UWE Bristol | University of the West of England

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, Diversity and Inclusivity Team: edi@uwe.ac.uk.

Activity Title	Library spaces and learning zones – continual improvements
Project Manager and Contact	Amanda Barson – amanda.barson@uwe.ac.uk

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

Library spaces and learning zones are regularly reviewed and improved in line with our ambition to create inclusive and inspiring learning environments.

As spaces are redesigned and updated we aim to:
- Improve accessibility e.g. reviewing accessible routes and facilities, adding height adjustable desks
- Provide a range of study environments and spaces to meet individual needs and preferences (including individual study, group study, silent/quiet working spaces)
- Ensure a good balance of fixed IT and Bring Your Own Device (BYOD) spaces, and provide good access to faculty specific software
- Add inclusive imagery e.g. by incorporating student designed artwork
- Improve access to charging points for personal devices

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

This work is informed and supported by engagement with the SU and users (e.g. focus groups and user surveys). Examples of activity:

- 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
- Consider new sources of feedback e.g. Occupational Therapy students (contact Elaine Hall)

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3. 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.

	Possible Negative or Positive Impact on Groups[i] 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)	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 welcoming, inclusive and inspiring 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 Change projects can be stressful to staff and students and need to be managed to minimise impact	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 Before and during works ensure good communication through a range f channels including: posters in physical spaces, the website, news letters and social media. Promote use of the App to help staff and students navigate during works. During works keep noise to a minimum and keep	Project lead for specific space project			

	e.g. through clear, timely communication	stakeholders informed of planned disruption				
Age (older people, younger people)						
Disability, including mental health and non-visible disabilities	Staff and students need to access campuses all year round. Disabled staff and students may be disadvantaged if the building works block access to: • Acessible parking bays • Accessible toilets • Corridors/accessible routes and lifts Future projects need to improve access to and access within buildings and/or spaces Future projects need to improve access to accessible toilets as opportunities allow. Future projects need to improve lift provision in FR Library and BA Library as opportunities allow.	During works, work with Facilities to ensure accessible parking is not restricted During works, work with Estates to minimise disruption to accessible toilet provision and clearly signpost alternatives. During works, work with Estates to minimise disruption to lifts and accessible routes and clearly signpost alternatives. Promote use of the App to help staff and students navigate during works. Ensure new plans meet or exceed standards in terms of circulation space and accessibility (e.g. distancing of furniture including desks) Ensure Estates understand accessible toilet provision is a priority. Ensure Estates understand accessible lift provision is a priority.	Project lead for specific space project			

Women and men	Some female students may wish to access single sex toilets and may be disadvantaged if building works block access to single sex female toilets. Future projects need to ensure single sex female toilets are available and that the creation of gender neutral toilets is not created at the expense of single sex female toilets.	During works minimise disruption to female single sex toilet provision and clearly signpost alternatives. Promote use of the App to help staff and students navigate during works. Ensure developments reflect design guide approach to development of mixed toilet provision.				
Trans and non-binary people, including gender reassignment	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 Future projects need to improve access to gender neutral toilet as opportunities allow	During works minimise disruption to gender neutral toilet provision and clearly signpost alternatives. Promote use of the App to help staff and students navigate during works. Ensure developments reflect design guide approach to development of mixed toilet provision.	Project lead for specific space project			
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:	During works, work with Facilities to ensure accessible parking is not restricted During works, work with Estates to minimise disruption	Project lead for specific space project			

	• Accesible toilets • Accesible routes and lifts • Baby change facilities • Rest space / nursing space	to accessible toilet provision and clearly signpost alternatives. During works, work with Estates to minimise disruption to accessible toilet provision and clearly signpost alternatives. During works, work with Estates to minimise disruption to rest / nursing provision and clearly signpost alternatives. During works, work with Estates to minimise disruption to lifts and accessible routes and clearly signpost alternatives. Promote use of the App to help staff and students navigate during works.				
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.	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.	Project lead for specific space project			

Sexual orientation						
Other specific group (e.g. International or Access)						

[i] 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, 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	Anjelica Johnson, Inclusive Practive Officer	Date	07.02.22

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
Access to drinking water on every floor of Frenchay Library Access to drinking water at Bower Ashton and Glenside Libraries	Water fountains installed at all these locations
Access to somewhere to take a break within Frenchay Library Accdes to somewhere to take a break within Glenside Library	Frenchay: Library Lounge installed with access to microwaves etc Glenside: Access open up to clinical skills area including microwave, kettle and café style Future projects will look to enhance this provision
Access to coffee and hot drinks at the weekends and evenings at Frenchay Library	Starbucks machine and water boiler installed
Block out the outside world when you study	Study pods added to silent floor, Frenchay Library.
You asked for better quality study desks	As we have improved spaces we have: - installed larger desks - upgraded IT - provided more power provision for charging laptops and other devices - added sit to stand desks - added reading room desks with lamps

Better access to specialist software	We have worked with ITS to install more high specification machines in key locations, m which are bookable
Access to more study spaces at Frenchey	We have added The Works and The Forum providing approx. 250 more study space spa
You told us you were having trouble locating the bookable bookable group desks stu on Level 4, FR Library	We improved the signage, making this visible from every entrance

Please forward an electronic copy to the EDI Team by emailing 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.