**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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| Glenside Campus Development Programme 2014 - 2018 |

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 results of the Development Programme will be very positive with:   * Improvement of almost all of the existing teaching rooms, offices, toilets and corridors * Creation of new skills simulation suites (new skills simulation will also impart learning to students for caring for persons who may have a disability or other need) * Improvement to wayfinding and internal travel routes * Provision of additional facilities for wheelchair users and parents with young children:   Disused corridors in former Laundry are being refurbished and brought back into use, so providing alternaitive routes between major spaces.  Changes to external signs, with liaison with Marketing who manage these items. Internal signs are revised by removing out of date information and providing sufficient new signs to allow people to find their desination, even if signs don’t follow current UWE standards.  Changes are communicated through the Campus Stakeholder Group.  Action Plan already includes references to communication via Stakeholder Group  Improvement of multi-faith facilities by converting an existing male toilet into a gender nutral ritual washing space |

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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| Negative impact may occur during any construction works associated with the Development Programme. Work proposed will be phased over four years and prioritised by Campus Stakeholder Group so it can be programmed carefully to minimise disruption to students and staff. |

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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| YES  If any work cannot be contained within times where rooms/spaces are not being used, alternative locations for services and teaching affected by any construction work will be agreed in advance and set up before work commences, with suitable and timely advertisement of the changes. |

**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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| Glenside Campus Development Programme 2014 - 2018 |

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

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| UWE has been considering the closure of Glenside campus for a number of years and as a result the campus has had little more than band-aid maintenance. However, recent works to cosmetically refresh teaching spaces, plus the provision of a new Adult Nursing Simulation Suite required to retain NHS contracts has had a significantly positive effect on the campus and the business generated by HAS.  Therefore, it has been decided that a a programme of investment to undertake improvement to building fabric and services to keep the building operational for a period of five years, and wind/weather tight for 10 years would be worthwhile. This will enhance teaching delivery, support services/facilities, student satisfaction, and recruitment and retention of students and staff.  However, it has to be noted that Glenside Campus comprises of Victorian buildings, which are all now Grade 2 Listed. Therefore, alterations to the building fabric are tempered by the statutory requirements of Conservation Planning laws and regulation.  It is also to be noted that the Development Programme is not able to cover all areas of the campus and will be targeted to those areas considered to be business critical or urgent in terms of Health and Safety, or has received significant feedback from Students/Staff highlighting a significant issue. |

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

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| Refresh or refurbishment of teaching rooms, offices corridors etc. with new lighting, accessible doors (wherever possible)  Refurbishment of existing accessible toilets within areas of campus to be developed/improved  Provision of new accessible toilets where there is under provision  Provision of more baby-change facilities in Student Hub areas (open 7am to midnight 364 days a year)  Improved lighting and decorative colours/finishes  Improved heating and ventilation  Improved wayfinding signage  Improved accessibility for staff and students around the campus with the reopening of disused corridors and provision of seating in corridor and circulation spaces.  Improvement of access into the garden areas, with improved landscaping seating within these spaces  Improved security through additional access control and CCTV  Improvement of multi-faith faciltiies by provision of a ritual washing unit  Creation of new nursing skills simulation suites (new skills simulation will also impart learning to nursing and paramedic students for caring for persons who may have a disability or other need) |

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

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| Project Board:  Sponsor & chair - William Marshall  Senior user - Steven Neill  Senior supplier - Chris Abbott  Programme manager - Carl Lapworth  Construction Programme Manager - Vaughan Castell  Finance assurance - Neil Humphries  Project Team:  Sponsors agent , Construction Programme Manager - Vaughan Castell  User representative - Marc Griffiths  Key design / construction team - Vaughan Castell  Key assurance roles - Simon Parsons |
|  |

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

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| A Campus Development Stakeholder Group has been formed with regular (monthly) meetings scheduled throughout the whole of the Campus Development Programme cycle. Those participating will have opportunity to dicuss and agree priorities (and so where funds are targetted), be consulted on designs and give feedback on work and progress. Members of the Group comprise:  HAS Executive managers  Library Services  IT Services  Student Services  Faclities (Cleaning Services, Ops and security, Catering, Estates (projects and maintenance), Accommodation Services, Grounds Maintenance)  Students Union  In addition, there will be comment and feedback from those listed below, which will be fed back into the Stakeholder Group:  HAS Project Board meetings (monthly)  UWE Senior management  Trades Unions  External users  External commissioners (e.g. NHS England)  Open Days  New student applicants who are disabled or have parenting/caring responsibilities  The Assocaite Dean (Planning and Resources), produces a regular newsletter which is distributed to staff and posted on notice boards publicising the work being planned and undertaken. These include floor plans and photographs. |

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.

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|  | **Yes** | **No** | **Not known** |
| **Women and men** | Both women and men, disabled & non-disabled people will need to be able to access the baby-changing facilities. | Construction designs/specifications will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles but that the spaces are accessible by all and are safe, which is a factor for women on campus especially in a library open at night. Security staff are an integral aspect of library provision. | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |
| **Trans people** | An important factor for trans people is the provision of gender-neutral toilets or where possible, a vestibule door that leads through to M and F loos. | Refurbishment will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and temperaments so that people sensitive to interaction with others do not feel exposed. The safety issue, mentioned above in relation to women, is also a factor.  Toilet accommodation will be remodelled with a greater emphasis on providing gender neutral facilities. | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |
| **Black and minority ethnic groups** | Signage and posters promoting activities, student services etc need to be reflective of diverse student and staff ethnicities. The Faculty, with the assistance of marketing, have produced a series or graphics around the campus (inside and out) to reflect this | Refurbishment will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and assignment types. | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features |
| **Disabled people** | Improved and additional accessible facilities are included in the programme of works but only within the areas being refurbished.  Seating in corridors is being provided where they will not cause an obstruction if there is a fire alarm. Generally, the seating comprises the reuse of old wooden pews which were stored when the museum was created.  In refurbished spaces, quiet spaces and spaces for self and/or group study are created.  The forthcoming Masterplan projects will see more of these created.  There is only one accessible toilet in an office area which is likely to be taken out of use during summer 2017. This is a time when student numbers are lower and, with adequate forwarning to users, alternaitive provisions can be made. | Construction design/specifications will take advantage of HAS expertise in this area.  Improvements to the physical space provide the opportunity to rectify issues that have proved discriminatory in the past, e.g. closed, heavy, doors and poor lighting, furniture that meets a wider range of needs. This also includes improvements to the availability of accessible toilets that will better meet the needs/demands of disabled and trans people.  Any development of the physical spaces will ensure that safety and privacy is paramount.  During works access to the resources and toilets will be affected. HAS/Estates will work with other services/stakeholders to minimise disruption and signpost the nearest alternative(s).  Staff/Students with mobility disability will be consulted if any changes to normal working/study is likely because of the works planned, with suitable alternatives agreed before work starts | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |
| **Younger or older people** | Refurbished areas will produce better and more accessible facilities in future e.g. accessible toilet and baby changing facilities | Refurbishment will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and assignment types.  During works access to the resources and toilets will be affected. HAS and Estates will work with other services/stakeholders to minimise disruption | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |
| **People of different religion and beliefs** | The new ritual washing is close to Main reception.  There is an existing multi-faith space behind main reception.  Following this Development Plan (which was only meant to keep Glenside operating for five years) is a Masterplan with a long term vision for the campus, and new milti-faith space is included as an essential item. | New facilities for Ritual Washing before prayers will be provided in 2016. | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |
| **Lesbian, gay, bisexual people** |  | Refurbishment will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and assignment types. Any development of the physical spaces will ensure that safety is paramount. | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |
| Marriage and civil partnership |  | Refurbishment will ensure that a variety of provision is offered and therefore appropriate to a range of learning styles and assignment types. Any development of the physical spaces will ensure that safety is paramount. |  |
| **Pregnancy and maternity** | Refurbished areas will produce better and more accessible facilities in future e.g. accessible toilet and baby changing facilities which will within a gender neutral environment.  Even though a set of ‘Masterplan’ projects will follow, the provision of suitable breastfeeding space is an issue which needs to be persued. | Construction design/specifications will take advantage of HAS expertise in this area.  Refurbishment will ensure that a variety of provision is offered Any development of the physical spaces will ensure that safety and privacy is paramount. | Any alterations to improve facilities will be subject to Listed Building Planning approval. It is not known at time of writing if alterations will gain approval, especially those which require change to existing features. |

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

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| Campus Stakeholder Group  Co-ordination meetings with Students Union  Monthly newsletter to all staff |

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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| Campus Stakeholder Group meetings will set annual priorities, with oversight from HAS Project Board  Flexibility of finances (as long as total budget not exceeded) means there is scope to include any additional item to meet a significant equalities issue which comes to light during the Development Programme |

9. Please indicate the level of equality relevance:

High 🞎

Medium 🞎 X

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:

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| --- | --- | --- | --- | --- | --- | --- |
| **Issues** | **Actions**  **required** | **Responsible**  **Person** | **Resources required** | **Target date** | **Success Indicators** | **What progress has been made?** |
| **Information/data required** | Annual Priorities to target resouces at hgihest need first | Marc Griffiths and Vaughan Castell | Creation of Campus Stakeholder Group (includes Faculty, Library, Facilities and Students Union representatives) | Annually in August from 2014 to 2018 | Student and Staff surveys.  General feedback from individuals | Phases 1, 2 2a and 3 completed.  Phase 4 on target for completion by end Sept 2017 |
| **Consultation** | To be undertaken as scope/design progresses for each individual project | Marc Griffiths, Declan Ainger and Vaughan Castell | Input from all Stakeholders.  HAS staff with expertise Occupational Health | As required for each individual project | Student and Staff surveys.  General feedback from individuals | Continuous review undertaken with results incorporated into future priorities and projects |
| **Monitoring and review arrangements** | Regular meetings with Stakeholder Group | Marc Griffiths and Vaughan Castell | Feedback from Stakeholders  Estates KPI feedback forms | As required for each individual project | Student and Staff surveys.  General feedback from individuals  Feedback to Estates from KPI forms | Complete following completion of any individual project |
| **Publication** | UWE intranet. Local news (TV and Radio)  HAS Staff Newsletter.  SU media resources | Marc Griffiths and Declan Ainger. UWE Marketting | HAS admin team and UWE Marketing | As required for each individual project | Feedback at Stakeholder meetings | Child Nursing has been named after Princess Cambell and was featured on local tv and radio.  Regular new letters are sent out to staff with hard copy posted outside refectory |
| **Other actions** | Planning and Listed Building Approvals | Vaughan Castell | UWE CAD Team and external consultants | As required by construction projects | Approvals received from planning authority | All necessary approvals have been received to date |

Please return form to the Equality and Diversity Unit