

# 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)

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

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 spaces, 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 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 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 but there 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.

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 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 for Engineering 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 student experience, and will provide 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 will be audited and will be accounted for in the Engineering Relocation Strategy (to be developed).

Student experience, attainment or withdrawal? Yes, in a positive way –we anticipate 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 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 new environment.

**Equality analysis screening sign off:**

Faculty Dean or Head of Service	Tod Burton
Faculty / service	FET
Date	19.04.18

**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, construction and use of a new building for Engineering

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

To allow Engineering@UWE 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 a range of spaces to suit different learning styles and methods and to offer 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, 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?

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 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 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
<b>Women and men</b>		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 facilities. 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.	
<b>Trans people</b>		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 facilities. 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. There has now also been some advice	

		from Gendered Intelligence in relation to toilet provision and how we could potentially manage gendered and non gendered provision.	
<b>Black and minority ethnic groups</b>		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.	
<b>Disabled people</b>		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 will take place with those who have approved reasonable adjustments to their 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. An Access Consultant has also been appointed (during RIBA stage 3) and the main high level points raised are in relation to: how shared surfaces are considered and addressed; manifestation of columns, ensuring they are contrasting; adult changing facilities; internal amphitheatre steps, consideration of contrasting steps and guarding. 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 impairment may not be able to determine which floor they are	

		<p>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. Signage will also be considered in the form of a signage strategy for the project to ensure directing people to spaces is as intuitive and clear as possible. There has also been consideration in the design to look at differentiated surfaces and materials which is good for visually impaired people as it helps to identify the functions of different spaces.</p>	
<b>Younger or older people</b>		<p>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. There will be baby changing facilities within the building and a quiet rest and relaxation space designed with a fridge and furniture to enable breast feeding and storage of breast milk.</p>	
<b>People of different religion and beliefs</b>		<p>No - The building is designed for all users and religious facilities are provided elsewhere on campus on a site wide basis. There will be a quiet rest and relaxation space situated within the building. This will provide suitable contemplative space for people of different religions or beliefs.</p>	
<b>Lesbian, gay, bisexual people</b>		<p>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.</p>	
<b>Marriage and civil partnership</b>		<p>No - The building is designed for all</p>	
<b>Pregnancy and maternity</b>		<p>No - The building is designed for all. Specific needs such as baby changing and breast</p>	

		feeding 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 process throughout. Communications will regularly being sent out to keep people informed of the ongoing 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 phase in 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 in the 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 gather inputs 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. This group has a range of representatives from a number of different staff networks including the SU – student engagement manager.

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).

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 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 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	Tod Burton
Faculty / service	FET
Date	19.04.18

**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?
<b>Information/data required</b>	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				
<b>Consultation</b>	Consultation with the Faculty and students to obtain the client brief. Consultation throughout each project stage with other key stakeholders including E&D	Design team				

<b>Monitoring and review arrangements</b>	Instigation of the HEFCE Post Occupancy evaluation Process					
<b>Publication</b>	UWE Strategic Communications and Engagement to develop and project communications plan	SCE				
<b>Other actions</b>	Equality is a standard agenda item on all project related activities e.g. soft landings and relocation					

Please return form to the Equality and Diversity Unit