

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](#) or contact the Equality and Diversity Unit: EqualityandDiversityUnit@uwe.ac.uk.

Activity Title	Student Accommodation Project
Project Manager and Contact	Gary Musson

1. Proposed activity (change, refresh, policy, process or practice) being analysed

To design and build additional student accommodation on the Frenchay Campus to meet the increase in demand and to meet the strategic aim to offer all level 1 students the option to live in university accommodation. The proposed scheme is to deliver an additional 2,000 bedrooms on campus with associated ancillary areas, including social/communal space split between the site of the existing Carroll Court student residences (Site1) and car parks 1, 2 and 3 (Site 2). The redevelopment of the Carroll Court site will form the first phase of development providing a total of 881 bed spaces within three blocks of accommodation. This will result in a net increase of 629 bed spaces (replacing the 252 bed currently located on Carroll Court and adding an additional 629 beds). The development of car parks 1, 2 and 3 site will form the second phase of development for which the construction programme has not yet been established. The intention is to seek outline planning permission for the principle of developing the site to provide new student accommodation.

The proposed scheme is to be of a standard comparable to those of its competitors, but with a progressive, sustainable outlook, to create an innovative, inclusive and engaging experience where students can thrive and flourish. The development will allow UWE to guarantee accommodation on campus for all students in their first year, with supporting facilities that strengthen their engagement with the University community and all it has to offer. The design proposals look at the development in terms of student affordability, it is therefore proposed that a mix of accommodation is developed helping to enhance UWE's vision of inclusion for all students.

The project would be considering good practice for UWE Bristol beyond minimum approved document Part M building regulations. UWE Bristol has a duty as a public body under the Equality Act to go above and beyond in relation to accessibility. This extends to all students who have protected characteristics. The aim being to get accessible design included now so that costs are neutral rather than expensive adaptations required later on. The project would also be using the UWE Estates & Facilities Design Guide (3.3 Accessible and inclusive design) as a benchmark / brief to use for this project.

In addition, the project team has a great deal of knowledge and experience designing student accommodation, however to add to this an appointed Senior Access Consultant from the Centre for Accessible Environments has been appointed to advise on the project.

The first phase of the development provides a mix of accommodation split across 3 accommodation blocks all being 6 storeys. There are a number of studio accommodation totalling 25, 60 number 4 bedroom cluster flats, 120 number 6 bedroom cluster flats, 268 number 8 bedroom cluster flats with shared bathroom facilities (1 bathroom between 2) and 408 8 bedroom cluster flats with ensembles.

Within this number there is a percentage of accessible accommodation. This provision is 5% across phase 1 which equates to 44 rooms. This breaks down into 3 categories of accessible accommodation (A, B and C). Category A is ground floor fully fitted out accessible rooms where there are 5 rooms with hoist provisions fitted out from day 1, each accessible room will have an adjoining door to be able to support overnight care. Category B are accessible footprint rooms with standard furniture that can be retrofitted if required (upon student uptake), there will be 10 of these rooms located on multiple different levels and blocks. Category C are student rooms that can be knocked together to form 1 accessible room, this will require extensive retrofitting. There will be 29 of these rooms assigned to meet the accessibility strategy of 5%, however further rooms could be knocked through if required.

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

Statistics and trends from:

Accommodation, Admissions, Application data

Stakeholder workshops including:

- Current students living in UWE halls accommodation
- Current students who used to live in UWE halls accommodation

Student Union including:

- Disabled students officer
- Staff stakeholder engagement across the institution including:
- Equality, Diversity and Inclusivity
- Student and Academic Services
- UWE Estates
- UWE Accommodation

External advice and input:

- Stride Treglown – Architect
- Centre for Accessible Environments (Senior Access Consultant)

Institutional visits and lessons learned

- Bath University
- Lessons learned from previous new build and refurbishment projects
- Lessons learned from current UWE halls accommodation

Current good practice in accessible design including:

- The UWE Estates and Facilities Design Guide, Chapter 3: UWE Strategies (3.3 Accessible and inclusive design)
- Provisions of the Building Regulations, related British Standards and legislation, particularly:
 - BS 8300-1:2018: Design of an accessible and inclusive built environment. External environment. Code of practice

- BS 8300-2:2018: Design of an accessible and inclusive built environment. Buildings. Code of practice

3. Assessing the activity from different perspectives

Might your proposal impact people who identify with the protected groups below in the following contexts?
 The project has been designed for all. The possible impacts on protected groups are outlined below, however the project team have been developing the design to mitigate these risks. In addition, the mitigation and success criteria also links into the processes around allocation of student accommodation and again these have been considered and are listed below.

	Possible Negative or Positive Impact on Groupsⁱ Include relevant data if possible.	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				
		Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	Designed for all 1. Safety when walking through the accommodation and between campus facilities during the day and nighttime 2. Safety when using the accommodation facilities 3. Safety when locked out at night 4. The new accommodation will facilitate student preference of cluster size (the number of people sharing a flat) when applying for accommodation 5. Parking facilities which may be lost from car parks 1, 2 and 3 will be redistributed to other areas of the campus to	1. Strides to complete: External lighting, pedestrian walkways, connectivity between campus buildings/SU and between accommodation facilities 2. Visibility into communal spaces and lack of visibility into private spaces 3. Access to communal space with details of security services and ability to contact security services 4. Application process - We understand that students have different personal requirements therefore they will be able to select the option of	Stride Treglown UWE Accommodation	Application process - Applications generally open in March/April each year	Design Stages: • Consideration of stakeholder requirements and approval of design criteria which meets the UWE Design Guide and exceeds minimum regulatory requirements. • Review designs as they develop, contribute to consultation and provide a commentary in end of stage reports.	

	<p>enable the phase 2 of this development. There will be design work to ensure there are effective pedestrian routes through to the campus which are accessible and safe.</p> <ol style="list-style-type: none"> 6. As part of this project there will be disabled parking facilities included which will also cater for carers 7. Access routes across campus will be retained where possible to enable easy access to all university facilities 	<p>cluster size when they apply for accommodation.</p> <ol style="list-style-type: none"> 5. Ensure parking is redistributed as part of the design process and consider the pedestrian routes between campus facilities and car parks. Ensure these routes are accessible and safe and consider the most direct routes between university facilities. 6. The design will consider the appropriate number of disabled parking spaces so we are able to cater for demand 7. If an access route has to be diverted then clear and appropriate signage will be provided. 			<ul style="list-style-type: none"> • Ensure that all access and inclusion elements in design proposals are comprehensively specified, approved and signed off prior to issuing tender documentation to contractors. <p>Construction:</p> <ul style="list-style-type: none"> • Access Consultant to attend site meetings, review material samples and provide ongoing access/inclusion advice during the construction phase as necessary <p>Use:</p> <ul style="list-style-type: none"> • Undertake Access Audit and Snagging Schedule of completed works and undertake remedial 	
--	---	---	--	--	--	--

					<p>action as required e.g. management / evac plans.</p> <ul style="list-style-type: none"> The UWE softlanding approach - training/briefing of relevant staff and students in the use of accessible features. <p>Handover:</p> <ul style="list-style-type: none"> Undertake post-occupancy evaluation – feedback / lessons learned. <p>Application process:</p> <ul style="list-style-type: none"> Students being allocated to their preferred accommodation selection 	
Age (older people, younger people)	Designed for all. 1. The project has considered how we may want to cater for students who fall within an older	1. Consider at the design phase to mix of accommodation offer to ensure there is suitable facilities for	Stride Treglown UWE Accommodation		Approval of a mix of offer including a percentage of studio and 4 person cluster	25 studio flats incorporated in design and 60 4 bed cluster flats

	age demographic. The feedback we have received from stakeholder engagement is that there should be provision for those who would like to live in a more independent setting in either studio accommodation or smaller cluster size flats.	those who wish to live independently or in smaller cluster sizes. 2. Consider that there is studio living already on campus so link into the process for allocating students to accommodation.			flats. Ensure the process for allocating students to accommodation is suitable and considers an age demographic if specifically requested.	
Disability , including mental health and non-visible disabilities	<ol style="list-style-type: none"> 1. Topography of the land could be a challenge for accessibility. 2. Accessible pedestrian routes 3. Accessible car parking provision. 4. Ability to adapt a room into e.g. a fully accessible room with as little impact as possible, or move from a shower to a bath if required 5. Interconnected rooms for carers where possible to reduce the need for carers to have to use the corridor space when moving between rooms 6. Personalisation of space to enable students to feel at home 7. Allergies – look at ways to reduce the risk of allergies e.g. carpets in rooms 8. Visual fire alarms for those who are hearing impaired and evacuation 	<ol style="list-style-type: none"> 1. Stride Treglown to look at the site levels and create plateau’s for each block so that level access can be achieved 2. Stride Treglown to provide a continuous accessible path of travel of appropriate gradient and free from obstructions that links to adjacent blocks and facilities. 3. Stride Treglown to consider number of parking spaces to match accessible accommodation. 4. Stride Treglown to incorporate these requirements into the design and ensure as part of the accessible room provision there are rooms which can be adapted 5. Stride Treglown to design a number of 	Stride Treglown		<p>Design Stages:</p> <ul style="list-style-type: none"> • Consideration of stakeholder requirements and approval of design criteria which meets the UWE Design Guide and exceeds minimum regulatory requirements. • Review designs as they develop, contribute to consultation and provide a commentary in end of stage reports. • Ensure that all access and inclusion elements in design proposals are 	

	<p>for people with mobility impairments from upper floors.</p> <ol style="list-style-type: none"> 9. Social spaces that encourage collaboration and socialising without being intimidating 10. Charging points for motorised mobility devices. 11. Accessible WC toilet provision in communal social spaces 	<p>rooms which have interconnecting doors which will be lockable when not in use for this purpose.</p> <ol style="list-style-type: none"> 6. Pinboards to be incorporated. Avoidance of neutral colours to distinguish key fixtures and fittings. Minimal physical effort to use fixtures and fittings. 7. No carpets to be designed in some of the rooms. 8. Fire expert to allow for visual alarms and consideration of evacuation lifts when specifying. 9. Consider the design of social spaces and location. Design to provide an element of visibility into these spaces, adequate circulation space, a range of seating options, tonal contrast of interior design elements as well as some private space (for acoustics and neurodiverse users). 10. Provision of areas in stairwells to charge electric scooters and wheelchairs. 			<p>comprehensively specified, approved and signed off prior to issuing tender documentation to contractors.</p> <p>Construction:</p> <ul style="list-style-type: none"> • Access Consultant to attend site meetings, review material samples and provide ongoing access/inclusion advice during the construction phase as necessary <p>Use:</p> <ul style="list-style-type: none"> • Undertake Access Audit and Snagging Schedule of completed works and undertake remedial action as required e.g. management / evac plans. • The UWE softlanding 	
--	--	---	--	--	---	--

		11. Provision of accessible WC facilities			<p>approach - training/briefing of relevant staff and students in the use of accessible features.</p> <p>Handover:</p> <ul style="list-style-type: none"> Undertake post-occupancy evaluation – feedback / lessons learned. 	
Women and men	<p>Designed for all.</p> <ol style="list-style-type: none"> May need to consider the allocation process where there is a requirement for single sex living. 	<ol style="list-style-type: none"> Accommodation allocation process – Our application process allows all students to select their preference to be allocated a flat based on specific gender requirements. 	UWE Accommodation	Applications for Accommodation open in March/April each year	Success will be our ability to allocate students to their preferred accommodation choice, taking their specific requests into account.	
Trans and non-binary people , including gender reassignment	<p>Designed for all.</p> <ol style="list-style-type: none"> Consideration of a mix of single sex and gender neutral toilet facilities in any social/communal spaces. Safety of communal and social spaces. Visibility into shared spaces to be considered in the design. 	<ol style="list-style-type: none"> For all social areas gender neutral stand alone WCs have been provided, allowing access, privacy and dignity for all. There are a number of specific features to ensure people feel comfortable and safe in the building e.g. internal and external 	Stride Treglown			

		lighting, transparency into social/communal spaces				
Marriage and/or civil partnership	Designed for all. 1. All rooms to be designed with double beds. 2. Accommodation allocation process to consider people who would like to live together	1. Minimum of 1200mm wide beds provided throughout. 2. All accommodation is presently single occupancy only, however as all rooms will have double beds as standard, this is something we may be able to review.	Stride Treglown UWE Accommodation	Applications for Accommodation open in March/April each year	Success will be our ability to allocate students to their preferred accommodation choice, taking their specific requests into account.	
Pregnancy and/or maternity, including Adoption	Designed for all. 1. Changing tables to be considered as part of the design	1. Changing tables incorporated into social space WCs.	Stride Treglown			
Race, including ethnicity and citizenship	Designed for all. 1. Allocation of students who wish to live together due to cultural reasons	1. Our currently accommodation application form allows students to state a preference with regards who their flat mates may be. This may be friendship groups, or any other group.	UWE Accommodation	Applications for Accommodation open in March/April each year	Success will be our ability to allocate students to their preferred accommodation choice, taking their specific requests into account.	
Religion and/or belief, including those without religion and/or belief	Designed for all 1. Space for prayer 2. Allocation of students who wish to live together due to religious/cultural reasons	1. The university has dedicated prayer space across the campus which can be used for prayer. The student bedrooms are suitable for this purpose. There is also social/communal spaces, which could be used when not in other use.	Stride Treglown UWE Accommodation	Applications for Accommodation open in March/April each year	Success will be our ability to allocate students to their preferred accommodation choice, taking their specific requests into account.	

		2. As above, students are able to state their preference for communal living which we will do our best to support.				
Sexual orientation	Designed for all					
Other specific group (e.g. International or Access)	Designed for all					

A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome can not be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

4. Project Manager Next Steps		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks (chart to help you decide)		3 weeks	6 weeks
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	No
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		

5. Equality and Diversity Unit Review			
The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative	Vicky Swinerd	Date	06.08.20

6. 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	

7. 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

Please forward an electronic copy to the E&D Unit by emailing EqualityandDiversityUnit@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.

