# Appendix 1: Equality assessment template

When completing the assessment template the policy-maker/team should complete this template in partnership with the team who supported the assessment.

|  | **Equality Assessment Template** | |
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| **1.** | **Background** | **Answer** |
| 1.1 | What policy is being assessed or reviewed? | Adjustment to Car Parking Operations |
| 1.2 | What are the aims of the policy? | Operational adjustments to car parking on campus as a result of the construction of the Fusion Building 1, the link road and Car Park H and the increasing demand placed on car parks as a result of BU business.  This assessment will also cover the impacts relating to loss of the space currently assigned to hire vehicle bays, the installation of car park barriers to car parks B-E and the Estates intentions to rationalise daily parking operations for the benefit of users.  **Intentions and comments**:  **Removal of the dedicated car park for Off Campus staff at the front of Poole House Reception**   * As part of the Student Journey project, Estates made a commitment to Marketing & Communications (M&C) to facilitate a minimum number of parking spaces for midweek events. Since the delivery of this plan in 2013 it has been increasingly necessary to utilise the off campus car park to support these events therefore highlighting a need to revisit the plan and increase the original commitment to 137 spaces. * There is no reciprocal off campus parking facility at Lansdowne Campus and there is no viable option to create one. * [The BU Travel Plan 2013-2018](http://www.bournemouth.ac.uk/about/save_earth/bournemouth-university-travel-plan2013.pdf) outlines a number of green travel initiatives, one of which is to promote inter campus travel by the BU bus service which is provided free of charge to staff. Following staff feedback the service has been improved and buses and frequency increased, particularly during out of term time. All BU buses are accessible to wheel chair users. * The current facilities of two blue badge bays for disabled parking and the unlimited drop off facility will be retained at the Poole House car park. No group or individual should be disadvantaged (in DDE terms) by this proposal.   **Relocation of the hire vehicle bays**   * The current hire vehicle car park has been reduced to 5 spaces as a consequence of the construction of the link road and therefore no longer fit for purpose. A car park at the rear of the student village, which is underutilised due to the current access being single carriage through the village, has been highlighted as a suitable replacement as it is large enough to accommodate the larger hire vehicles. * The chosen car park will be via accessed Talbot Campus (as per the new car park H) with a video intercom access barrier installed, which is to the same specification as Car Park H, conforming to BSI British Standards to meet the needs of disabled people. The barrier for Car Park H was a Council planning requirement. * Due to the proximity of this car park to residential housing, signage has been requested from the Project Manager reminding car park users to be mindful of this. In addition to this, an operational procedure has been proposed whereby the driver of any minibuses will be required to collect the vehicle from the hire bays and drive to the Visitors Car Park at the front of Poole House where the rest of the team can board the vehicle. * There should be no impact on access for hire car use. Entry for non-smart card holders/hire company staff will be admitted remotely by reception staff. * No group or individual should be affected by this proposal.   **Relocation of Students Union (SUBU) and SportBU vehicles**   * Four SUBU vehicles had allocated parking bays in Car Park A which will be lost to make way for Fusion Building 1. It is proposed that these are relocated into the old hire vehicle car park which has been reduced to 5 spaces. Access to this car park will be improved on completion of the link road. * SportBU had requested a dedicated parking space for the SportBU minibus prior to the building works. This request could be fulfilled by allocating the 5th space in the car park with the SUBU vehicles. * No groups or individuals should be affected by this proposal.   **Reinstated motorcycle parking by Poole House**   * During the consultation period, The Estates Group received feedback from motorcycle users who felt that, operationally going through a barrier using a smart card could prove difficult, especially trying to retrieve their barrier card in inclement weather or during peak periods. * The Project Manager confirmed that the barrier being installed to access car parks B-E will not allow a motor cyclist to drive around without raising the barrier. * In response to this feedback, 12 motorcycle bays, which do not require barrier access, have been reinstated by the side of Poole House * The Project Manager will renew the line marking on these bays and M&C have been requested to mark these on the updated campus map. * No groups or individuals should be affected by this proposal.   **Introduction of 12 dedicated parking spaces for participants of the BU Lift Share scheme**   * In support of the sustainable travel initiative outlined in [The BU Travel Plan 2013-2018](http://www.bournemouth.ac.uk/about/save_earth/bournemouth-university-travel-plan2013.pdf), Soft Services has been requested to provide 12 dedicated bays for the pilot of the Lift Share scheme. The unique selling point of the scheme is that priority parking will be available on a first come, first served basis, in close proximity to the main campus * On Talbot Campus 12 bays at the rear of Dorset House were highlighted by the Travel Plan Coordinator as ideal for this purpose and 4 spaces at the entrance in Studland House car park for Lansdowne Campus * This is a new initiative and will not affect groups or individuals with any specific requirements   **Allocation of two parking bays between Weymouth and Christchurch House for the purposes of loading / unloading equipment**   * Feedback received from staff and students regarding the loss of the short stay car park to make way for the student centre building and from consultation with UCU and Unison. * In response to the feedback, it is proposed that two bays are created between Weymouth and Christchurch House for the purpose of loading / unloading * These bays will observe a 20-minute limit   **Installation of a barrier to car parks B-E**   * Barriers will be installed at the entrance to car parks B-E after the completion of the link road. Without any access control, car park users will be able to circumnavigate the Car Park Attendants by accessing the rear car parks at Talbot Campus via Gillett Road * The barrier specification will be the same as Car Park H and the vehicle hire car park, confirming to BSI British Standards to meet the needs of disabled people * Full communications with staff on the roll out of the smart card system has taken place. The system will be managed and monitored to ensure users can gain entry * No groups of individuals should be affected by the proposal |
| 1.3 | Who is affected by the policy? | All car park users at both Talbot and Lansdowne Campus |
| 1.4 | Who supported you and why to complete the first assessment or this review? | * Stephen Jones, Head of Facilities Management * Sandra Baylis, Facilities Manager Soft Services * Rick McEvoy, Project Manager * Dr James Palfreman-Kay (JPK) provided guidance on completing the Equality Assessment * Meetings were held with Unison and UCU to discuss and gather feedback on the changes detailed above * DDESG |

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| **2.** | **Equality information** | **Answer** |
| 2.1 | For existing policies, what equality information have you used as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how have you used the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | This is an adjustment to operational activities |
| 2.2 | If this is a new policy, what equality information will be used to monitor the impact as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how you will use the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | **Internal**   * Discussions held with the Estates Hard and Soft FM teams and Travel Plan Group * Management information extracted from the barrier access system and Cohort parking system * Feedback from DDESG and to Estates via other channels   **External**   * Review of Transport assessment and car park management strategy is being carried out by WSP consultants who worked in conjunction with BU on the recent Travel Plan * In 2013-2014 16 students and 1 carer applied for parking permit under the blue bade eligibility. 3 members of salaried staff are in receipt of a blue badge parking permit. The student information was extracted from the Cohort car parking management system and the staff information is provided by Human Resources. |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | WSP will produce a car park management strategy for review and comment by Estates Soft Services, working in conjunction with The Travel Plan Group and Human Resources and others as appropriate. |

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| **3.** | **Equality relevance** |  | | | | | | | | |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/**  **Maternity** | **Race** | **Religion or belief** | **Sexual**  **Orientation** | **Marriage/civil**  **partnership** |
| 3.1 | Does the BU policy have a positive, negative or no impact in terms of addressing prejudice by fostering good relations among people with a protected characteristic and those who do not at the University? | No | PI | No | No | No | No | No | No | No |
| 3.2 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of removing or minimising disadvantages suffered by people at the University due to their protected characteristics? | No | PI | No | No | No | No | No | No | **N/A** |
| 3.3 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people at the University? | No | PI | No | No | No | No | No | No | **N/A** |
| 3.4 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of encouraging people with certain protected characteristics to participate in all activities at the University where their participation is disproportionately low? | No | No | No | No | No | No | No | No | **N/A** |
| 3.5 | Does the BU policy have a positive, negative or no impact in terms of seeking to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act (Equality Act, 2010) at the University? | No | No | No | No | No | No | No | No | **N/A** |
| **4.** | **Decisions/ Feedback/ Approval** | **Answer** | | | | | | | | |
| 4.1 | What are the decision outcomes as outlined in [Table 3](#_Table_3:_Decision) of the guidelines as part of the first assessment or at the review stage? | Level 1 | | | | | | | | |
| 4.2 | In what way have the decision outcomes changed since the first assessment? | N/A This is the first assessment | | | | | | | | |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? | This assessment has highlighted a development opportunity for the Reception/Security Officer to carry out disability awareness training with James Palfreman-Kay - Equality And Diversity Adviser, specifically relating to the video intercom on the parking barrier. | | | | | | | | |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | It is felt that no negative impact has been identified at this stage. Should this change, this assessment will be revisited. | | | | | | | | |
| 4.5 | Who completed this first assessment or review? | Rebecca McPhee – Soft Services Project Officer | | | | | | | | |
| 4.7 | What feedback has been provided from DDESG to the assessment or review? | Draft reviewed by J Palfreman-Kay | | | | | | | | |
| 4.8 | How has feedback from DDESG been used to inform the first assessment or review? | N/A | | | | | | | | |
| 4.9 | Which School/Professional Service Executive Committee has approved this assessment? | N/A | | | | | | | | |
| 4.10 | Date approved by School or Professional Services Executive Committee | N/A | | | | | | | | |
| 4.11 | Date for assessment review | August 2015 | | | | | | | | |

# Appendix 2: Meeting the equality duty in policy and decision-making checklist[[1]](#footnote-1)

The checklist below provides a summary of the actions a BU policy-maker/ assessment team needs to consider when giving consideration to the aims of the general equality duty in respect of policy and decision-making.

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| **Question/Comment** | | **Answer** |
| 1. | Has assessing the impact of equality been integrated into all policy development/decision-making within your School and Professional Services business planning processes? (Please provide examples) | The EIA procedure has been introduced into Estates and training, briefings and internal updates have been provided.  Travel Plan EIA/Capital Development EIAs  Training sessions led by J Palfreman-Kay |
| 2. | What equality information has been used to assess the impact of the BU policy? (Please provide examples) | BSI British Standards to meet the needs of disabled people was used for the specification of the barrier and video intercom.  A site walk was undertaken with James Palfreman-Kay - Equality And Diversity Adviser. |
| 3. | Has the assessment identified and understood how a policy might affect people with particular protected characteristics differently? (Please provide examples) | The majority of the changes being implemented will not affect car park users who fall into the nine protected characteristics.  The only protected characteristic that may be impacted by the car park work is Disability. A separate EIA was completed by the project manager responsible for the relocation of the disabled parking bays as a result of the loss of Car Park A. |
| 4. | Has the assessment identified any possible changes necessary to meet different people’s needs, in terms of removing or mitigating negative impacts and enhancing positive ones? (Please provide examples) | There were no negative impacts highlighted during the equality assessment processes.  A video intercom is being installed onto the parking barriers. A positive enhancement that was highlighted and will be implemented is the development opportunity for the Reception/Security Officers to carry out disability awareness training with James Palfreman-Kay - Equality And Diversity Adviser. |
| 5. | Do you feel the time and effort involved to undertake the assessment was proportionate to the importance of the policy in advancing equality of opportunity and fostering good relations? (Please provide examples) | The time spent of the assessment was proportionate and was instrumental in highlighting the opportunity for invaluable equality training for the operational teams. |
| 6. | In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples) | Rick McEvoy – Project Manager.  James Palfreman-Kay - Equality And Diversity Adviser for advice on the assessment process. |
| 7. | As part of undertaking the assessment have you documented how you have considered the impact of the BU policy, and how that informed your decision-making? | All considerations and the reasons why decisions have been made are outlined in section 1.2 of the assessment. |
| 8. | Have you provided feedback to DDESG on the effectiveness of the BU guidelines as part of your policy development and decision-making within your School/Professional Service? (Please provide examples) | To follow |

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Appendix 3: Further information

If you would like to find out more about Dignity, Diversity and Equality matters at the University please contact Dr James Palfreman-Kay, Equality and Diversity Adviser.

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[http://www.bournemouth.ac.uk/diversity](https://taw.bournemouth.ac.uk/owa/redir.aspx?C=a5a1c2fa204849a097ab1e4a0ca06baa&URL=http%3a%2f%2fwww.bournemouth.ac.uk%2fdiversity)

1. This checklist is an adaptation of the EHRC (2012:18) summary guidance and has been modified to make them relevant to Bournemouth University. [↑](#footnote-ref-1)