**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? | The redesign of the S501 Estates office | | | | | | | | |
| 1.2 | What are the aims of the policy? | To utilise Professional Service space more efficiently by introducing an activity based working model. To relocate the Procurement team to S501 | | | | | | | | |
| 1.3 | Who is affected by the policy? | Estates and Procurement teams | | | | | | | | |
| 1.4 | Who supported you and why to complete the first assessment or this review? | Estates and Procurement Executive teams | | | | | | | | |
| **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) | Compliance with British Standards for building aspects relating to accessibility. | | | | | | | | |
| 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) | A full consultation with Estates and Procurement staff to brief on ideas for the new design and request formal and informal feedback on all aspects of the project. A steering group to be set up to represent the Estates and Procurement teams and feedback to the wider teams. The Head of Health, Safety and Wellbeing and an IT representative will be on the steering group to advise on any specialist support requirements. | | | | | | | | |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | Engagement workshops with Estates, Procurement, Health Safety and Wellbeing and IT teams to review project after 3 and 6 months. | | | | | | | | |
| **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 | NO | 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 | NO | NO | NO | NO | NO | NO | NO | **N/A** |
|  | **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 (N). 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** |
| 3.3 | 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 | NO | 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? |  | | | | | | | | |
| 4.2 | In what way have the decision outcomes changed since the first assessment? | Amended room layout for specialist DDE requirement | | | | | | | | |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? |  | | | | | | | | |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | All queries will be dealt with by the Line manager in the first instance | | | | | | | | |
| 4.5 | Who completed this first assessment or review? | Tracey Digby, Operations Manager and Andy Scott, Head of Estates Strategic Planning | | | | | | | | |
| 4.7 | What feedback has been provided from DDESG to the assessment or review? | Reviewed by Steve Jones, Head of Facilities Management and a member of DDESG | | | | | | | | |
| 4.8 | How has feedback from DDESG been used to inform the first assessment or review? | To be considered once DDESG has provided any feedback | | | | | | | | |
| 4.9 | Which School/Professional Service Executive Committee has approved this assessment? | Estates & Procurement | | | | | | | | |
| 4.10 | Date approved by School or Professional Services Executive Committee | 8 March 2016 | | | | | | | | |
| 4.11 | Date for assessment review | 8 Sep 2016 | | | | | | | | |

**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) | This project forms part of the Estates Delivery Plan. The level of engagement and allowance for feedback has increased during this project and should set a precedent for future office moves/redesigns. |
| 2. | What equality information has been used to assess the impact of the BU policy? (Please provide examples) | In-house assessment from the Head of Health, Safety and Wellbeing |
| 3. | Has the assessment identified and understood how a policy might affect people with particular protected characteristics differently? (Please provide examples) | A member of staff requires specialist equipment to carry out work related activities. |
| 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) | The Head of Health, Safety and Wellbeing assessed the needs of the individual and recommended measures to aid the staff member. The room layout was altered to accommodate these requirements. |
| 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 assessment was essential to the wellbeing of the individual concerned so was proportionate to the process as a whole. |
| 6. | In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples) | Head of Health, Safety and Wellbeing, Line Manager of staff member with specialist need and staff member. To establish requirement and find solutions within the office redesign to suit the staff member and align with the new design. |
| 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? | Not as yet. |
| 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) | Not as yet. |

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)