL Building

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

The building has been designed in line with the UWE Design guides and standard specifications where the overarching principle is "Designing for All". The key positive outcomes to be taken from the new building is the provision of brand new contemporary space in which a whole range of learning practices can take place. These spaces include open plan and smaller, more private offices, a whole range of lecture spaces including computer labs and mock court rooms and quiet spaces that facilitate more contemplative reflection and learning.

A great deal of the time has been spent by the design team with the Faculty and key stakeholders to ensure the design is inclusive and suitable for its proposed purpose.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

During construction there is a possibility of some disruption to the daily business on campus but this will be kept to a minimum. The infrastructure and enabling packages have been engaged ahead of the main contract to allow for careful consideration of all aspects of the design.


The building has been designed to be as flexible as possible within the physical boundaries but there are obvious limitations on the very young and very old equality groups.

4. Does the activity have the potential to impact equality groups in the following ways:
 - Access to or participation in UWE Faculties or Professional Services?
 - Levels of representation across the UWE workforce?
 - Student experience, attainment or withdrawal?
 - Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

- Access to or participation in UWE Faculties or Professional Services? **Yes, in a positive way** – The new building will expand the current offering from the Faculty of Business and Law to all groups by providing an open, healthy and inviting space in which to learn and spend time.
- Levels of representation across the UWE workforce? – **Yes, in a positive way** – The new building will be an enabler to the UWE workforce by co-locating services and providing a significantly better space in which to work. The impact of this will be to create a collaborative working environment that is inclusive to all equality groups. All existing physical and non-physical needs are currently being audited and will be accounted for in the FBL Decant Strategy that is in draft at present. The primary objective of this strategy is to exceed the current provisions to reflect the positive change in working environment provided by the new building.
- Student experience, attainment or withdrawal? **Yes, in a positive way** –The student experience will be dramatically improved by the buildings and also the impact that the improved space will have on teaching and productivity. The building has been technically designed to be legally compliant and attractive to all equality groups.
- Staff experience? **Yes, in a positive way** – The decant strategy and overall design has identified that there is organisational change required to facilitate the new modes of staff experience. Change is necessary to create the new spaces to reflect how UWE wishes to operate now, and in the future. The environment within the building for staff aims to be entirely inclusive and should help foster innovation through collaborative working. It is hoped that equality groups are positively encouraged to engage within the new environment.

Equality analysis screening sign off:

Faculty Dean or Head of Service	
Faculty / service	FBL
Date	18/04/2016

Please return the completed form back to the Equality & Diversity Unit for feedback and publication

Section 2

Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc)

The design procurement and building of a new Faculty of Business and Law

2. What is the aim of the activity (objective or purpose)?

To allow the Faculty of Business and Law to continue to expand into a new custom-built facility to enable an improved teaching environment fit for contemporary and future learning. The aim of the building design is to provide flexibility of space which is key to ensuring that all equality groups are considered and accounted for.

3. If amending a current activity, what changes are proposed?

N/A

4. Who is responsible for developing and delivering the activity?

The design of the building has been developed using a broad spectrum of stakeholders through a number of continuous engagements, primarily sponsored by the Faculty of Business and Law. This is then supported by a design team fully integrated with the UWE Facilities and Estates building professional team.

5. What measures will be used to assess whether the activity is successful?

The HEFCE Post Occupancy Evaluation (POE) is built into the process complimented by the Soft Landings approach. Further information can be provided but the POE will include full engagement with equality groups in order to apply the fundamental principle of Soft Landings which is continuous learning.

A pre-occupation POE of the existing FBL space will be carried out to provide a benchmark in order to carry out comparative analysis measuring the success of the new building. The POE will also use the staff survey results and feedback sessions.

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

Meeting the public sector equality duty

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	Yes	No	Not known
Women and men		No - The building is designed for all	
Trans people		No - The building is designed for all. After consultation with various groups the design of the building has changed to now incorporate gender neutral toilets.	
Black and minority ethnic groups		No - The building is designed for all	
Disabled people		No - The building is designed for all and takes into consideration the Equality Act 2010 and complies with Building Regulations Approved Document Part M and British Standard BS 8300 (Design of buildings and their approaches to meet the needs of disabled people. Code of practice). Consultation has taken place with those who have approved reasonable adjustments to their environment and changes will be made to incorporate these.	
Younger or older people		No - The building does not specifically allow for very young children or very old people. It is deemed that these groups will visit the building very infrequently. There is nothing within the building design that positively discriminates against this equality group.	
People of different religion and beliefs		No - The building is designed for all users and religious facilities are provided on a site wide basis. Quiet spaces are an integral part of the design and are situated throughout the building. These will provide suitable contemplative space for people of different religions or beliefs.	

Lesbian, gay, bisexual people		No - The building is designed for all	
Marriage and civil partnership		No - The building is designed for all	
Pregnancy and maternity		No - The building is designed for all. Specific needs such as baby changing and breast feeding have been considered and we have incorporated baby changing facilities into a number of the spaces.	

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Student and staff groups have been involved in the design consultation and briefing process throughout. Communications are regularly being sent out to keep people informed of the ongoing works and proposals.

A general engagement of the wider equality groups has taken place through the design phase in the form of stakeholder engagement and design workshops. A higher level of engagement of the key user groups which will include a variety of the equality groups is currently underway in the form of the Teaching Spaces Forum which seeks to identify and map how the learning environment will evolve in the next decade and then further, throughout the life of the building. This forum engages heavily with staff, students and all building users in an effort to gather inputs from all equality groups.

Attendance at the Equality and Diversity Forum by key project members will build on existing engagement and the Equality and Diversity Manager will be invited to all Teaching Spaces Forum Meetings.

Attendance at an Equality Engagement Event enabled us to gather feedback and comments from mixed groups and these have been taken onboard and some incorporated into the design of the building.

This form will enable another opportunity for engagement.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

The main impact is possible disruption during the 2 year construction period which has already started with the demolition of the buildings on the site, installation of the services throughout the site and the enabling contract excavation and installation of piles.

Impacts will be mitigated throughout the entire project and beyond by closely monitoring staff and student feedback and the creation of communication groups to ensure that those impacted are

informed of the ongoing and proposed works. Early identification of issues has, to-date, enabled mitigation measures to be put in place to minimise any impacts.


9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	
Faculty / service	FBL
Date	18/04/2016

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Equality analysis - action plan

Appendix 1

Name of activity: New FBL Building

Plan completed by:

Service / faculty: Facilities/Estates

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Initial briefing to design team by Estates including Design guides and standard specifications which are constantly updated to reflect changes in demographics and population	Estates	Mechanical & Electrical and Building staff plus CAD support	March 2014	Issued to Design team	Completed March 2014
Consultation	Consultation with the Faculty and students to obtain the client brief. Consultation through an Equality Engagement Event	Design team	Whole team	November 2014	Specification stage 3 sign off	Complete November 2014
Monitoring and review arrangements	Instigation of the HEFCE Post Occupancy evaluation Process	Lead Designer/PM	Whole design and client Team	Start November 2016 to run for 3 years.	As stated within the POE	Part of design Package

Publication	UWE comms to agree and publish updates and highlight key events as the project proceeds	Debra Young	Comms group	ongoing	tba	Comms team is set up and already meeting
Other actions	Equality is a standard agenda item on all project related activities e.g. soft landings and relocation	All	Whole team	ongoing	happening	completed

Please return form to the Equality and Diversity Unit