**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)

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| The design, construction and use of a new building for Engineering |

1. 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.

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| The building has been designed in line with the UWE Design guides and standard specificationswhere the overarching principle is “Designing for All”. The key positive outcomes to be takenfrom the new building is the provision of brand new contemporary space in which a whole rangeof learning practices can take place. These spaces include open plan and smaller, more privatespaces, a whole range of teaching spaces including laboratories, teaching studio, computer labs, social learning maker fabrication and design space and quiet social learning 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 keystakeholders to ensure the design is inclusive and suitable for its proposed purpose. |

1. 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.

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| During construction there is a possibility of some disruption to the daily business on campus but this will be kept to a minimum. The project team have considered the logistics of the site from inception stage and have carefully considered the potential impacts to ensure they are managed in a robust way. The building has been designed to be as flexible as possible within the physical boundaries butthere are obvious limitations on the very young and very old equality groups. As part of the consultation with equality groups it has been identified that the tapered steps in the current design may pose a trip hazard and as a result of this feedback AHR will be looking at mitigating this risk through their design.Another concern raised was the possibility of flickering daylight from the ceiling roof lights. AHR have confirmed that the roof has been designed so the natural light is facing north and so there will not be any risk of glare or direct sunlight.Signage will be a very important element to this building as there are rooms which are access directly off rooms which is something unique to this building. A signage strategy will be developed for this project.In terms of furniture, we will be working with the design team and stakeholders to develop the final furniture layouts and provision. We will be ensuring a mixed provision of furniture design (include heights and materials) to allow people a choice. Feedback from our stakeholders has also included that some people will require quite space free from noise and visual distractions. The design team have ensured a combination of spaces within the building including a Rest and Relaxation room and a number of enclosed meeting spaces. We will also be looking at how we can effectively use furniture to create other spaces. |

1. 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.

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| --- |
|  Access to or participation in UWE Faculties or Professional Services? Yes, in a positiveway – The new building will open up engineering by creating a more visible learning space which is located in the Heartzone of the Frenchay campus. The project will create a place forEngineering which inspires and engages people through the tangible aspects of the building form, material and design. It will reflect the faculty ambition for delivering an excellent studentexperience, and will provide an open, healthy and inviting space in which to learnand spend time. Levels of representation across the UWE workforce? – Yes, in a positive way – The newbuilding will be an enabler to the UWE workforce by co-locating services and providing asignificantly better space in which to work. The impact of this will be to create acollaborative working environment that is inclusive to all equality groups. All existingphysical and non-physical needs will be audited and will be accounted for inthe Engineering Relocation Strategy (to be developed).  Student experience, attainment or withdrawal? Yes, in a positive way –we anticpate the student experience will be dramatically improved by the buildings and also the impact that theimproved space will have on teaching and productivity. The building has beentechnically designed to be legally compliant and attractive to all equality groups. Staff experience? Yes, in a positive way – The stakeholder engagement throughout the design stages has ensured that the staff have a voice. 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 newenvironment. |

**Equality analysis screening sign off:**

|  |  |
| --- | --- |
| Faculty Dean or Head of Service  |  |
| Faculty / service |  |
| Date |  |

**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)

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| --- |
|  The design, construction and use of a new building for Engineering |

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

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| To allow Engineering@UWE to continue to expand into a new custom-built facilityto enable an improved teaching environment fit for contemporary and future learning. The aimof the building design is to provide a range of spaces to suit different learning styles and methods and to offer flexibility of space which is key to ensuring that all equalitygroups are considered and accounted for. |

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

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| --- |
| N/A |

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

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| The design of the building has been developed using a broad spectrum of stakeholders througha number of continuous engagements, sponsored by the Faculty Environment and Technology and Estates and Facilities and supported by the design team who are fully integrated in the project building a professional team. |

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

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| The HEFCE Post Occupancy Evaluation (POE) is built into the process complimented by theSoft Landings approach. Further information can be provided but the POE will include fullengagement with equality groups in order to apply the fundamental principle of Soft Landingswhich is continuous learning.A UWE requirement to carry out a stage 0 POE at RIBA stage 2 is being carried out of the existing engineering space and will provide a benchmark in order to carry out comparative analysis measuring the success of the new building. The POEwill 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. A specific part of the brief is around Athena Swan and increasing diversity in engineering. There are a number of specific features to ensure people feel comfortable and safe in the building e.g. internal and external lighting, transparency into workshops and labs and avoiding long dead end corridors.Feedback from equality groups has identified toilets being a significant factor in terms of the need for the provision of both male and female toilets, self contained toilet cubicles and accessible toilet facilties. The design of this building will consider this and provide a combination of all types so there is choice available. After consultation with stakeholders the design team will be looking at the split of toilet provision within the available space. |  |
| **Trans people** |  | No - The building is designed for all. For example one specific area we have considered is the provision of toilet facilities within the building. Feedback from equality groups has identified toilets being a significant factor in terms of the need for the provision of both male and female toilets, self contained toilet cubicles and accessible toilet facilties. The design of this building will consider this and provide a combination of all types so there is choice available. After consultation with stakeholders the design team will be looking at the split of toilet provision within the available space. |  |
| **Black and minority ethnic groups**  |  | No - The building is designed for all. There are a number of specific features to ensure people feel comfortable and safe in the building e.g. internal and external lighting, transparency into workshops and labs and avoiding long dead end corridors. |  |
| **Disabled people**  |  | No - The building is designedfor all and takes into consideration the Equality Act2010 and complies with Building Regulations ApprovedDocument Part M and BristishStandard BS 8300 (Design ofbuildings and their approachesto meet the needs of disabledpeople. Code of practice).Consultation will take placewith those who have approvedreasonable adjustments totheir environment with a view to incorporating changes where appropriate. The architects will carry out a full access statement as part of the building regulations submission which will cover for example accessible lifts, entrances, balcony design, accessible toilets etc. They will also be appointing and independent Access Consultant during RIBA stage 3. As part of the design process we are meeting with equality groups including the Disabled Staff Network. Examples of feedback include: a) the fire escape routes particularly for wheelchair users and we are discussing how most effectively we can design these in consultation with the UWE Fire Officer and Health and Safety team b) people who have a visual impairement may not be able to determine which floor they are exiting on if using the lifts if there is no audio facility. We will therefore take this feedback and look to incorporate this in the design. |  |
| **Younger or older people** |  | No - The building does notspecifically allow for veryyoung children or very oldpeople. It is deemed that thesegroups will visit the buildingvery infrequently. There isnothing within the buildingdesign that positivelydiscriminates against thisequality group. |  |
| **People of different religion and beliefs**  |  | No - The building is designedfor all users and religiousfacilities are provided elsewhere on campus on a sitewide basis. There will be a quiet rest and relaxation space situated withinthe building. This will providesuitable contemplative spacefor people of different religionsor beliefs. |  |
| **Lesbian, gay, bisexual people**  |  | No - The building is designedfor all. There are a number of specific features to ensure people feel comfortable and safe in the building e.g. internal and external lighting, transparency into workshops and labs and avoiding long dead end corridors. |  |
| Marriage and civil partnership |  | No - The building is designedfor all |  |
| **Pregnancy and maternity** |  | No - The building is designedfor all. Specific needs such asbaby changing and breastfeeding have been considered. We have incorporated a rest and relaxation room which can be used for a number of purposes including breast feeding and fold down baby changing benches will be incorporated into some of the toilets. |  |

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

|  |
| --- |
| A stakeholder engagement strategy has been developed for this project along with an organogram where Equality and Diversity are a key stakeholder. Student and staff groups have been involved in the design consultation and briefing processthroughout. Communications will regularly being sent out to keep people informed of theongoing works and proposals.An internal project site has been developed where staff from all groups can access to keep up to date with the project and feed into design via a comment page.A general engagement of the wider equality groups has taken place through the design phasein the form of a stakeholder engagement and design workshop. A higher level of engagement of the key user groups which will include a variety of the equality groups is currently underway inthe form of the education user groups looking at teaching spaces, social learning space, engagement space and staff space. These groups engage heavily with staff, students and all building users in an effort to gatherinputs from all equality groups.At each stage of the project there will be an equality and diversity user group workshop to specifically consider any E&D comments and feedback.At the end of each RIBA stage there will be a presentation to all stakeholders. |

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).

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| The main impact is possible disruption during the construction period. A site logistics plan has already been produced to adapt how footpaths can be safely diverted around the construction site. This will include temporary crossing points. The main contractor will put forward a health and safety management plan specifically looking at deliveries in and out of site. Communication to staff and students will be done via staff internal communications and our student communications team.Impacts will be mitigated throughout the entire project and beyond by closely monitoring staff andstudent feedback and the creation of communication groups to ensure that those impacted are informed of the ongoing and proposed works. Early identification of issues will be a key requirement for this project and this should happen through the many stakeholder engagement workshops and meetings that have already started and will continue throughout the project. |

9. Please indicate the level of equality relevance:

High 🞎

Medium 🞎

Low 🞎

10. **Equality analysis sign off:**

|  |  |
| --- | --- |
| Faculty Dean or Head of Service  |  |
| Faculty / service |  |
| Date |  |

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

**Equality analysis - action plan Appendix 1**

Name of activity:

Plan completed by: Service / faculty:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Issues** | **Actions****required** | **Responsible****Person** | **Resources required** | **Target date** | **Success Indicators** | **What progress has been made?** |
| **Information/data required** | Initial briefing todesign team byEstates includingDesign guides andstandardspecificationswhich areconstantly updatedto reflect changesin demographicsand population | Estates |  |  |  |  |
| **Consultation** | Consultation withthe Faculty andstudents to obtainthe client brief. Consultation throughout each project stage with other key stakeholders including E&D | Design team |  |  |  |  |
| **Monitoring and review arrangements** | Instigation of theHEFCE PostOccupancyevaluation Process  |  |  |  |  |  |
| **Publication** | UWE Strategic Communications and Engagement to develop and project communications plan | SCE |  |  |  |  |
| **Other actions** | Equality is astandard agendaitem on all projectrelated activitiese.g. soft landingsand relocation |  |  |  |  |  |

Please return form to the Equality and Diversity Unit