**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](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Analysis%20Guidance%202019.docx) or contact the Equality and Diversity Unit: [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk).

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| **Activity Title** | Glenside Relocation: Design, construction, and use of a new building for the School of Health and Social Wellbeing |
| **Project Manager and Contact** | Nick Coates (Strategic Programmes Office) [nicholas.coates@uwe.ac.uk](mailto:nicholas.coates@uwe.ac.uk); x81035;  Steve Denning (Estates) [Stephen.denning@uwe.ac.uk](mailto:Stephen.denning@uwe.ac.uk); x86545 |

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| **1. Proposed activity (change, refresh, policy, process, or practice) being analysed** |
| Enter short description of what it is, the objectives and why you are doing it. If you are amending a current activity, what changes are proposed? Please outline the ways that students, staff, visitors, or contractors might experience changes in their day to day lives,  e.g. changes to buildings, working hours, administrative processes.  The proposed move of the School of Health and Social Wellbeing to Frenchay Campus will provide the opportunity to design a purpose-built facility to bring to life the vision for the future success of the School of Health and Social Wellbeing. Through the relocation, UWE is looking to support the development of the health and social care workforce of the future, enabling the translation of research and enterprise into practice, and building a space where community engagement, collaboration and co-creation are core. The project will also link in with the wider Campus Life project to ensure UWE healthcare students benefit from the creation of a vibrant, connected, and welcoming campus where wellbeing and community is at the heart.  The building has been designed in line with the [UWE Design guides](https://www.uwe.ac.uk/about/services/estates-and-facilities/contractors-and-suppliers#section-4) and standard specifications where the overarching principle is “Designing for All”. The key positive outcomes to be taken from the new facilities is the provision of brand-new contemporary space in which a full range of learning practices can take place. These spaces include open plan spaces, smaller more private spaces, a full range of teaching spaces, and social learning and collaboration spaces. A great deal of the time has been spent by the design team with the College and key stakeholders to ensure the design is inclusive and suitable for its proposed purpose.  The proposed new site for refurbishment is EP1 and EP2 (old Hewlett Packard buildings) located on the North-West edge of the campus. Whilst the location of the building has many positives during operational use, with the location being on the edge of campus then it is envisaged that there will be limited impact on the rest of the campus during the construction phase except for the loss of some staff parking to accommodate a construction yard. This will be picked up in the wider campus car parking strategy. Following construction and once the building becomes operational then there will be some impact of staff and students moving around the wider campus – but the design has ensured there are step-free routes from the main campus to EP1 and EP2. Whilst the building is situated on the opposite side of the main UWE bus terminal, there are planned discussions with the local bus providers to re-route some bus services through the North gatehouse and around the UWE perimeter road to EP1 before exiting out of the West gatehouse. It is hoped that with Frenchay being serviced by more buses that users of EP1 and EP2 will benefits more from accessibility to services versus Glenside which is a little disconnected. A canteen, staff and student tea points, vending machines, and student microwave areas are all included in the plans allowing building users to access food and drink from within the building without having to get from the main campus.  The current space for the School of Health and Social Wellbeing at Glenside Campus is increasingly causing issues in terms of inclusiveness, accessibility, and the ability to develop pedagogy. Glenside contains many spaces which cannot be adapted to meet these requirements, even if money were to be spent continuing to develop spaces. The buildings are listed and therefore rooms cannot be adapted to fit the size needed, enable accessibility to be built in as standard, or provide the flexibility to adapt to the changing needs of the health and social care workforce. As a standalone campus the Glenside also provides limited student or staff experience, both needing to travel to Frenchay campus or into Bristol to access any entertainment, food/drink, social engagement opportunities.  Service users should also have an improved experience as the new building/location will have a welcoming public entrance, clear reception desk and signposting to dedicated waiting zones for services. The services that they will be looking to access will also be far easier to find and having to find a treatment room in the maze of Glenside corridors.  At the time of transition to the new facility – extra consideration will need to be given to those students (and staff) who were previously based at Glenside. These students may not know the Frenchay campus and will need time to orientate themselves and be signposted to additional campus services. New students (and staff) joining will be inducted into the new School and wider Frenchay campus offer. |

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| **2. What sources of information/data, or who have you identified to help explore potential equalities impacts?** |
| Examples include: External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.  SHSW Staff engagement  Staffing statistics  Student data  Staff and student networks  Health and Social Care partners  UWE Optometry Clinic customer demographics  Lessons learned from previous build project at UWE (FBL and Engineering build)  UWE Design Guide  Architects Design Guides and Accessibility Statements  The project is also in the process of commissioning an Accessibility audit from an external company. This will help inform accessibility issues within the design. On receipt this EA will be updated. |

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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 Colleges/Schools or Professional Services? * Student experience, attainment, or withdrawal? * Staff experience, representation, or progression?   Explain why you have made that assessment and plan your response.  The building is being designed in line with the UWE Design guides and standard specifications where the overarching principle is “Designing for All”. The Glenside Relocation project is also using AHR as our architect partners, who have designed previous UWE buildings (Engineering Building) and are involved in other current projects (A-N campus developments). This provides an opportunity to ensure a holistic approach to inclusive design is followed. The key positive outcomes to be taken from the new building is the provision of brand-new contemporary space in which a full range of learning practices can take place. The range of spaces includes open plan and smaller, more private spaces, a variety of teaching space, social learning space, staff offices and meeting rooms, research space and simulated and immersive learning rooms. A great deal of the time has been spent by the design team with the College and School and key stakeholders to ensure the design is inclusive and suitable for its proposed purpose.  Noticing some lessons learnt from recent developments (X Block (FBL) and Z Block (Engineering)) several considerations have been incorporated into the design and operational use of the building:   * Stripey design of floor / pavement outside of X Block is difficult for those with visual impairments navigating around the edge of the building. Look to ensure new paths around EP1/2 are design with this in mind (raised by Disabled Staff Network) * Ensure steps on routes to and around building are visual clear and not tapered resulting in a trip hazard (E&D meeting 5th Dec 2017) * Consider mechanism on toilet flushes e.g. push-button flushes can be problematic for people with dexterity issues or arthritis. Consider use of lever flush or automatic) (Disabled Staff Network) * Ensure accessible and gender-neutral toilets are located near other toilets so that people needing to access them do not have to find them (Disabled Staff Network) * Multi-use ‘quiet room’ to function as a room that could be used for new mothers to express or breastfeed (Parents Group) * Clear use of contrasting colours in the design to ensure floors, walls and doors are clear so that those with visual impairments can navigate the building (Disabled Staff Network) * Furniture in social learning space needs to be of different heights to allow accessibility. Not just high stools and benches (E&D meeting 5th Dec 2017) * Staff room – must be accessible for all e.g. sink, fridge, hot water, milk at heights that all can access safely (Disabled Staff Network) * Part M is the minimum requirements- UWE should be aiming to exceed this in order to creating an inclusive campus and be ahead of the future developments (Disabled Staff Network) | | | | | | |
|  | **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) | (-) Moving to Frenchay will be a big move particular for staff who have worked at Glenside for a long period of time. Whilst the move brings huge opportunities it will be stressful for staff who will need to adjust to new spaces, new travel plans, new ways of working (shared offices), and new environment.  -----------------------------------------  (+) Where the public are coming into the building as part of clinical treatment, staff and students have been trained in equality issues and patient care. All staff must complete mandatory EDI training.  -----------------------------------------  (+) Frenchay campus is a main bus hub servicing a lot of Bristol and South Glos region making the site far more accessible than Glenside.  -----------------------------------------  (-) Whilst the site will be more accessible using public transport than Glenside (see above point), the main bus hub is located behind Northavon House and close to the East entrance. This may have a negative impact on several groups, including someone with mobility issues either through disability or age needing to access EP1/2 and move across the whole campus; women and/or people from protected characteristics feeling vulnerable and having to move across campus late at night/out of hours.  -----------------------------------------  (+) All staff and students will have better access to facilities and services offered on Frenchay campus – enabling them to feel more included and connected. | Undertake a stress risk assessment.  Build regular staff engagement briefings into the project plan to keep staff informed.  School Community Portfolio leads to take responsibility for EDI concerns and build into team meetings, 1:1 and staff briefings.  --------------------------------------  Continued monitoring of EDI training through the Learning Development Centre (LDC)  Ensure equality and patient care training for students and staff is reviewed and updated.  --------------------------------------  Work with bus service providers to re-route some buses (services to be confirmed) through to EP1  --------------------------------------  Ensure appropriate signage and wayfinding is picked up in Stage 4 design work  Review CCTV and security strategy with Security Manager. Confirm plans for CCTV coverage.  Review Car Parking Strategy for EP1 to consider having designated car parking spaces for public service users.  -------------------------------------- | Adele Drew-Hill  Nick Coates  Adele Drew-Hill / School Community Portfolio Leads  ------------------  College/School Exec lead on EDI  Anthony Hill  ------------------  Rob Cox  ------------------  Pete Sutherland  Sharon Evans  Rob Cox  ------------------ | By Mar-24  To be built into Stage 4 plans  On-going  --------------  On-going  Yearly  --------------  To be built into Stage 4 plans  --------------  To be built into Stage 4 plans  Feb-24  To be built into Stage 4 plans  -------------- | Assessment complete with actions updated into this EA.  Briefings set up in staff calendars.  EDI picked up in team meetings, 1:1s and feed back into project  --------------------------  100% completion rate across the school  Training refreshed as required to keep up to date  --------------------------  To be confirmed  --------------------------  To be confirmed  Confirmation of security, CCTV, and access control plans in Stage 4 design  Landscape and external works plan updated with marked bays  -------------------------- |  |
| **Age** (older people, younger people) | (+) Where child patients may attend services e.g. the UWE Eye Clinic then separate child waiting areas have been built into the design.  -----------------------------------------  (-) Accessing EP1/2 from the bus terminal (see comment and actions in the ‘ALL’ section above). | --------------------------------------  (See actions in the ‘ALL’ section above) | ------------------ | -------------- | -------------------------- |  |
| **Disability**, including mental health and non-visible disabilities  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).  Lessons learned from other construction projects to ensure choice of flooring to ensure an even access and free from contrasting colours, gradient of approaches, no tapered steps and consider practical use of shared spaces.  Accessible and ambulant toilet doors opening outwards preferably  Lighting levels - avoiding glare and reflection of polished and reflective surfaces. Even lighting levels.  Audio enhancement throughout the building ensuring those with hearing impairments are provided for  Electrical sockets at height for people with limited reach and/or in wheelchairs - design should incorporate these. Sinks/taps in kitchens/toilets etc at differing heights to accommodate those in wheelchairs. Internal surfaces considered (vinyl, carpet etc) to avoid those with mobility impairments (wheelchairs, sticks etc). any technology should not interfere with any hearing aids and other equipment they may use. | (+) With the SHSW relocating to Frenchay campus, disabled students (and staff) will have greater access to central wellbeing and support services.  -----------------------------------------  (+) Spaces including staff offices have been designed to allow for a mix of open-plan offices, smaller individual cubicles, and bookable individual officers to allow for a mix of ways of working and allowing staff with reasonable adjustments and/or who need a quiet space to work the opportunity to do so.  -----------------------------------------  (-) Staff with reasonable adjustments may feel worried that their existing RA’s being carried over and applied into the new building.  -----------------------------------------  (-) Disabled staff may not be able to work in a hot-desk environment. Whilst individual rooms and quiet spaces will be bookable this could result in the member of staff feeling isolated and cut-off from colleagues.  -----------------------------------------  (+) Disabled parking bays retained and located near the main entrance to EP1. Vehicle access to the building can be accessed via the North or West Gatehouses – making the site easy to access.  -----------------------------------------  (+) The building design has been developed with inclusivity in mind. Site provides multiple step-free entrance and exit locations, including connectivity back to the main campus. Ramped access and lifts to all floors. Bridge between EP1 and EP2 is maintained on level 1 creating a step free route between the buildings.  -----------------------------------------  (+) Both toilet and changing provision provides accessible options providing the user with choice. Location of these facilities will be adjacent to other facilities e.g. male/female changing rooms so that the user is not having to search for the facilities.  -----------------------------------------  (+) proposal in the plan is to re-route buses through from the North Gatehouse to EP1 and provide a new bus stop to help service the building. This will reduce the impact of a user with mobility issues accessing the building.  -----------------------------------------  (-) (+) Lift located in the middle Atrium of EP1 is quite small and may not accommodate power chairs. Also as glass may impact on a user suffering with vertigo. Two new (large) lifts are being installed at either end of the EP1 allowing users to access all levels of the building. Appropriate signage and wayfinding will be put in place.  -----------------------------------------  (-) To ensure the floor of the New Build element is at ground level and providing a step-free entrance, has resulted in the need to lower the floor of EP2. This will impact on the ability to get a standard lift sink well built in. Instead a push & hold (button) lift will be provided. This will have a negative impact on someone with strength and dexterity issues.  -----------------------------------------  (-) Accessing EP1/2 from the bus terminal (see comment and actions in the ‘ALL’ section above). | Ensure appropriate signage and space for posters in design to help signpost students to campus wide support services.  --------------------------------------  Staff spaces following up workshop to inform Stage 4 design  --------------------------------------  Engagement activity with SHSW staff and Disabled Staff Network and School Staff Community Leads to ensure views are considered and RA’s picked up and reviewed and carried over to the new building where appropriate  --------------------------------------  Staff spaces following up workshop to inform Stage 4 design  --------------------------------------  --------------------------------------  Continue to gauge feedback and incorporate into the design    --------------------------------------  --------------------------------------  Work with bus service providers to re-route some buses (services to be confirmed) through to EP1  --------------------------------------  Ensure appropriate signage and wayfinding is picked up in Stage 4 design work to signpost users to accessible lifts.  -------------------------------------  Review options available as part of Stage 4 design to look to minimize or mitigate impact.  Ensure appropriate signage and wayfinding is picked up in Stage 4 design work to signpost users to alternative accessible lifts.  Review reasonable adjustments for staff and students who may need to use the teaching space on the second floor of EP2  -------------------------------------- | AHR Architects / Pete Sutherland  ------------------  AHR Architects  ------------------  School Community Portfolio Leads  ------------------  AHR Architects / Declan Ainger  ------------------  ------------------  AHR Architects  ------------------  ------------------  Rob Cox  ------------------  Pete Sutherland  ------------------  AHR Architects  Pete Sutherland  To be confirmed  ------------------ | To be built into Stage 4 plans  --------------  Dec-23  --------------  On-going  --------------  Dec-23  --------------  --------------  Dec-23  --------------  --------------  To be built into Stage 4 plans  --------------  To be built into Stage 4 plans  --------------  To be confirmed  -------------- | To be confirmed  --------------------------  Stage 4 design updated with any changes to staff space following consultation  --------------------------  Staff with RAs feel satisfied their needs are being met.  --------------------------  Stage 4 design updated with any changes to staff space following consultation  --------------------------  --------------------------  Stage 4 design updated with any changes to staff space following consultation  --------------------------  --------------------------  To be confirmed  --------------------------  To be confirmed  --------------------------  -------------------------- |  |
| **Women and men**  Based on academic year 2022/23 figures within the SHSW there is a staff split of:  70.1% = Female  29.8% = Male | (+) 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 offices and avoiding long dead-end corridors. Access control, external lighting, security, and CCTV strategy in place across key areas, including connectivity back to the main campus zones.  -----------------------------------------  (-) EP1 and EP2 will be on the Western edge of the campus. Women may feel vulnerable leaving the building late at night / out of hours. Need to ensure routes to car park, main campus and buses are safe for all.  -----------------------------------------  (+) Multiple staff office space available to allow staff to work in different environments, plus building will be temperature controlled with heating and air conditioning to allow amenable working conditions to assist women going through the menopause.  -----------------------------------------  (+) Toilet provision is for both male and female toilets, self-contained unisex toilets, and accessible toilet facilities. The design of this building will consider this and provide a combination of all types so there is choice available. | Review CCTV and security strategy with Security Manager. Confirm plans for CCTV coverage.  --------------------------------------  Review CCTV and security strategy with Security Manager. Confirm plans for CCTV coverage.  --------------------------------------  Review mechanical heating and cooling of building as part of Stage 4  -------------------------------------- | Sharon Evans  ------------------  Sharon Evans  ------------------  AHR Architects / Hydrock Engineering  ------------------ | Feb-24  --------------  Feb-24  --------------  Feb-24  -------------- | Confirmation of security, CCTV, and access control plans in Stage 4 design  --------------------------  Confirmation of security, CCTV, and access control plans in Stage 4 design  --------------------------  Confirmation of heating and cooling plans in Stage 4 design  -------------------------- |  |
| **Trans and non-binary people**, including gender reassignment | (+) Toilet provision is for both male and female toilets, self-contained unisex toilets, and accessible toilet facilities. The design of this building will consider this and provide a combination of all types so there is choice available – but to also ensure the gender-neutral toilets are not separated away from other toilets resulting in a trans person having to search for the toilet.  -----------------------------------------  (+) Changing provision is for both male and female facilities with the addition of self-contained individual changing facilities in both EP1 and EP2, providing choice.  -----------------------------------------  (-) Minorities groups may worry about safety of moving through campus, particular at night. Need to ensure routes to car park, main campus and buses are safe for all. | Ensure appropriate signage and wayfinding is picked up in Stage 4 design work  --------------------------------------  Ensure appropriate signage and wayfinding is picked up in Stage 4 design work  --------------------------------------  Review access control, lighting, and CCTV strategy. Plus pick up building operating hours | Pete Sutherland  ------------------  Pete Sutherland  ------------------  Sharon Evans | To be built into Stage 4 plans  --------------  To be built into Stage 4 plans  --------------  Feb-24 | To be confirmed  --------------------------  To be confirmed  --------------------------  Confirmation of security, CCTV, and access control plans in Stage 4 design |  |
| **Marriage** and/or **civil partnership** | No impact – Building is designed for all. |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | (+) The building is designed for all. Specific needs such as baby changing, and breast 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.  -----------------------------------------  (-) Staff currently out on maternity/paternity (and long-term sick) may not be aware of the proposed move. Need to ensure these staff members are picked up in staff engagement and are kept informed. | Ensure baby changing facilities are not only located in female toilets. Need to enable male/non-binary service users/staff/students to be able to access.  --------------------------------------  Ensure colleagues are included in staff engagement and staff communication. Line managers are aware and kept informed. | AHR Architects  ------------------  Adele Drew-Hill / School Community Portfolio Leads | Dec-23  --------------  On-going | Confirmation of baby change facilities in Stage 4 design  --------------------------  Staff engagement |  |
| **Race**, including ethnicity and citizenship | (+) With the SHSW relocating to Frenchay campus, students (and staff) from different ethnicities will have greater opportunity to link in with formal and informal groups.  -----------------------------------------  (-) EP1 and EP2 will be on the Western edge of the campus. Minority groups may feel vulnerable leaving the building late at night / out of hours. Need to ensure routes to car park, main campus and buses are safe for all.  -----------------------------------------  (+) Catering offer will cater for different needs to ensure choice of food is available for all. Plus additional choice including mobile pop-up catering as part of the main Frenchay offer. | --------------------------------------  Review CCTV and security strategy with Security Manager. Confirm plans for CCTV coverage.  --------------------------------------  Ensure catering offer is inclusive for all | ------------------  Sharon Evans  ------------------  Jayne Seymour | --------------  Feb-24  --------------  Sep-26 | --------------------------  Confirmation of security, CCTV, and access control plans in Stage 4 design  --------------------------  Catering menu is designed for all. |  |
| **Religion and/or belief**, including those without religion and/or belief  Based on academic year 2022/23:  SWSW Staff (all UWE staff figure in brackets for comparison):   * 38.2% (45.2%) no religion * 36.7% (25.1) Christian * 16.2% (19.4%) prefer not to say or religion not known * 10.9% (5.2%) other religions not mentioned in this list * 3.3% (1.2%) Hindu * 1.3% (3.8%) Muslim   SHSW Students (all levels, PT and FTSW, Sept and Jan intake) in 22/23 (all UWE students figure in brackets for comparison):   * 46.9% (51%) no religion * 28.4% (23.2%) Christian * 16.6% (7.5%) information refused or not known * 4.5% (10.2%) Muslim * 2.8% (5.3%) other regions not mentioned in this list * 0.9% (2.9%) Hindu | (+) With the SHSW relocating to Frenchay campus, students (and staff) from different religions and beliefs will have greater opportunity to link in with formal and informal events.  -----------------------------------------  (-) A specific faith room has not been provided in the design as the building is well connected and integrated with the main Frenchay campus where religious facilities and a central offer are provided. | Work with School Community Leads to ensure staff are given time to explore Frenchay faith and sanctuary spaces as we near the move.  --------------------------------------  Engage with Frenchay Faith spaces to ensure space to accommodate increase in staff/student numbers. Consider impact of not having a dedicated faith space in EP1 / EP2. Consulting with the All Faiths and None Staff Network, Muslim Staff Network and SU as well as Glenside-specific consultation.  Ensure impact is picked up by Campus Life Project | Adele Drew-Hill / School Community Portfolio Leads  ------------------  Nick Coates  Nick Coates | On-going  --------------  Feb-24  Dec-23 | n/a  --------------------------  Consultation picked up and included in Stage 4 design.  Campus Life pick up impact and include in their consultation on faith spaces and include in project plan. |  |
| **Sexual orientation** | (+) With the SHSW relocating to Frenchay campus, students (and staff) from different sexual orientations will have greater opportunity to link in with formal and informal groups.  -----------------------------------------  (-) EP1 and EP2 will be on the Western edge of the campus. Minority groups may feel vulnerable leaving the building late at night / out of hours. Need to ensure routes to car park, main campus and buses are safe for all. | --------------------------------------  Review CCTV and security strategy with Security Manager. Confirm plans for CCTV coverage. | ------------------  Sharon Evans | --------------  Feb-24 | --------------------------  Confirmation of security, CCTV, and access control plans in Stage 4 design |  |
| **Other specific group** (e.g. International or Access) | (+) UWE Eye Clinic is located on the ground floor with the waiting area located near the main public entrance to the building. This will benefit customers some who have visual impairments to easily navigate the building and access the eye clinic easily.  -----------------------------------------  (+) With the SHSW relocating to Frenchay campus, international students (and staff) will have greater opportunity to link in with formal and informal groups. | -------------------------------------- | ------------------ | -------------- | -------------------------- |  |

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 cannot 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.

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| **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](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Relevance%20Chart%20for%20Equality%20Analysis%202019.docx)) | | | ~~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? | This is a long-term project and measures will be considered and adapted as the project progresses. As the project moves out of design phase and into construction – focus will move to building the transition into the building and planning for day one. As part of this planning, consideration will be given to measures and how best to capture impact in terms of positive, negative, or neutral outcomes. We will look to build in:   * Staff and student engagement forums throughout the lifecycle of the project and post-move to pick up comments on the move and in particular features such as accessibility, travel to/from the building, teaching/social/support spaces, being part of wider Frenchay campus, etc. * Provision of a staff survey for SHSW staff to elicit direct feedback. * Student NSS survey and other KPIs such as student retention. * Staff retention figures (including exit interview comments). * Lessons learnt report (undertaken within the project) to highlight what went well / not so well. | | | |
| When will you review this Equality Analysis? | As the move will be affecting a large staff and student population (plus service users), ongoing reviews of the EA will be put in place as the project team continue to engage with key stakeholders. The EA will be reviewed on an ongoing basis throughout the lifespan of the project, but particularly at the end of each stage of the project:   * End of Stage 3 (October 2023) * Outcome of local authority planning decision (December 2023) * Mid-point of Stage 4 (Technical Design) (January 2023) * End of Stage 4 (February 2023) * End of construction (June 2026) | | | |

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| **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 | Bec Rengel | Date | 10 Nov 2023 |

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| **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. | |
| Head of College / Dean and Head of School / Head of Service | Professor Marc Griffiths    Adele Drew-Hill |
| Faculty / Department / Service | College of Health, Science & Society  School of Health and Social Wellbeing |
| Date | 13/11/2023 |

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| **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. | |
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| **You said** | **We did** |
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**Please forward an electronic copy to the E&D Unit by emailing** [**EqualityandDiversityUnit@uwe.ac.uk**](mailto: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.**