**Equality Analysis**

This form enables you to reflect on your proposed activity, and to assess the potential positive and negative impacts it might have on different members of the community. The Equality Analysis is designed to help you ensure your activities are meaningfully considered and not spending your time on an activity that will later need to be changed or disbanded due to not thinking about the practical needs of diverse communities who we are required to protect. If you have any questions about how to complete this Equality Analysis, please read the [Guidance](https://docs.uwe.ac.uk/sites/equality-and-diversity/_layouts/15/download.aspx?SourceUrl=https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20analysis%20guidance.docx) or contact the Equality, Diversity and Inclusivity Team: [edi@uwe.ac.uk](mailto:edi@uwe.ac.uk).

Activity Title: Frenchay Campus Library Redevelopment. Design, construction and use of building.

Project Manager and Contact: Library lead: Amanda Barson ([amanda.barson@uwe.ac.uk](mailto:amanda.baron@uwe.ac.uk), ext. 82495), Estates Project Manager Amie McCabe

The vision is to transform the Frenchay Campus Library to be an attractive, welcoming and inclusive 24/7 interdisciplinary learning environment at the heart of the campus, providing spaces where study, research and enterprise activities can thrive. This will be the focal point for our excellent Library and Careers services on the Frenchay Campus. The redeveloped Library will be designed to meet the needs of our wide user base including the increasing number of students living on campus and CHSS students, staff and researchers relocated from Glenside Campus.

The Frenchay Library refurbishment we will provide:

* A new zoning strategy that gets quieter as you move up through the building.
* Similar layout on each floor with facilities located in the same place for easy navigation
* Two new lifts to reduce wait times, one of which will be an evacuation lift
* Visually attractive cladding to provide a distinctive appearance for the library. Exterior improvements will create an attractive and distinctive look
* A new clearly defined and easy to find entrance from courtyard facing the Heart Zone. Alternative “quiet” entrances on each floor
* A new central circulation stair for easy way-finding and visibility from level 2
* Enlarged, inclusive toilets (including accessible, female, gender neutral and male WCs)
* A tea point, breakout area and relaxation space on each floor to allow for study breaks
* Improved internal comfort (temperature, fresh air, lighting)
* Improvements to help to meet UWE's 2030 Net Carbon Zero commitment
* Over-cladding with thick insulation to keep the building warm and reduce energy demand
* Green living wall, with a variety of planting to change throughout the year
* Replacement triple glazed windows, enlarged to improve daylighting and views out.
* Solar panels on the roof and new insulated roof finish.
* We are increasing the choice and quality of study spaces:
  + Providing a variety of work settings across the floor grouped into “neighbourhoods” to allow users more choice, comfort, greater quality of environment and flexibility.
  + Spaces designed to be inclusive and consider physical access and neurodiverse-friendly design principles.
* Areas with less natural light, designated to books, pods and lounge seating, prioritising study in areas of natural light
* A better environment with greenery and low level lighting placed in the silent lounge area to create a quiet environment such as would be found in a traditional library setting.
* Providing improved power and WiFi connectivity.

This is being planned as a phased multi-year project, aiming to deliver tangible improvements each year. The works will require summer closure periods and yearly floor by floor closures. To mitigate impact an alternative library space will be set up for summer closures and options to increase study spaces across campus are being considered.

The project has been informed by data from regular engagement activities. For example, focus groups and user surveys including:

* Short kiosk based surveys in library spaces and learning zones – what do you like, what would you change
* Setting up stalls in refectories, library lounge etc – to gain general feedback and feedback on specific plans
* Love letters – students invited to write a love letter or break up letter to the library (annual event)
* Inviting students to focus groups to review specific plans, including focus groups for specific equality groups (e.g. disabled students)
* Meeting with and presenting proposed changes to SU President and SU VP for Education

New engagement activities designed specifically for this project include:

* Roadshows sharing high level plans and a more detailed look at level 5
* Focus group on high level plans and detailed look at level 5 (mainly attended by post graduate students)
* Workshop for student representatives to review roadshow feedback. Attendees invited from UWE student voice panel
* Meetings with SU
* Focus groups with student voice panel on decant plans

During the construction works there will be disruption to library users and other campus activity. This is unavoidable as works will be taking place on a live site. The project team are working to minimise disruption as much as possible by:

* Working with key stakeholders across UWE
* Carefully considering the timing of noisy and disruptive works
* Closing the Library for the summer period and setting up an alternative space for key Library, Careers and IT activities including help and study. Taking into consider resit students and other key users over the summer

What sources of information/ data, or who have you identified to help explore potential equalities impacts?

Examples include: External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.

Assessing the activity from different perspectives

Might your proposal impact people who identify with the protected groups below in the following contexts?

* Access to or participation in UWE Bristol Faculties or Professional Services?
* Student experience, attainment or withdrawal?
* Staff experience, representation, or progression?

Explain why you have made that assessment and plan your response.

Yes, all the above will be impacted in a positive way by providing an attractive, welcoming and inclusive 24/7 interdisciplinary learning environment at the heart of campus.

**Action Planning**: how will you mitigate negative and maximise positive outcomes?

**Please feed information from this action plan to your activity’s own planning documents e.g., action plans, risk registers, benefits maps**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Possible Positive Impact on Groups** Include relevant data if possible | **Possible Negative Impact on Groups** Include relevant data if possible | **Actions Required** | **Responsible Person** | **Target date** | **Success indicators** | **Progress to date** |
| **All** (possible impacts affecting many groups) | Changes are designed to deliver improvements for all users by:   * improving accessibility * improving range of study spaces to meet different modes of study * to meet changing needs, ensuring spaces are attractive, welcoming and inclusive | Staff and students need to access campus libraries and learning spaces all year round. Works need to be planned sensitively to minimise disruption and consider how study spaces and services will be provided throughout - either in the original location or nearby | Ensure ongoing dialogue with SU, student representatives and focus groups, etc. about changing needs and requirements    Consider the inclusion of student artwork and other imagery in developments to promote equality and inclusion | Amie McCabe / Amanda Barson  Amanda Barson / Design Team | Fully considered by end of RIBA stage 4 | Positive feedback from stakeholders | Engagement activities have taken place to further inform designs |
|  |  | Change projects can be stressful to staff and students and need to be managed to minimise impact e.g. through clear, timely communication | Before and during works ensure good communication through a range of channels including: posters in physical spaces, the website, news letters and social media. Develop communications plan for project    Promote use of the UWE Navigator App to help staff and students navigate during works.  Work with appointed contractor to give timely information on disruptive works and regular stakeholder updates  Convene local group to plan delivery of services and study during disruption. Gain feedback on plans from key stakeholders | Amie McCabe / Amanda Barson  Amanda Barson and Comms  Amie McCabe  Amanda Barson | Fully considered by end of RIBA stage 4 | Communication plan agreed and enacted  Positive feedback from stakeholders | A draft communication plan has been developed – and progress reported back at the A-N Commumictions Group and A-N Board  Engagement activities have taken place to further inform designs  Meetings have been scheduled with the contractor to consider disruption and mitigations  The local group has started meeting regularly to plan delivery of services and study during disruption. |
|  |  | Building works can cause disruption to library activities and surrounding areas | During works keep noise to a minimum and plan works around the academic calendar. This will include major works and closures planned for quieter summer periods. Keep stakeholders informed of planned disruption  Work with appointed contractor to ensure health and safety is thoroughly planned for and managed throughout the construction phase | Amie McCabe  Amie McCabe | During construction phase | Positive feedback from stakeholders | See section above |
|  | Opportunity to consider how family provision can be included in the Library |  | Design team to consider how family provision could be included  \*We would welcome further feedback on this as part of the EA consultation\* | Amie McCabe / Amanda Barson | Fully considered by end of RIBA stage 4 | Appropriate decision made | Research into what is available at other sites  Discussion at UWE Safeguarding group |
| **Age** (older people, younger people) |  |  |  |  |  |  |  |
| **Disability**, including mental health and non-visible disabilities | Future projects need to improve access to and access within buildings and/or spaces   * Accessible toilet on each floor * Lifts sized for wheelchair users, with one evacuation lift * 50% sit-to-stand desks * Circulation space   Neurodiverse   * Finishes selected – including colour palette * Variety of work settings. Including individual pods to reduce distractions in environment * Relaxation rooms * More intuitive layout   Visually impaired   * Finishes selected – including avoiding finishes that may cause visual disturbance, colour palette providing contrast |  | The design team has employed an accessibility consultant to ensure the design meets aspirations  Ensure new plans meet or exceed standards in terms of circulation space and accessibility (e.g. distancing of furniture including desks)  Relation rooms - \*We would welcome further feedback on this as part of the EA consultation\* | Amie McCabe  Amie McCabe | Fully considered by end of RIBA stage 4 | Positive feedback from stakeholders | Designs meet aspirations listed in positive impact column |
|  |  | Staff and students need to access campuses all year round. Disabled staff and students may be disadvantaged if the building works block access to accessible parking bays | During works, work with Facilities to ensure accessible parking is provided throughout. This may include sign posting alternative provision | Amie McCabe | Arrangements to be in place for construction phase | Adequate provision maintained throughout. No complaints from stakeholders | Noted for discussion contractors and Travel Team |
|  | This project will deliver an accessible toilet on every floor. The current library has one accessible toilet on level 4 | Staff and students need to access campuses all year round. Disabled staff and students may be disadvantaged if the building works block access to accessible toilets | During works, work with Estates to minimise disruption to accessible toilet provision and clearly signpost alternatives. | Amie McCabe | Arrangements to be in place for construction phase | No complaints from stakeholders | Noted for discussion contractors and Space Planning |
|  | This project will deliver two accessible lifts sized for wheelchair users, including one fire evacuation lift. The current library has one small lift which cannot be used in event of a fire | Staff and students need to access campuses all year round. Disabled staff and students may be disadvantaged if the building works block access to corridors, accessible routes and lifts | During works, work with Estates to minimise disruption to lifts and accessible routes and clearly signpost alternatives. | Amie McCabe | Arrangements to be in place for construction phase | No complaints from stakeholders | Noted for discussion contractors and Space Planning |
|  |  | Promote use of the App to help staff and students navigate during works. |  | Amanda Barson and Comms |  |  |  |
|  |  |  |  |  |  |  |  |
| **Women and men** |  | Some female and male students/staff/other users may wish to access single sex toilets and may be disadvantaged if building works block access to single sex toilets. | Design to deliver an appropriate mix of male, female, gender neutral and accessible toilets on all floor 3-5 and easily accessible toilets on level 2  Promote use of the UWE Navigator App to help staff and students navigate during works.  During works minimise disruption to female single sex toilet provision and clearly signpost alternatives.  Design to consider safety for all users in 24/7 context | Amie McCabe  Amanda Barson and Comms  Amie McCabe  Amie McCabe / Design Team in consultation with Compliance Team | Arrangements to be in place for construction phase | No complaints from stakeholders | Noted for discussion contractors and Space Planning |
| **Trans and non-binary people**, including gender reassignment | add | Staff and students need to access campuses all year round. Trans and non-binary staff and students may be disadvantaged if the building works block access to:   * Gender neutral toilets | Improved provision of gender-neutral toilets. There are no specific gender-neutral toilets in the current library  Design to consider safety for all users in 24/7 context | Amie McCabe  Amie McCabe / Design Team in consultation with Compliance Team | Arrangements to be in place for construction phase | No complaints from stakeholders | Noted for discussion contractors and Space Planning |
| **Marriage** and/or **civil partnership** |  |  |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | Staff and students need to access campuses all year round. Pregnant staff and students and new parents may be disadvantaged if the building works block access to:   * Accessible toilets * Accessible routes and lifts * Baby change facilities * Rest space / nursing space |  |  | Amie McCabe | Arrangements to be in place for construction phase | No complaints from stakeholders | Noted for discussion contractors and Space Planning |
| **Race**, including ethnicity and citizenship |  |  |  |  |  |  |  |
| **Religion and/or belief**, including those without religion and/or belief | Staff and students need to access campuses all year round. Staff and students observing a religion may be disadvantaged if the building works block access to:   * Prayer space or quiet space. | Design team to consider linkages with faith space as part of wider student centre provision | During works, work with Estates to minimise disruption to prayer space and quiet space, and clearly signpost alternatives.    Promote use of the App to help staff and students navigate during works. | Amie McCabe | Arrangements to be in place for construction phase | No complaints from stakeholders | Noted for discussion contractors and Space Planning |
| **Sexual orientation** |  |  |  |  |  |  |  |
| **Other specific group** (e.g., International or Access) |  |  |  |  |  |  |  |

Project manager next steps

Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Relevance%20Chart%20for%20Equality%20Analysis%202019.docx)) **4 weeks**

Delete as appropriate.

Is further monitoring or engagement required? (In addition to the formal Equality Analysis consultation, e.g., with the Students’ Union, Disability Services, relevant staff groups) Yes

Delete as appropriate.

What measure / statistic / data will you use to check if the activity has had a positive, negative, or neutral outcome?

When will you review this Equality Analysis? Enter date or project stage suitable to the proposal: Regular review required as plans evolve (at least monthly)

Equality, Diversity, and Inclusivity Team Review

The EDI Team has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation

EDI representative: Karen Archer Date: 23/01/2023

Faculty/Service/Departmental Sign off

I am satisfied with the results from investigation, consultation, and analysis. The progression of this EA will continue to throughout the activity/project and I will ensure that a review is undertaken following the final implementation of the proposal, to assess its actual impact. Any actions or feedback that results as a consequence of ongoing project changes will be monitored and incorporated within the stated processes. Any negative outcomes will be resolved with the appropriate stakeholders identified.

Faculty Dean/ Head of Department/ Head of Service:

Faculty/ Department/ Service:

Date:

So what?

Consultation and engagement feedback is extremely important in Equality Analysis. Listening to student and staff voices and acting on their feedback mean that activities become fit for purpose for diverse student and staff communities. Complete the ‘You Said, We Did’ table **before and after formal consultation**, and throughout the remaining lifetime of your activity to show the impact of feedback on your activity. The Equality and

Diversity Unit will be in touch to gather examples of this feedback to share with equality stakeholders. Please add additional rows to the table as

required.

|  |  |
| --- | --- |
| **You said** | **We did** |
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|  |  |

**Please forward an electronic copy to the EDI Team by emailing** [**edi@uwe.ac.uk**](mailto:edi@uwe.ac.uk)

**The original signed hard copy and/or electronic copy should be kept with your team for actions,**

**review, and progression of Freedom of Information requests.**